Department of Teacher Education and Kinesiology

Chair -- Terry Eckmann, Ph.D.

The Department of Teacher Education and Kinesiology is responsible for: 1) the required pedagogy core courses for all teaching majors; 2) the preparation of Elementary teachers; 3) the preparation of Early Childhood Education teachers; 4) the preparation of Physical Education teachers; 5) the preparation of Corporate Fitness and Wellness Management majors; and 6) the preparation of Athletic Training majors.

The department also has responsibility for the operation of the Teacher Advisement and Field Placement Office, which handles group advising relative to Teacher Education and coordinates practicum and student teaching placements.

Teacher Education and Kinesiology Department Mission

The Department of Teacher Education and Kinesiology (TEK) emphasizes the role of the teacher as reflective decision-maker through a conceptual model which emphasizes action, reflection, and knowledge (ARK). Through course work and field experiences the student builds knowledge around specific discipline content and around best pedagogical practices, providing a basis for reflection and action.

TEK, in addition, supports the overall mission of the broader Teacher Education Unit (TEU) at Minot State University. The TEU focuses on current cognitive science research\(^1\) to prepare teachers who demonstrate reflective decision-making and the ability to integrate knowledge of content, students and the contexts in which we learn.

Our Mission is to prepare educational professionals with:

- knowledge of content, and knowledge of cognitive and developmental sciences,
- performance skills, and
- professional dispositions toward the students, curriculum, and reasons they teach. This preparation will allow them to work successfully with:
  - varied students,
  - within a global community.

\(^1\) Cognitive Science is defined here as a multi-disciplinary field or study which includes what we know about observed individual and social behaviors, mental representations and thinking processes (mind), biophysical structures, functions and mechanisms of learning (brain), and how human beings change over time as they develop in all quadrants: cognitive, social, emotional and physical growth (education).

Program of Study

Teacher Education Core: Common courses taken by all education majors.

The TE Core expectations are met primarily in Education courses, with content-area objectives addressed in majors.

Student Learning Goals reflect components of the InTASC Standards and expected MSU TEU candidate dispositions.

<table>
<thead>
<tr>
<th>Student Learning Goals</th>
<th>Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLG 1: InTASC Standard 1: Learner Development. The teacher candidate demonstrates knowledge of how learners grow and develop; and designs and implements developmentally appropriate and challenging learning experiences.</td>
<td>SLO 1.1: The teacher candidate demonstrates knowledge of how learners grow and develop across domains (cognitive, linguistic, social, emotional, and physical areas.)</td>
</tr>
<tr>
<td>SLG 2: InTASC Standard 2: Learning Differences. The teacher candidate uses professional knowledge of individual differences and diversity to ensure inclusive, successful learning environments.</td>
<td>SLO 1.2: The teacher candidate responds respectfully to developmental needs in the design and implementation of appropriate and challenging learning experiences.</td>
</tr>
<tr>
<td>SLG 3: InTASC Standard 3: Learning Environments. The teacher candidate works with others to create environments that support individual and collaborative learning.</td>
<td>SLO 2.1: The teacher candidate demonstrates respectful, professional knowledge of individual differences and diversity.</td>
</tr>
<tr>
<td>SLO 2.2: The teacher candidate uses understanding of learners’ commonalities and individual differences to design inclusive learning experiences that empower success.</td>
<td>SLO 3.1: The teacher candidate collaborates and communicates with others to build a positive learning climate marked by respect, rigor and responsibility.</td>
</tr>
<tr>
<td>SLO 3.2: The teacher candidate manages the learning environment to engage learners actively in individual and collaborative learning.</td>
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</tr>
</tbody>
</table>
SLG 4: InTASC Standard 4: Content Knowledge. The teacher candidate demonstrates knowledge and application of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches to assure mastery of the content.  
SLO 4.1: The teacher candidate demonstrates knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.

SLG 5: InTASC Standard 5: Application of Content. The teacher candidate makes connections among concepts and uses differing perspectives to engage learners.  
SLO 5.1: The teacher candidate makes connections among concepts and relates content to real world problems and meaningful applications.

SLO 6.1: The teacher candidate can articulate and use multiple methods of assessment, to fairly demonstrate the full extent of student learning.

SLG 7: InTASC Standard 7: Planning for Instruction. The teacher candidate plans instruction that supports every student in meeting rigorous learning goals.  
SLO 7.1: The teacher candidate selects, creates, plans and sequences varied instructional activities to support the growth of all students toward rigorous curriculum goals.

