## Elementary Education

The BSEd Program is aligned with the Education Standards and Practices Board of North Dakota grade 1-8 Elementary Education teaching license. Those who wish to teach Kindergarten should add the Kindergarten Concentration to become K-8.

Student Learning Goal (SLG): A general statement of what a student should know and/or be able to do upon graduation from a program of study.
Student Learning Outcomes (SLO): A specific statement of what a student should know and/or be able to do as a result of what is learned in a specific course or set of courses in a program of study.

Student Learning Goals and Student Learning Outcomes

## Student Learning Goals

SLG1: The graduate applies professional knowledge of Learner Development.

SLG 2: The graduate demonstrates a high level of competence in use of the English language arts and understands, and applies concepts from reading, language and child development, to explicitly teach and model each of the following: reading, writing, speaking and viewing, listening and language, and thinking skills and helps students successfully apply their developing skills to many different situations, materials, and ideas.

SLG 3: 50015.2b The graduate understands and applies fundamental concepts in the subject matter of scienceincluding physical, life, and earth and space sciencesas well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.

SLG 4: The graduate understands and applies the major concepts, procedures, and reasoning processes of mathematics that include number and operations, algebraic thinking, geometry, measurement and data, statistics and probability in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.

## Student Learning Outcomes

SLO 1.1: The elementary education teacher candidate demonstrates knowledge of how learners grow and develop across domains (cognitive, linguistic, social, emotional, and physical areas.)
SLO 1.2: The elementary education teacher candidate responds respectfully to developmental needs in the design and implementation of appropriate and challenging learning experiences that support individual students' development, acquisition of knowledge, and motivation.
SLO 1.3: The teacher candidate applies research grounded knowledge to construct learning opportunities that support students' development, acquisition of knowledge, and motivation.

SLO 2.1: The elementary education teacher candidate demonstrates a high level of competence in use of the English Language Arts.

SLO 2.2: The elementary education teacher candidate designs lessons using concepts from reading, writing, language, and child development that explicitly teach reading, writing, speaking, viewing, listening, and thinking.
SLO 2.3: The elementary education teacher candidate supports students in applying their developing skills in reading, writing, language, speaking, listening, viewing, and thinking to varied situations, materials, and ideas.
SLO 3.1: The elementary education teacher candidate demonstrates knowledge of the fundamental concepts in science.

SLO 3.2 The elementary education teacher candidate designs lessons that apply scientific inquiry methods and technologies in science, to build a base for scientific and technological literacy for students.
SLO 4.1: The elementary education teacher candidate demonstrates foundational knowledge of mathematics.

SLO 4.2: The elementary education teacher candidate designs lessons which use the major concepts, procedures, and reasoning processes of mathematics to support students in using patterns, quantities, and spatial relationships to represent phenomena, solve problems, and manage data.

SLG 5: The graduate understands and applies the major concepts and modes of inquiry from the social studiesthe integrated study of history, geography, the social sciences, and other related areas-to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

SLG 6: 50015.2e The graduate understands and applies \#as appropriate to their own knowledge and skills\#the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.

SLG 7: The graduate understands and applies - as appropriate to their own understanding and skills - human movement and physical activity as central elements to foster active, healthy lifestyles, and enhanced quality of life for elementary students.

SLO 5.1: The elementary education teacher candidate demonstrates foundational knowledge of the social sciences and the modes of inquiry used in the social sciences.

SLO 5.2: The elementary education teacher candidate designs lessons that use the inquiry methods and content of the social sciences to promote students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.
SLO 6.1: The elementary education teacher candidate demonstrates foundational knowledge in the arts (dance, music, theater, and the several visual arts).

SLO 6.2: The elementary education teacher candidate designs lessons that use the arts as a primary media for communication, inquiry, and insight among elementary students.
SLG 7.1: The elementary education teacher candidate demonstrates foundation knowledge of human movement and physical activity.

SLG 7.2: The elementary education teacher candidate designs lessons that foster healthy lifestyles and enhanced quality of life for elementary students.

