

Elementary Education

M.Ed. in Elementary Education (<https://catalog.und.edu/graduateacademicinformation/departments/courses/programs/education/elementaryeducation/ee-med/>)

T&L 500. The Professional Teacher. 3 Credits.

This class is an introduction to the study of education. It will provide students the opportunity to explore the many facets of the teaching profession and to consider its value as a personal career choice. The course will study current issues and trends in education to include curricular and instructional planning, creating a positive learning environment, addressing diverse learners, and the professional skills and responsibilities of teachers. Through reflection on the teacher, the learner, the subject matter, and the context within one teaches, the student will begin to develop a personal philosophy of teaching and learning. Prerequisite: Admission to Master of Science in Curriculum Instruction. F.

T&L 511. Assessment in ECE. 3 Credits.

This course examines the construct and practice of assessment for teaching in birth to third-grade learning environments. The course considers the critical issues related to assessment and accountability in schools, focusing on why assessment is necessary, who the various assessment audiences are, what kind of assessment information is useful for each, and the time frame appropriate for such assessment information. Students study a variety of assessment methods currently used to evaluate teaching and learning in classrooms. They also discuss ways to communicate formative information about student progress to families, collaborate with colleagues to use assessment results to modify grade-level curricula for children with diverse abilities, and advocate for culturally, linguistically, and developmentally-appropriate forms of assessment. S.

T&L 513. Linguistics for ELL Teachers. 3 Credits.

This course introduces the complexities of human language through the study of phonetics, phonology, morphology, syntax and semantics. Additional topics addressed include the brain and language, history of the English language, psycholinguistics, writing systems and language in social contexts. SS.

T&L 514. Introduction to Multilingual Education. 3 Credits.

This course explores language education models, programs and policies with an emphasis on English language learners (ELLs). Political, legal, historical, and cultural contexts of multilingual education will be discussed with a focus on both U.S. and global challenges.

T&L 515. Middle School Curriculum. 3 Credits.

This course examines the middle school curriculum and instructional strategies as well as the needs of early adolescents. The course focuses on the roles teachers play in incorporating a guided, interdisciplinary, collaborative team approach. The studies include the components of curriculum teaming, advisory, exploration, learning communities) and instruction (differentiation, cooperative learning, learning styles, instructional strategies) incorporated in middle schools.

T&L 516. Philosophy and Foundations of Middle School Education. 3 Credits.

This course examines the historical and philosophical background of middle level education. The focus is on the roles teachers/administrators play in incorporating this guided, interdisciplinary, collaborative team approach that assists students during these fundamentally transformative years. The course looks at the philosophical aspect of the curriculum and instructional component. The studies explore contemporary issues associated with the middle school as well as the adaptations necessary for special circumstances affiliated with middle schools.

T&L 517. Social Emotional Learning & Guidance. 3 Credits.

This course is designed to offer strategies for caregivers to support young children's positive social and emotional development, behavior, and learning through the exploration of how early experiences shape development. The emotional and social development of children, including the causes, expressions, prevention and management of challenging behaviors in all children birth to age eight are examined. Emphasis is placed on caregiver/family/child relationships, positive emotional/social environments, developmental implications, adverse childhood risk factors, and intervention strategies. Students will identify factors influencing emotional/social development, utilize screening measures, and design positive behavioral supports. SS.

T&L 518. Curriculum and Methods for Teaching STEM. 3 Credits.

A study of current trends and practices associated with teaching and assessing inquiry-based science and engineering design in PK - 12th grade classrooms. Course activities include readings and resources that delve into STEM curriculum, pedagogy, best practices, hands-on activities, exploring strategies to meet the needs of diverse learners, and using STEM assessments to inform instruction. F,S.

T&L 519. Social Studies in the Elementary School. 3 Credits.

A study of current trends and practices associated with teaching and assessing social studies in elementary classrooms.

T&L 520. Curriculum and Instruction in the Elementary School. 4 Credits.

A study of processes for planning, implementing, and evaluating curriculum and improving instruction in elementary schools.

T&L 521. Differentiated Instruction. 3 Credits.