SLG 8: InTASC Standard 8: Instructional Strategies. The teacher candidate plans and uses a variety of instructional strategies to encourage learners to develop deep comprehension and apply knowledge in meaningful ways.  
SLO 8.1: The teacher candidate can reflectively select and use a variety of instructional strategies, including appropriate, current instructional technologies, to make learning accessible to all learners.

SLG 9: InTASC Standard 9: Professional Learning and Ethical Practice. The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice.  
SLO 9.1: The teacher candidate takes responsibility for evidence-based strengths and weaknesses in his/her own practices, engaging in ongoing professional learning.

SLG 10: InTASC Standard 10: Leadership and Collaboration. The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning.  
SLO 10.1: The teacher candidate seeks appropriate leadership roles and opportunities to advance the profession.

SLO 10.2: The teacher candidate takes responsibility to communicate and collaborate in positive ways that will benefit students and the learning community.

### Teacher Education Coursework

<table>
<thead>
<tr>
<th>General Education Courses</th>
<th>38-40</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirements for all Bachelor of Science in Education Majors</td>
<td>28-38</td>
</tr>
<tr>
<td>BSEd courses</td>
<td></td>
</tr>
</tbody>
</table>

Professional Education Sequence
(May be taken prior to admission to Teacher Education)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 260</td>
<td>Educational Psychology</td>
<td>2</td>
</tr>
<tr>
<td>ED 260L</td>
<td>Clinical I</td>
<td>0</td>
</tr>
<tr>
<td>ED 282</td>
<td>Managing the Learning Environment</td>
<td>2</td>
</tr>
<tr>
<td>ED 282L</td>
<td>Clinical II</td>
<td>0.5</td>
</tr>
<tr>
<td>ED 284</td>
<td>Teaching Diverse Learners</td>
<td>2</td>
</tr>
<tr>
<td>ED 284L</td>
<td>Clinical III</td>
<td>0.5</td>
</tr>
<tr>
<td>ED 320</td>
<td>Curriculum, Planning &amp; Assessment I</td>
<td>2</td>
</tr>
<tr>
<td>ED 321L</td>
<td>Clinical IV</td>
<td>0.5</td>
</tr>
<tr>
<td>ED 322</td>
<td>Curriculum, Planning, and Assessment II</td>
<td>2</td>
</tr>
<tr>
<td>ED 323L</td>
<td>Clinical V</td>
<td>0.5</td>
</tr>
<tr>
<td>ED 324L</td>
<td>Fall Experience</td>
<td>0</td>
</tr>
<tr>
<td>SPED 110</td>
<td>Introduction to Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>SS 283</td>
<td>Ethnic and Cultural Diversity in America</td>
<td>3</td>
</tr>
</tbody>
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Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 252</td>
<td>Child Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 255</td>
<td>Child &amp; Adolescent Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 352</td>
<td>Adolescent Psychology (only Secondary Education Majors)</td>
<td></td>
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</table>

Admittance to Teacher Education Required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ED 380</td>
<td>Technology in Teaching</td>
<td>2</td>
</tr>
</tbody>
</table>

Methods class(es) required by major

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 491</td>
<td>Student Teaching Kindergarten (Course number dependent upon student teaching grade level)</td>
<td>6-16</td>
</tr>
<tr>
<td>ED 492</td>
<td>Student Teaching, Elementary (and ED 482)</td>
<td></td>
</tr>
<tr>
<td>ED 493</td>
<td>Student Teaching, Secondary (and ED 483)</td>
<td></td>
</tr>
<tr>
<td>ED 494</td>
<td>Student Teaching K-12 (and ED 484)</td>
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<tr>
<td>ED 495</td>
<td>Student Teaching, Special Areas (and ED 484)</td>
<td></td>
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</tbody>
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Total Hours: 99-121

Department/Division Requirements: see catalog descriptions under each department and division offering a BSEd degree.

### DTS Courses

**DTS 200. Special Topics In Dts. 1-8 Hour.**

**DTS 225. Introduction To Safety Education. 1 Hour.**
Promotes general safety with special emphasis on school bus safety, fire safety, and tornado safety.

**DTS 230. Driver & Traffic Safety Education. 3 Hours.**
Introduction to driver and traffic safety education. A review of various high school textbooks and other teaching tools.

**DTS 250. Defensive Driving. 1 Hour.**
Classroom course that is a part of the National Safety Council's Driver improvement program. Successful completion allows a three point reduction on a licensee's driving record.

**DTS 260. Teenage Driving Behavior Problems. 2 Hours.**
Teaches prospective driver about the past problems concerning teenage traffic offenders. Assists driver educators in adjusting classroom presentations to address problems with beginning teenage drivers.

