



Program Plan

Name: _____ Phone: _____ Date: _____

Address: _____ Zip: _____

The curriculum is divided into three groups of courses:

Professional Core: The 18 or 20 credit core includes two on-site courses, three courses essential to teachers, and two research courses. (Beginning fall 2001, 6150 is a four credit course for students entering the program.)

Learning Environment Core: These courses contain activities that enable students to apply course concepts to their professional work. Students interact with each other, have multiple opportunities for reflective practice, and communicate regularly with faculty.

Electives: Six elective credits are required. The elective requirement may be satisfied through transfer credits (up to 6 semester total) or through additional courses offered through The College of St. Scholastica.

Professional Core:

- ✓ **EDU 6110 Seminar: Reflective Practice** 1 cr.
Two-day seminar introduces participants to the concept and practice of professional reflection. Reflective practice is demonstrated by Schön and others to be an essential component of professional knowledge and practice. The seminar serves as an orientation to the Benedictine Heritage, the College, and the Master of Education via Distance Learning Program.
- ✓ **EDU 6120 The Highly Effective Teacher** 4 cr.
Participants examine their own teaching philosophy and practice in light of societal forces, educational issues, and best practices research. Emphasis is placed upon reflection and change which leads to improved teaching and learning.
- ✓ **EDU 6130 Teaching in the Diverse Classroom** 4 cr.
Explores aspects of diversity in the classroom. Intelligence theory, cognitive style and learning style are addressed, as well as issues related to race/ethnicity, gender, & social class. Current supportive research and theories are applied to teachers' problems of practice in the classroom.
- ✓ **EDU 6140 Assessing Student Learning** 4 cr.
Examines standardized tests and alternate authentic assessments in relation to their own student evaluation. A wide variety of assessment techniques are currently being used to evaluate student learning.
- ✓ **EDU 6150 Introduction to Classroom Research** 2 cr. or 4 cr.
Examines the use of action research methodology to investigate problems of professional practice and their solutions. Teachers regularly encounter problems in their professional practice. EDU 6150 is the first of two classroom action research courses. In this course participants learn to apply action research in their work as teachers. Participants write a review of research literature and a plan for data collection and analysis related to research questions they develop. Prerequisite: 6130.
- ✓ **EDU 6160 Conducting Action Research** 2 cr.
Second of two courses on classroom action research. Participants conduct classroom research to answer questions posed in the first research course and to produce a formal, written document which describes their research question, compiles research on similar topics, depicts their research methodology, and explains their results and conclusions. This course is offered during summer term by special arrangement only. Prerequisite: 6150.
- ✓ **EDU 6170 Colloquium: Reflective Practice** 1 cr.
Participants compile a portfolio that chronicles their learning and growth through the program. Participants will also present the results of their classroom research and the impact of reflection in their professional practice during this on-site seminar. Course must be taken during the student's last semester in the program. Prerequisite: 6160.

Learning Environment Core: (8 credits required)

- ___ **EDU 6210 Motivation in Today's Learners** 2 cr.
Identifies the philosophical and research base regarding how students are motivated and how teachers can work with different motivational and coping styles in order to maximize learning.
- ___ **EDU 6215 Engaging the Multicultural Learner** 2 cr.
By concentrating on culturally relevant teaching practices related to African-American students, Hmong students, Latino students OR American Indian students, teachers will explore the relationship of cultural diversity to motivation.
- ___ **EDU 6220 Strategies for Teaching Thinking** 2 cr.
Designed to increase the teaching repertoire of teachers and other instructional leaders. Specific attention is paid to constructivist teaching, cooperative learning, critical thinking through questioning, and forms of representation.

- **EDU 6230 Conflict Resolution** **2 cr.**
Addresses interpersonal conflict resolution as a crucial skill for all human interactions. The theory of conflict resolution provides the foundation for EDU 6230. The majority of the management situations that arise in classrooms across the country have interpersonal conflicts at their heart. Specific skills used in school situations are examined.
- **EDU 6235 Teacher Parent Partnerships** **2 cr.**
Encourages teachers to examine old and create new methods of communication between parents and teachers to foster and enhance student success.
- **EDU 6240 Classroom Management: Theory and Practice** **2 cr.**
Participants will analyze the dynamics of the classroom unit and examine effective classroom management strategies in light of their own teaching environments. Participants will examine various management approaches along with their values, beliefs, and philosophy about discipline, then either choose an existing approach or create one of their own.
- **EDU 6250 Integrating Curricula** **2 cr.**
Examines several models of integrated curricula and design a thematic unit using one or more of these models.
- **EDU 6255 Learning is Inquiry** **2 cr.**
Participants read current theory on inquiry-based curricula and evaluate its application to their own classroom; analyze their own curricula for opportunities to infuse inquiry; and design and evaluate inquiry lessons for their curricula.
- **EDU 6260 The Internet in the Classroom** **2 cr.**
Explores the internet as a classroom resource for teachers and students. Participants will learn to use online bulletin boards, search the internet, and develop a classroom project to help students use the internet.
- **EDU 6265 Multimedia in the Classroom** **2 cr.**
Explores multimedia as a classroom resource for teachers and students. Participants will learn about the applications for using multimedia as a learning tool and design and produce a multimedia project that could be used in the classroom.
- **EDU 6270 Strategies for Creating Inclusive Classrooms** **2 cr.**
Explores current theories about disabilities and effective classroom accommodation strategies. Participants also develop a basic understanding of the legal, societal and ethical issues involved in identifying, labeling and serving students with special needs. 6270 covers basic concepts. It is not recommended (or intended) for students who have majored in special education.
- **EDU 6290 Teaching the American Indian Student** **2 cr.**
Explores teaching and learning principles as applied to the American Indian population.
- **EDU 6310 Instructional Supervision** **3 cr.**
Provides an introduction to supervision and evaluation and is designed for teachers who aspire to be educational leaders. Participants will explore the theoretical aspects of supervision as well as specific supervisory models and strategies.
- **EDU 6320 School Financial Management** **3 cr.**
Provides an introduction to school district financial management. Participants will explore budgeting practices, introductory school accounting, property taxes, school facility funding, and other financial management issues.
- **EDU 6330 School Law** **3 cr.**
Provides students with an understanding of current laws related to education. Participants will study the legal framework within which school employees (both public and private) must operate. Participants will have the opportunity to research the historical sources of educational law, current case law, and local applications of current laws.

Electives:

Each student is allowed to transfer **Six** graduate credits from an accredited college or university. Transfer courses may not be more than seven years old at the time of graduation.

Course	College/University	Credits
TOTAL CREDITS		32 or 34

Admission date: _____

Expected Completion Date: _____

Signature

Signature