An introduction to the principles of differentiated instruction. Topics of study include: brain-based learning, responsive instructional and assessment strategies, linking curriculum standards to learner needs, organizing and managing a differentiated classroom, and relevant resources for implementation.

T&L 522. Mathematics in the Elementary School. 3 Credits.

A study of current trends and practices associated with teaching and assessing inquiry-based math in elementary classrooms.

T&L 523. Literacy Instruction for English Language Learners. 3 Credits.

This course addresses the foundations of teaching English language and literacy to English Language Learners (ELLs). Topics will include practices for reading and writing instruction, vocabulary development, assessment of reading and writing, choosing literature for ELLs, and the incorporation of media and technology in ELL literacy instruction. SS.

T&L 524. Reading in the Content Areas. 2 Credits.

How and why reading should be taught in the content areas (i.e. Social Studies, Science, Mathematics, etc.). Research studies in the field of content reading and a variety of instructional practices are reviewed.

T&L 525. Writing in the Classroom. 3 Credits.

Based upon current scientific research, this course examines the foundational knowledge of the writing process and structures, and explores the relationship among standards, curriculum, explicit and systematic approaches to writing instruction, assessment, and the growth of diverse student writing. SS.

T&L 526. Play in Development and Early Childhood Education. 3 Credits.

This course explores the role of play in cognitive, physical and social-emotional development, and the way in which play is incorporated into educational and other programmatic settings. Students will explore how assessment of play indicates a child's development, and they will use assessment to promote Developmentally Appropriate Practices (DAP) for PreK-Grade 3 (ages 3-8) learners.

T&L 527. Curricular Foundations in Early Childhood Education. 3 Credits.

This course examines the historical, philosophical, cultural, race, class, and gender influences on curriculum in early childhood, including the philosophy and mission of the Department of Teaching and Learning.

T&L 528. Children's and Young Adult Literature in the Classroom. 3 Credits.

This course explores the major area of literature for children and young adults in response to two questions: What is the range of literature available for children and young adults today? In what ways might children's and young adult literature be used in the classroom to promote culturally-relevant literature and literacy growth?. SS.

T&L 529. Language Development & Cognition in Children. 3 Credits.

This course provides foundational information about language and cognitive development in children. The course content will also analyze typical and atypical language and cognitive development. The focus of the course will include children birth to age eight. .

T&L 530. Foundations of Reading Instruction. 3 Credits.

This course focuses on the relationship between reading theory, research, contemporary issues and instructional practice. Emphasis is placed on strategic systems related to effective reading, instructional approaches that support the development of these strategic systems and assessment as collecting evidence of effective reading behaviors. F,S.

T&L 531. Early Literacy Development and Instruction. 3 Credits.

A study of early literacy processes including phonemic and print awareness, word recognition, comprehension, and writing. Emphasis is on reviewing current research and theory, assessment and instruction practices, and bridging language and literacy development in literacy rich environments.

T&L 532. Leading K-12 Educator Learning. 3 Credits.

This course overviews the theories and approaches to instructional coaching and teacher leadership to support educational program visions, goals and institutional commitment as a way to transform schools into organizations focused on accelerated teacher effectiveness and improved student learning. It prepares teachers to develop the knowledge, skills, and dispositions for effective teacher leadership and coaching. On demand.

T&L 533. Media for Children and Young Adults in Cultural Context. 3 Credits.

This graduate level course explores teaching literacy in the context of cultural morality debates that impact educators and communities. Students will explore how traditional and contemporary approaches to teaching literature, nonfiction, and digital media interact with cultural concepts of childhood and adolescence. Students will explore children's and young adult literature throughout history from the Victorian cult of childhood to the 1950s comic book senate hearings to the 1990s religious panic around the Harry Potter novels to more recent issues like drag queen story hours. By the end of the course, students should understand the factors that often turn young people's media (and the educational situations in which they often appear) into cultural battlegrounds. SS.

T&L 534. Basic Reading Diagnosis and Remediation. 2 Credits.