## North Dakota Licensure: ESPB Standards for Elementary Education

50015.1 Development, Learning, and Motivation. The program requires the study of development, learning, and motivation. Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
50015.2a The teacher candidate will study English language arts. Candidates demonstrate a high level of competence in use of the English language arts and they know, understand, and use concepts from reading, language and child development, to explicitly teach and model each of the following: reading, writing, speaking and viewing, listening and language, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.
50015.2b The teacher candidate will study science. Candidates know, understand, and use fundamental concepts in the subject matter of scienceincluding physical, life, and earth and space sciences-as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.
50015.2c The teacher candidate will study mathematics. Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that include number and operations, algebraic thinking, geometry, measurement and data, statistics and probability in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.

A50015.2d The teacher candidate will study social studies. Candidates know, understand, and use the major concepts and modes of inquiry from the social studies-the integrated study of history, geography, the social sciences, and other related areas-to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.
50015.2 e The program requires the study of the arts. Candidates know, understand, and use\#as appropriate to their own knowledge and skills\#the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.
50015.2f The teacher candidate will study physical education. Candidates know, understand, and use-as appropriate to their own understanding and skills-human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for elementary students.

## Bachelor of Science in Education with a major in Elementary Education

The BSEd Program is aligned with the Education Standards and Practices Board of North Dakota grade 1-8 Elementary Education teaching license. Those who wish to teach Kindergarten should add the Kindergarten Concentration to become certified K-8.

Refer to Teacher Education Policies and Procedures (http://catalog.minotstateu.edu/undergraduate/teachereducationpoliciesandprocedures/) of the catalog for details regarding Teacher Education at Minot State University. These pages explain the admission, retention, and exit requirements of the program.

## General Education

Students must take life, physical, and earth and planetary science. Two of the three science classes must be lab sciences. Requires GEOG 110 Intro, or GEOG 161 World Regional, or GEOG 289 Introduction to GIS. PSY 111 Intro to Psychology is also required.
Coursework not requiring admission to Teacher Education
ART $201 \quad$ Art Methods for Elementary Education 3
MATH 277 Mathematics for Elementary Teachers I 3
MATH 377 Mathematics for Elementary Teachers II 3
MATH $378 \quad$ Mathematics for Elementary Teachers III 3
ED 221L Diagnostic Teaching 1
MUSC $200 \quad$ Music in the Elementary Classroom 2
MUSC 200L Music in the Elementary Classroom Lab 1
ENGL 238 Children's Literature 3
GEOL $100 \quad$ Earth Science with Lab 4
Professional Education Sequence (admission to teacher education required)

| ED 322 | Data Driven Integrated Instruction | 2 |
| :--- | :--- | :--- |
| ED 482 | Student Teaching Seminar: Elementary | 2 |
| or ED 483 | Student Teaching Seminar: Secondary | 2 |
| or ED 484 | Student Teaching Seminar: K12 |  |

Department Specific Courses (admission to teacher education required)
ED $440 \quad$ Remedial Reading
KIN $340 \quad$ Elementary Physical Education Methods and Activities 2
ELED $352 \quad$ Foundations of Reading 3
ELED $421 \quad$ Elementary Mathematics Methods ${ }^{1}$ 3
ELED $422 \quad$ Elementary Language Arts Methods ${ }^{1}$ 3
ELED $423 \quad$ Elementary Reading Methods ${ }^{1} 3$
ELED $424 \quad$ Elementary Social Studies Methods ${ }^{1} 3$
ELED 425 Elementary Education Practicum 0
SCl 426 Elementary Science Methods ${ }^{1}$ 4
ED 492 Student Teaching, Elementary 7-10
Professional Education Sequence (admission to teacher education not required)
ED $260 \quad$ Educational Psychology
ED 260L Clinical I 0
ED 282 Managing the Learning Environment 2
ED 282L Clinical II 0.5
ED 284 Teaching Diverse Learners 2
ED 284L Clinical III 0.5
ED 320 Curriculum, Planning, and Assessment I 2
ED 321L Clinical IV 0.5
ED 323L Clinical V 0.5
ED 324L Fall Experience 0
ED 380 Technology in Teaching 2
SPED 110 Introduction to Exceptional Children 3
SS 283 Diversity in America 3
Select one of the following: 3
PSY 252 Child Psychology
PSY $255 \quad$ Child and Adolescent Psychology
Electives

## Total Hours

1 The methods classes for elementary education candidates must be taken together in one semester. During this time candidates will complete a five week, full day practicum experience in an elementary school.