**DTS 350. Advanced Driving. 3 Hours.**
Advanced driving to improve skills, perception, decision making, and general driving ability.

**DTS 390. Traffic Law. 3 Hours.**

**DTS 399. Independent Study General Dts. 1-4 Hour.**

**DTS 450. Organization & Administration of Safety Education. 2 Hours.**
Basic concepts and development of the four phase program: dual controlled car, simulator, multiple car driving range, and classroom. Corequisite or Prerequisite: DTS 230.

**DTS 452. Instruction in Range, Simulator and In-Car. 3 Hours.**
Instruction in the use of electronic driving simulator, equipment, multiple care driving range, and dual controlled car. Prerequisite: DTS 450.
DTS 454. Driver Education for the Disabled. 2 Hours.
Instruction in dual-controlled cars with special hand controls for teaching the handicapped. Prerequisite: DTS 450.

DTS 499. Independent Study Honors Dts. 1-8 Hour.

ECE Courses

ECE 310. Introduction to Early Childhood Education. 3 Hours.
Study of early childhood learning theories, developmentally appropriate materials. classroom arrangement, observational techniques, and curriculum planning. Actual experience with materials, observation, and field experience.

ECE 312. Methods: Arts Integration. 2 Hours.
This course explores and uses the fine and performing arts as primary pathways to learning in young children. Includes selecting materials, creating environments, and planning lessons and activities that integrate art, music, and movement across curriculum disciplines.

ECE 313. Language Development and Emerging Literacy. 3 Hours.
Language activity includes speaking, writing, reading, and listening. Coursework will center on how language is acquired, the functions of language and how language develops. Examine how teachers can best support the growth of children as language learners and users.

ECE 314. Mathematics & The Young Child. 2 Hours.
This course explores curriculum and methods for teaching mathematics in pre-K through grade 3. Candidates actively engage in projects and activities that help them develop a conceptual understanding of teaching mathematics in a cooperative and constructionist environment where children view themselves as mathematicians. Emphasis is placed on the use of manipulatives, problem solving activities, and children's literature in the planning and organizing of developmentally appropriate classroom activities and lessons.

ECE 316. The Emergent Reader. 2 Hours.
This course explores a wide variety of developmentally appropriate instructional practices for teaching early childhood learners multiple ways of communicating and experiencing language through books and media programs. Emphasis is placed on integrating reading, writing, speaking, and listening as forms of creative personal expression. Effective methods of teaching children how to decode and encode print are studied.

ECE 320. Infant/Toddler Development. 2 Hours.
This course explores the child's growth and development from birth to 36 months. It will give candidates a basis for understanding normal developmental needs of children and a means of meeting them in the children's home, childcare center, and community environments.

ECE 322. Leadership & Supervision in Early Childhood Education. 2 Hours.
This course explore effective organization of early childhood programs and looks at managing the day-to-day operations of a program. Candidates examine leadership frameworks and unique leadership styles, and how to apply the principles of leadership to create vision, become an agent of change, and model professional and ethical behavior. Candidates examine supervision frameworks for effective recruitment, selection, and orientation practices. Candidates study a comprehensive model for supervising staff, promoting ongoing professional development and creating a strengths based team in nurturing positive teaching/learning environments.

ECE 333. Preschool Methods and Materials. 3 Hours.
Study of development of 4-7 year olds and procedures in preschool planning including teaching techniques and expressive materials for the campus preschool.

ECE 338. Home School Community Relations. 2 Hours.
This course explore home-school-community relations. The content includes history, parental involvement in school, parent-teacher conferences, home visits, parent and community programs, and community resources for parents.

ECE 361. Observation and Assessment ECE. 3 Hours.
Students will learn about and actively engage in a variety of observational methods to assess the social, motor, and cognitive growth of young children.

ED Courses

ED 95. Interconnecting Perspectives in Education. 0 Hours.
This course provides an opportunity for students to reflect on the diverse perspectives of an educational experience relating to teaching and learning.

ED 221L. Diagnostic Teaching. 1 Hour.
This course provides an introduction to the concept and practice of diagnostic teaching and data driven instruction. Candidates will apply these principles and practices in a 30 hour tutoring experience.

ED 250. Foundations of Education. 2 Hours.
Study of the historical, philosophical, sociological, concepts that have impated the development of American public schools. Includes an orientation to the teaching profession and a field experience.
ED 250H. Foundations of Education. 2-3 Hour.
Study of the historical, philosophical and sociological concepts that have impacted the development of American public schools. Includes an orientation to the teaching professional and a field experience Pre-requisite: acceptance into the Honors Program and must be of sophomore, junior or senior status.