Focuses on common causes of reading disability, methods of diagnosis, and corrective reading programs in the classroom. Corequisite: T&L 583.

T&L 535. Advanced Reading/Language Arts Diagnosis and Remediation. 2 Credits.

Analysis of interrelationships of learning difficulties in language arts areas and procedures for remediation. Prerequisite: T&L 530 and T&L 534.

T&L 536. Innovations in English Language Arts Instruction. 3 Credits.

This course considers the current curricular trends and research-based best practices in teaching English Language Arts. Students will critically examine and apply current instructional approaches in teaching English language and vocabulary, classroom discourse practices, and digital literacies. We will consider the ways various instructional methods support the advancement of literacy development for all students, considering ways to modify and adapt curriculum to meet the cultural and linguistic diversity of today's classrooms. On demand.

T&L 537. ELL Methods and Materials. 3 Credits.

This course explores current methods and materials in ELL education, with a focus on teaching academic language and sheltered content instruction. F,S,SS.

T&L 538. Supervision of Student Teaching. 2 Credits.

For supervisors and directors of student teaching in colleges and cooperating schools. Principles and practices on how to provide the most beneficial experiences for student teachers.

T&L 539. College Teaching. 3 Credits.

Explores learning styles and teaching styles, the components and responsibilities involved in college teaching, methods of teaching and motivating students, and current issues related to instruction in the college classroom.

T&L 540. Theory and Philosophies of Curriculum in Schools. 3 Credits.

This course explores the historical development of the K-12 curriculum, the philosophical and theoretical aspects applied to curriculum, and the social conditions that impact curriculum.

T&L 542. Models of Teaching. 3 Credits.

This course focuses on various models of teaching: social interaction, information-processing, inquiry and behavioral. The purpose of the course is to provide teachers with a variety of instructional models related to meaningful learning experiences for students.

T&L 543. Scholarly Writing. 3 Credits.

Designed to assist students with learning the art of scholarly writing, this course will aid students in designing, formatting, and completing research-based and other scholarly writing projects, as well as understanding the rules and norms of academic publishing.

T&L 545. Adult Learners. 3 Credits.

This course will cover theories of adult development, current research on adult learners, ways of assessing the needs and interests of adult learners, and ways of creating environments in which adult learners can thrive.

T&L 547. Technology in Higher Education. 3 Credits.

Students will examine the various uses and integration of technology and media in higher education by faculty in their attempt to engage learners with each other, the course content, and with instructors.

T&L 548. The Professoriate. 3 Credits.

This course is a study of the development of the American professoriate by way of historical, scholarly, popular, and contemporary perspectives. It also examines the transition of new faculty members to their initial academic appointment.

T&L 549. Doctoral Seminar. 1 Credit.

The doctoral seminar focuses on specific topics related to teaching, learning, and leadership. Specific course content includes the requirements and expectations for completing the doctoral program and writing a successful dissertation. S/U grading. SS.

T&L 550. Assessment and Evaluation in ELL Education. 3 Credits.

This course combines readings and theoretical discussion of assessment with hands-on experience in assessing ELLs. Students will learn how to use a variety of formal and informal assessments with a focus on how to use assessment data in planning instruction. Topics will include classroom-based assessments, language proficiency testing, testing accommodations for ELLs, and assessment of ELLs for special education and gifted education, and ELL program evaluation.

T&L 551. Second Language Acquisition for ELL Teachers. 3 Credits.

This course will explore the socio- and psycho-linguistic aspects of interlanguage by studying the theories and research of first and second language acquisition. Students will examine the nature of learners and their individual differences during the stages of language development, with a focus on children and K-12 classrooms. F.

T&L 552. Online Teaching Practice & Innovation. 3 Credits.

This course examines contemporary online teaching practices and has a focus on "small" research-based teaching strategies that have an impactful effect on online classroom engagement and learning. SS.

T&L 553. Collaborative Relationships: Home, School and Community. 3 Credits.

