

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	Student Learning Outcomes
SLG1: The graduate applies professional knowledge of Learner Development.	<p>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.)</p> <p>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.</p> <p>SLO 1.3: The teacher candidate applies research grounded knowledge to construct learning opportunities that support students' development, acquisition of knowledge, and motivation.</p>
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.	<p>SLO 2.1: The elementary education teacher candidate demonstrates a high level of competence in use of the English Language Arts.</p> <p>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.</p> <p>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.</p>
SLG 3: 50015.2b The graduate understands and applies fundamental concepts in the subject matter of science—including 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.	<p>SLO 3.1: The elementary education teacher candidate demonstrates knowledge of the fundamental concepts in science.</p> <p>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.</p>
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.	<p>SLO 4.1: The elementary education teacher candidate demonstrates foundational knowledge of mathematics.</p> <p>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.</p>

SLG 5: The graduate understands and applies 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.

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.

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.

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).

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 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 science—including 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.

50015.2e 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

38-40

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	Art Methods for Elementary Education	3
MATH 277	Mathematics for Elementary Teachers I	3
MATH 377	Mathematics for Elementary Teachers II	3
MATH 378	Mathematics for Elementary Teachers III	3
ED 221L	Diagnostic Teaching	1
MUSC 200	Music in the Elementary Classroom	2
MUSC 200L	Music in the Elementary Classroom Lab	1
ENGL 238	Children's Literature	3
GEOL 100	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	
or ED 484	Student Teaching Seminar: K12	

Department Specific Courses (admission to teacher education required)

ED 440	Remedial Reading	2
KIN 340	Elementary Physical Education Methods and Activities	2
ELED 352	Foundations of Reading	3
ELED 421	Elementary Mathematics Methods ¹	3
ELED 422	Elementary Language Arts Methods ¹	3
ELED 423	Elementary Reading Methods ¹	3
ELED 424	Elementary Social Studies Methods ¹	3
ELED 425	Elementary Education Practicum	0
SCI 426	Elementary Science Methods ¹	4
ED 492	Student Teaching, Elementary	7-10

Professional Education Sequence (admission to teacher education not required)

ED 260	Educational Psychology	2
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:

PSY 252	Child Psychology	3
PSY 255	Child and Adolescent Psychology	

Electives

Requires either a concentration or credits to total 120 credits.

4

Total Hours**120-125**

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 282L	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	3

Kindergarten Concentration

The kindergarten concentration requires a BSEd with a major in elementary education plus the following coursework:

ECE 310	Introduction to Early Childhood Education	3
ECE 313	Language Development and Emerging Literacy	3
ECE 361	Observation and Assessment ECE	3
ECE 436	Kindergarten Methods and Materials	3
ED 491	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	3
MATH 103	College Algebra	4
or MATH 104	Finite Mathematics	
or MATH 210	Elementary Statistics	

Total Hours**13**

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	Content Area and Develop Reading	3
ED 440	Remedial Reading	2
ED 441L	Clinical Practice in Remedial Reading	2
ELED 352	Foundations of Reading	3
SPED 110	Introduction to Exceptional Children	3
ECE 312	Methods: Arts Integration	2

or ECE 316	The Emergent Reader	
or ED 320	Curriculum, Planning, and Assessment I	
Total Hours		15

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 441L	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		12

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		9