ED 260. Educational Psychology. 2 Hours.
Emphasis learning theory, effective teaching, classroom management and child development as applied to educational settings.

ED 260H. Educational Psychology. 2 Hours.
Emphasizes learning theory, effective teaching, classroom management and child development as applied to educational settings. Pre-requisite: Admitted to the Honor Program and of sophomore, junior or senior status.

ED 260L. Clinical I. 0 Hours.
The initial level clinical within the teacher education program provides candidates with 10 hours of observations in schools related to their major and the content in educational psychology. Prerequisite or Corequisite: Students must be enrolled in or have completed ED 260 before enrolling in this course.

ED 282. Managing the Learning Environment. 2 Hours.
Strategies for successfully creating a positive learning environment in the classroom; strategies for dealing with the disruptive student, strategies for creating positive parental involvement in student learning.

ED 282L. Clinical II. 0.5 Hours.
This entry level clinical provides candidates with 20 hours of experience in a variety of support programs and services in educational settings.

ED 284. Teaching Diverse Learners. 2 Hours.
Adapting teaching strategies to culture, ethnic, linguistic, developmental, and physical differences in the classroom. Collaborating with related professions in individualizing instruction.

ED 284L. Clinical III. 0.5 Hours.
This entry level clinical experience provides candidates with 30 hours of engagement with professional organizations and service learning in projects related to education in schools and the community.

ED 299. Special Topics. 1-8 Hour.

ED 320. Curriculum, Planning & Assessment I. 2 Hours.
The development of curriculum for the public schools and strategies for the planning, delivery, and assessment of instruction. Prerequisite: ED 260.

ED 321L. Clinical IV. 0.5 Hours.
This mid-level clinical experience provides students in teacher education with an extended experience in school working on academic interventions with small groups of students.

ED 322. Curriculum, Planning, and Assessment II. 2 Hours.
The development of assessment processes and tools based on the reciprocal relationship between instruction and assessment, with a focus on data driven interventions and instruction. Prerequisite: Students must complete ED 320 before enrolling in this course.

ED 323L. Clinical V. 0.5 Hours.
This mid-level clinical experience provides students in teacher education with an extended experience in a school working on academic interventions with small groups of students and designing appropriate assessments. Prerequisite: ED 320.

ED 324L. Fall Experience. 0 Hours.
This mid-level clinical experience provides students in teacher education with an extended experience in the fall semester observing and assisting with beginning of the year room design, organization, and classroom management policies and procedures.

ED 350. Middle School Philosophy & Curriculum. 3 Hours.
Acquaints students with the philosophy of middle school education and current practices in middle school curriculum, instruction, and assessment. Prerequisites: ED 320.

ED 380. Technology in Teaching. 2 Hours.
Strategies for the instructional uses of technology including multimedia presentation, e-mail, internet, spreadsheets, data bases, and emerging technologies. Prerequisites: Admission to Teacher Education and ED 320 or CD major or BS in Early Childhood major.

ED 394. Independent Study In Education. 1-4 Hour.

ED 402. Content Area & Develop Reading. 3 Hours.
The study of teaching reading at elementary, middle school, and high levels; ways of responding to literature and other written materials, content area reading for different purposes, application of strategies and study skills, and use of a variety of performance assessments. Prerequisite: Student must complete ED 320 before enrolling in this class.

ED 440. Remedial Reading. 3 Hours.
Diagnosis and treatment of children with reading difficulties. Prerequisites: Admission to Teacher Education and ED 352.

ED 441. Clinical Practice in Remedial Reading. 3 Hours.
Supervised practice in a clinical remedial reading situation. Prerequisites: Admission to Teacher Education and ED 440.
ED 451. Middle School Teaching Strategies. 3 Hours.
Designed to develop the skills and teaching strategies to implement a middle school program. Stresses teaming, thematic curriculum development, advising, and working with parents. Prerequisites: Admission to Teacher Education and ED 320.

ED 480. Clinical Practicum in Education. 1-12 Hour.
This course is designed to give education majors an opportunity to have 30 hours of practical experience. Placements in schools settings are arranged by the Teacher Advisement and Field Placement office. Prerequisites: Admission to Teacher Education, a methods class, and departmental approval.

ED 482. Student Teaching Seminar: Elementary. 2 Hours.
This seminar will provide support to elementary candidates as they complete the final phase of their teacher education program. Topics relevant to student teaching will be discussed. Corequisite: Students must be enrolled in either ED 491, 492, 493, 494, or 495 at the same time as this course.