A course appropriate for anyone working with families, early childhood educators, general educators, special educators, related service personnel, administrators and outside agency personnel. Topics covered include: (1) the various models of collaboration and consultation and the stages of each; (2) communication skills; (3) problem-solving; (4) conflict management; (5) diverse perspectives; (6) information collection procedures; (7) supervisory skills; (8) family characteristics and structure across the lifespan; (9) family focused intervention; (10) school choices; and (11) school issues such as poverty, domestic violence, teasing, bullying, and school violence.

T&L 554. Nature of Science and Science Education. 3 Credits.

T&L 554 surveys issues that are central to science education and research through an exploration of the works of twentieth century philosophers of science who were the most influential in shaping thinking about science in the education community. Course discussion is guided by relevant readings from history and philosophy of science, and science education. F.

T&L 555. Issues of Motivation and Equity in STEM Education. 3 Credits.

Examines how the intersection of gender, culture, and societal stereotypes impact student motivation in STEM education. This examination highlights how comingling factors shape not only perceptions of science knowledge but of membership and participation in STEM learning communities. In this course, we will focus on strategies that reduce barriers and increase representation, relevance, and responsiveness in STEM classrooms in order to raise student motivation. S.

T&L 556. Constructivism in STEM Teaching and Learning. 3 Credits.

Delves into issues of teaching and learning with a focus on perspectives about how learners construct complex understandings, including core ideas in STEM. Relevant readings from science and mathematics education are explored. The course offers participants an opportunity to apply practices discussed by positioning them as interviewers to probe learners' conceptions of a STEM topic. S.

T&L 557. An Introduction to Engineering Education. 3 Credits.

Integrating engineering into K-12 classrooms has the potential to impact students on a broad scale - by improving their learning and engagement, increasing their awareness of engineering's capacity for improving societal issues, and by introducing them to engineering as a career trajectory. This course will focus on concepts and curriculum related to the engineering design process and the various domains of engineering, both in theory and in practice. It will introduce students in the course to effective strategies for teaching engineering across content areas, for making engineering accessible to all learners, and for providing direct connections to standards and assessment. Students in the course will learn about the engineering design process through hands-on learning, as well as how to plan meaningful engineering design lessons and tasks, how to facilitate learning through engineering, and how to apply STEAM concepts within engineering. S.

T&L 558. Middle School Science and Engineering Lab1:Solids. 2 Credits.

T&L 559A. MS Sci.Eng-2: Solids. 3 Credits.

Prerequisite: T&L 558, admission to Graduate School, ND Teacher licensure and Admission to program "Improving Math and Science Literacy of Middle and High School Students of North Dakota Through Teacher-Faculty Partnerships".

T&L 559B. MS Sci.Eng-2: Solids. 3 Credits.

Prerequisite: T&L 558, admission to Graduate School, ND Teacher licensure and Admission to program "Improving Math and Science Literacy of Middle and High School Students of North Dakota Through Teacher-Faculty Partnerships".

T&L 560. Computer Science for Teachers I. 4 Credits.

An introduction to computer science, with problem solving, algorithm development, and structured programming in a high-level language. Emphasis on learning how to design, code, debug, and document programs, using techniques of good programming style. Includes laboratory. Meets with CS 160. Prerequisite: Admission to the Computer Science Education Graduate Certificate Program. F,S,SS.

T&L 561. Computer Science for Teachers II. 4 Credits.

A broadening of foundations for computer science with advanced concepts in computer programming. Includes an introduction to data structures, analysis of algorithms, and the theory of computation. Includes laboratory. Meets with CS 161. Prerequisite: Admission to the Computer Science Education Graduate Certificate Program and T&L 560.

T&L 562. Specialized Methods: Computer Science. 2 Credits.

This course for current K-12 educators explores computer science as a discipline that encourages inquiry, creativity, and collaboration. Given that the nature of computing is investigative, the computer science activities will be hands-on to gain insights about teaching and learning computing concepts in classroom settings. Students will examine a variety of computing tools, virtual environments, and other instructional resources that support learning across STEM disciplines. Students will learn that pedagogical methods in computer science require intellectual rigor in order to develop lessons that are relevant to secondary students and pertinent to our culturally diverse world today. Prerequisite: T&L 560. Prerequisite or Corequisite: T&L 561. SS.