## Instructional Science Concentration

Students may have 12 credits in any combination of the following courses:

| ED 260 | Educational Psychology | 2 |
| :--- | :--- | ---: |
| ED 282 | Managing the Learning Environment | 2 |
| ED 282 L | Clinical II | 0.5 |
| ED 284 | Teaching Diverse Learners | 2 |
| ED 284L | Clinical III | 0.5 |
| ED 321L | Clinical IV | 0.5 |
| ED 322 | Data Driven Integrated Instruction | 2 |
| ED 323L | Clinical V | 0.5 |
| ED 320 | Curriculum, Planning, and Assessment I | 2 |
| ED 380 | Technology in Teaching | 2 |
| PSY 255 | Child and Adolescent Psychology | 3 |
| SPED 110 | Introduction to Exceptional Children | 3 |
| SS 283 | Diversity in America |  |

## Kindergarten Concentration

The kindergarten concentration requires a BSEd with a major in elementary education plus the following coursework:
ECE $310 \quad$ Introduction to Early Childhood Education 3

ECE $313 \quad$ Language Development and Emerging Literacy 3
ECE $361 \quad$ Observation and Assessment ECE 3
ECE $436 \quad$ Kindergarten Methods and Materials 3
ED $491 \quad$ Student Teaching, Kindergarten 5

Total Hours 17

## Math Elementary K-8 Concentration

| MATH 277 | Mathematics for Elementary Teachers I | 3 |
| :--- | :--- | :--- |
| MATH 377 | Mathematics for Elementary Teachers II | 3 |
| MATH 378 | Mathematics for Elementary Teachers III |  |
| MATH 103 | College Algebra | 4 |
| or MATH 104 | Finite Mathematics |  |
| or MATH 210 | Elementary Statistics |  |

## Total Hours

This concentration will allow a student with a BSED degree to obtain Title I licensure for K-8 math.

## Reading Concentration

The reading concentration requires a BSEd with a major in elementary education or BSEd in secondary education plus the following course work:
ED $402 \quad$ Content Area and Develop Reading 3
ED $440 \quad$ Remedial Reading 2
ED 441L Clinical Practice in Remedial Reading 2
ELED $352 \quad$ Foundations of Reading 3
SPED $110 \quad$ Introduction to Exceptional Children 3
ECE $312 \quad$ Methods: Arts Integration 2

| or ECE 316 | The Emergent Reader |
| :--- | :--- |
| or ED 320 | Curriculum, Planning, and Assessment I |

Total Hours
This course work provides eligibility for a Title I Reading Credential for grades K-8.

## Reading Secondary Generalist 5-12 Concentration

| ED 320 | Curriculum, Planning, and Assessment I | 2 |
| :--- | :--- | :--- |
| ED 440 | Remedial Reading | 2 |
| ED 441 L | Clinical Practice in Remedial Reading | 2 |
| ED 402 | Content Area and Develop Reading | 3 |
| or ENGL 390 | Secondary Language Arts Methods |  |
| SPED 110 | Introduction to Exceptional Children | 3 |
| Total Hours |  | $\mathbf{1 2}$ |

This concentration will allow a student with a BSED degree to obtain a Title I generalist licensure for 5-12.

## Certificate in Substitute Teaching

| Select 9 credits from the following courses: | 9 |
| :--- | :--- |
| ED 282 | Managing the Learning Environment |
| ED 260 | Educational Psychology |
| ED 284 | Teaching Diverse Learners |
| PSY 255 | Child and Adolescent Psychology |
| SPED 110 | Introduction to Exceptional Children |
| SS 283 | Diversity in America |
| Total Hours |  |