ED 483. Student Teaching Seminar: Secondary. 2 Hours.
This seminar will provide support to secondary candidates as they complete the final phase of their teacher education program. Topics relevant to student teaching will be explored including classroom management, diversity, technology, instructional strategies, assessment, and data driven instruction. Corequisite: Students must be enrolled in either ED 491, 492, 493, 494, or 495 at the same time as this course.

ED 484. Student Teaching Seminar: K12. 2 Hours.
This seminar will provide support to K-12 candidates as they complete the final phase of their teacher education program. Topics relevant to student teaching will be explored including classroom management, diversity, technology, instructional strategies, assessment, and data driven instruction. Corequisite: Students must be enrolled in either ED 491, 492, 493, 494, or 495 at the same time as this course.

ED 491. Student Teaching Kindergarten. 4-16 Hour.
Supervised teaching in kindergarten. Prerequisites: Recommendation by advisor, division/department chairperson, and TEAC; admission to Teacher Education; and completion of all other requires education coursework.

ED 492. Student Teaching, Elementary. 4-16 Hour.
Supervised teaching in elementary schools. Prerequisites: Recommendation by advisor, division/department chairperson, and TEAC; admission to Teacher Education; and completion of all other requires education coursework.

ED 493. Student Teaching, Secondary. 4-16 Hour.
Supervised teaching in secondary schools. Prerequisites: Recommendation by advisor, division/department chairperson, and TEAC; admission to Teacher Education; and completion of all other requires education coursework.

ED 494. Student Teaching K-12. 4-16 Hour.
Supervised teaching in both elementary and secondary levels in restricted areas. Prerequisites: Recommendation by advisor, division/department chairperson, and TEAC; admission to Teacher Education; and completion of all other requires education coursework.

ED 495. Student Teaching, Special Areas. 4-16 Hour.
Supervised teaching in special areas: mentally handicapped and education of the deaf. Prerequisites: Recommendation by advisor, division/department chairperson, and TEAC; admission to Teacher Education; and completion of all other required education coursework.

ED 497. Mentored Clinical Practice. 5-16 Hour.
This course is designed to provide a one-year mentored clinical internship for classroom teachers. Prerequisites include departmental approval and emergency licensure by the Educational Standards and Practices Board of North Dakota.

ED 499. Independent Study Honors Ed. 1-8 Hour.

ELED Courses

ELED 352. Foundations of Reading. 3 Hours.
Principles, techniques, and approaches for implementing a developmental reading program in the elementary school. Prerequisite: Admission to Teacher Education and ED 320 or BS in Early Childhood major or CD major.

ELED 421. Elementary Mathematics Methods. 3 Hours.
Practicum in teaching mathematics to children in cooperative learning groups through the use of manipulative materials, symbolic representations, and problem solving approaches. Observation and participation in a planned teaching experience in a school setting will illustrate and support the learning processes. Prerequisites: Admission to Teacher Education, ED 320, MATH 277 and 377 or ECE 314. Corequisites: ELED 422, ELED 423, ELED 424, and SCI 426.

ELED 422. Elementary Language Arts Methods. 3 Hours.
Encompasses curriculum, theory, and methodology in language arts. Observation and participation in a planned teaching experience in a school setting will illustrate and support the learning processes. Prerequisites: Admission to Teacher Education and ED 320, ELED 352. Corequisite: ELED 424, 423, 424, SCI 426. Course restricted to Elementary Education and Early Childhood Education majors.

ELED 423. Elementary Reading Methods. 3 Hours.
Principles, techniques, approaches, and materials for teaching reading in grades K through 8. Observation and participation in a planned teaching experience in a school setting will illustrate and support the learning processes. Prerequisites: Admission to Teacher Education and ED 320, ELED 352. Corequisite: ELED 421, 422, 423, 424, SCI 426. Course restricted to Elementary Education or Early Childhood Education majors.
ELED 424. Elementary Social Studies Methods. 3 Hours.
Curriculum, theory, and methodology in the teaching of social studies. Observation and participation in a planned teaching experience in a school setting will illustrate and support the learning process. Prerequisites: Admission to Teacher Education and ED 320. Corequisite: ELED 421, 422, 423, 424 SCI 426. Course restricted to Elementary Education or Early Childhood Education majors.

ELED 425. Elementary Education Practicum. 0 Hours.
This practicum course accompanies the 5 methods classes in elementary education and reflects approximately 150 hours in the elementary classroom.