T&L 563. K-12 Classroom Based Coaching Practices. 3 Credits.

This course focuses on the professional learning and growth of an instructional coach in the K-12 educational setting. Individuals will develop and practice instructional coaching skills of leading a coaching cycle, providing feedback on instruction, leading assessment data dialogue, and facilitating difficult conversations focused on instructional improvement. On demand.

T&L 564. Designing Professional Development for K-12 Educators. 3 Credits.

This course focuses on developing the knowledge and skills required for designing and leading professional development for K-12 teachers. Individuals will develop a professional development plan aimed to directly support the professional learning of teachers and key school personnel. On demand.

T&L 565. K-12 Instructional Coaching Clinical. 3 Credits.

This course is a supervised instructional coaching clinical experience and presents an opportunity for students to apply the skills and concepts of effective instructional coaching and professional development in an educational setting. Prerequisite: T&L 532 and T&L 564. On demand.

T&L 566. Brain in Memory and Learning. 3 Credits.

Prerequisite: Admissions to Grad School.

T&L 567. Language Structure and Analysis for ELL Teachers. 3 Credits.

This course explores the grammatical and discourse structures of the modern English language, analysis of grammar and discourse with a focus on specific problem areas for ELLs, and pedagogical implications for English language development.

T&L 568. Research and Advocacy in TESOL. 3 Credits.

This course prepares teachers to both understand and conduct research in TESOL. Emphasis will be placed on using research data to advocate for changes and improvement in ELL education.

T&L 569. Action Research. 3 Credits.

The study of the philosophy and methods of action research. Emphasis is focused on analysis of and reflection on one's teaching for the purpose of improvements in student learning. Prerequisite: Graduate status. S.

T&L 570. Adverse Childhood Experiences and Resilience. 3 Credits.

Course topics include Adverse Childhood Experiences (ACEs), social-emotional foundations in early childhood development, resilience, family engagement strategies, and characteristics of children with behavioral disorders in schools. This course is appropriate for anyone working with families, early childhood educators, general educators, special educators, related service personnel, administrators and outside agency personnel. F,S.

T&L 571. Teacher Education: Focus on the Teacher. 3 Credits.

Practices, issues, and trends in the design and implementation and assessment of programs for the preparation and development of K-12 teachers. F, even years.

T&L 572. Teacher Education: Focus on the Learner. 3 Credits.

The study of teacher education in relation to the lives of P-12 students. This course includes the examination of children and their lives through aspects of race, religion, socioeconomic, linguistics and age, and considers educational implications for preservice and inservice teachers.

T&L 573. Middle School Science and Engineering Lab2:Liq/Gas. 2 Credits.

T&L 574. MS Sci.Eng-4: Liquid/Gas. 3 Credits.

Prerequisite: T&L 573, admission to Graduate School, ND Teacher licensure and Admission to program "Improving Math and Science Literacy of Middle and High School Students of North Dakota Through Teacher-Faculty Partnerships".

T&L 575. Middle School Science and Engineering Lab3:Mot/Elec. 2 Credits.

T&L 576A. MS Sci.Eng.-6:Motion/Electric. 3 Credits.

T&L 576B. MS Sci.Eng.-6:Motion/Electric. 3 Credits.

Prerequisite: T&L 576A.

T&L 577. Assessment of Learning. 3 Credits.

This course addresses the theory and practice of assessment, specifically the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of educational experiences.

T&L 578. Curriculum and Pedagogy in Indigenous Education. 3 Credits.

This course is designed to examine indigenous ways of thinking, knowing, and learning through culturally responsive, and culturally driven pedagogy. The students will study both the theory and practical learning environment applications of indigenous knowledge systems, culturally sustaining curriculum, indigenous models of education, and critical pedagogy. F.

T&L 579. Inquiry into Professional Practice. 3 Credits.

Students in TL 579 will explore theoretical constructs such as Living Theory, Self-Study, and Critical Theory to understand the role of professional and practitioner inquiry in researching and improving their own practice. Students will plan and conduct an in-depth inquiry project culminating in a case study within their professional setting. Prerequisite: TL graduate status. S.

T&L 580. Practicum in Schools. 1-4 Credits.

Practicum in study of desirable school practices, observations in nearby schools, and application of research findings in solving practical problems. Prerequisite: Appropriate foundational and major area courses, and consent of the instructor and advisor. Repeatable.

T&L 581. Resident Internship. 3 Credits.

A full-time, year-long internship experience conducted in a cooperating school district. Resident teachers are fully responsible for a classroom as well as completing their graduate studies for a master's degree. Prerequisite: Participation in the summer program prior to the internship and teaching licensure (see dept for approval). F.

T&L 582. Resident Internship. 3 Credits.

A full-time, year-long internship experience conducted in a cooperating school district. Resident teachers are fully responsible for a classroom as well as completing their graduate studies for a master's degree. Prerequisite: Participation in the summer program prior to the internship and teaching licensure (see dept for approval). S.

T&L 583. Reading Clinic. 2 Credits.

Supervised clinic practicum in diagnosis of reading difficulties, report writing, and instruction. Includes school consultations. Corequisite: T&L 534.

T&L 584. Internship in Education. 1-8 Credits.

This is a culminating experience primarily for Sixth year and Doctoral students. The internships will be identified in one of the following sub-areas: (A) Educational Administration, (B) Special Education, (C) Curriculum, (D) Educational Research, or (E) Teacher Education. Prerequisite: Appropriate foundational, cognate, and major area coursework and consent of advisor and instructor. Repeatable.

T&L 586. Research in Teacher Development and Professionalization Policies. 3 Credits.

Graduate students will explore research on many of the policy issues that surround teachers and shape their work lives. The nation's public schools and nature of teachers' work are directly affected by broader economic, political, and social forces and transformations. Explorations will include how these factors come together, how they have been studied in previous scholarship, and the implications for teachers. Through course readings, seminar style discussions, and independent work, students will gain an understanding of the complex nature of teacher development, professionalization policies, and develop a line of research inquiry in this area. F,S.

T&L 587. Educational Research Apprenticeship (ERA). 1-3 Credits.

Educational Research Apprenticeship (ERA) provides doctoral graduate the opportunity for faculty mentorship on educational research. The student focuses on a topic of research, receives mentoring from faculty, develops their research skills, and gains a greater understanding of research in education. Repeatable to 7.00 credits. F,S,SS.

T&L 589. Professional Development: Resident Teacher Program. 1 Credit.

This field-based experience provides mentoring and coaching, translates baccalaureate theory and research into practice, and requires active participation in the school placement and classroom setting. Issues and topics relevant to first year teachers and graduate education are emphasized through field work and discussions. Prerequisite: Admission into the Elementary Education Resident Teacher Program. SS.

T&L 590. Special Topics. 1-4 Credits.

Exploration of special topics in the study of education not regularly included in available course offerings. May be repeated for different topics. Prerequisite: Consent of instructor or advisor. Repeatable.

T&L 591. Readings in Education. 1-4 Credits.

Designed primarily for advanced graduate students. May be repeated for different topics. Prerequisite: Consent of instructor and advisor. Repeatable.

T&L 593. Independent Projects. 1-4 Credits.

Repeatable.

T&L 596. Individual Research in Education. 1-4 Credits.

Prerequisite: Consent of instructor and advisor. Repeatable.

T&L 995. Scholarly Project. 2-3 Credits.

The scholarly project demonstrates critical analysis and application of information and experiences gained throughout the program of study. The project allows students to demonstrate scholarly skills in an integrated manner that is directly related to their roles as teachers, program evaluators, and action researchers. The scholarly project must be approved by the student's adviser. F,S,SS.

T&L 996. Continuing Enrollment. 1-12 Credits.

Repeatable. S/U grading.

T&L 997. Independent Study. 2 Credits.

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T&L 998. Thesis. 1-9 Credits.

Repeatable to 9.00 credits.

T&L 999. Dissertation. 1-15 Credits.

Repeatable to 15.00 credits.