COURSE DESCRIPTIONS

RED 301 – Development Theories (1 S.H.)
The Development: Culture(s) & Student Learning block is a 4-course sequence where teacher candidates explore theories, individuals, communities, and themselves. This is the first course in the series focusing on developmental theories that explain student learning. Teacher candidates will interact with both classic and contemporary theories of child development and learning. Grade only. Prerequisite: Admission to the Rochester teacher education program. Offered annually.

Purpose: Partially meets the BoT Standards of Effective Practice & Elementary Education Licensure Requirements.

RED 302 – Diverse Learners/Human Relations (3 S.H.)
The Development: Culture(s) & Student Learning block is a 4-course sequence where teacher candidates explore theories, individuals, communities, and themselves. This is the second course in the series focusing on understanding the child’s lifeworlds. Prerequisite: RED401 & RED301. Grade only. Offered annually.

Purpose: Partially meets the BoT Standards of Effective Practice & Elementary Education Licensure Requirements.

RED 303 – Community Development (2 S.H.)
The Development: Culture(s) & Student Learning block is a 4-course sequence where teacher candidates explore theories, individuals, communities, and themselves. This is the third course in the series focusing on groups and community. Teacher candidates will explore community development within and outside of the classroom. Grade only. Prerequisite: RED401; RED301; RED410; RED310; RED402; RED302; RED411; RED311. Grade only. Offered annually.

Purpose: Partially meets the BoT Standards of Effective Practice & Elementary Education Licensure Requirements.

RED 304 – Teacher Development (2 S.H.)
The Development: Culture(s) & Student Learning block is a 4-course sequence where teacher candidates explore theories, individuals, communities, and themselves. This is the fourth course in the series focusing on understanding the Teaching self. Prerequisites: RED401; RED301; RED410; RED310; RED402: Data Collect, Interpret, Use; RED302: Diverse Learners/Human Relations; RED411: Ethnographers Clinical Practice; RED311: Ethnographers of Language in Elementary Classrooms; RED403: Data Decisions; RED303: Community Development; RED412: Global Studies Clinical Practice; RED312: Global Studies in Elementary Classrooms. Grade only. Offered annually.

Purpose: Partially meets the BoT Standards of Effective Practice & Elementary Education Licensure Requirements.

RED 310 – S.T.E.M. in Elementary Classrooms (8 S.H.)
The STEM semester block investigates relationships between and amongst science, technology, engineering, and mathematics. In particular, focusing upon how to facilitate learning experiences through which students utilize mathematics to mediate a developing understanding of science, technology, and engineering concepts. Prerequisite: Admission to the Rochester Teacher Education program. Grade only. Offered annually.

Purpose: Partially meets the BoT Standards of Effective Practice & Elementary Education Licensure Requirements.

RED 311 – Ethnographers of Language in Elementary Classrooms (8 S.H.)
The Ethnographers of Language semester block explores language as a social and cultural construct – developing an understanding of different ways with words and how such awareness informs patterns of communication within and beyond classroom communities. Prerequisites: RED401; RED301; RED410; RED310. Grade only. Offered annually.

Purpose: Partially meets the BoT Standards of Effective Practice & Elementary Education Licensure Requirements.

RED 312 – Global Studies in Elementary Classrooms (3 S.H.)
The Global Studies semester block focuses on teacher candidates developing awareness of one’s personal world view and the curiosity to examine other worldviews. Prerequisites: RED401; RED301; RED410; RED310; RED402; RED302; RED411; RED311. Grade only. Offered annually.

Purpose: Partially meets the BoT Standards of Effective Practice & Elementary Education Licensure Requirements.

RED 401 – Kid-Watching: Observational Research (1 S.H.)
The Data-Wise: Assessment & Student Learning block is a 4-course sequence where teacher candidates examine the use of data to measure, understand, and improve student learning. This is the first course in the series focusing on describing and documenting student development and learning. Teacher candidates will develop observation and interviewing skills and assume the role of teacher as researcher. Prerequisite: Admission to the Rochester Teacher Education program. Grade only. Offered annually.

Purpose: Partially meets the BoT Standards of Effective Practice & Elementary Education Licensure Requirements.

RED 402 – Data Collect, Interpret, Use (1 S.H.)
The Data-Wise: Assessment & Student Learning block is a 4-course sequence where teacher candidates examine the use of data to measure, understand, and improve student learning. This is the second course in the series focusing on using student assessment results to improve teaching and learning in the classroom. Teacher candidates will develop their skills with a variety of assessment tools and practices to plan and evaluate effective instruction. Teacher candidates will assume the role of teacher as researcher. Prerequisites: RED401; RED301. Grade only. Offered annually.

Purpose: Partially meets the BoT Standards of Effective Practice & Elementary Education Licensure Requirements.

RED 403 – Data Decisions (1 S.H.)
The Data-Wise: Assessment & Student Learning block is a 4-course sequence where teacher candidates examine the use of data to measure, understand, and improve student learning. This is the third course in the series focused on data-driven instructional decisions that lead to continuous classroom improvement. Candidates will practice data management systems that help to organize student learning in the classroom. Teacher candidates will continue to develop their skills with a variety of assessment tools and practices to plan and evaluate effective instruction, student grouping decisions, and assessment. Teacher candidates will assume the role of teacher as researcher. Prerequisites: RED401; RED301; RED410; RED310; RED402; RED302; RED411; RED311. Grade only. Offered annually.

Purpose: Partially meets the BoT Standards of Effective Practice & Elementary Education Licensure Requirements.
RED 404 – Data with/in Action Research (1 S.H.)
The Data-Wise: Assessment & Student Learning block is a 4-course sequence where teacher candidates examine the use of data to measure, understand, and improve student learning. This is the finalcourse in the series focused on data with/in Action Research. Candidates will develop a data collection plan focused on a small group of English learners or underachieving learners. Teacher candidates will continue to develop their skills with a variety of assessment and data tools and practices to plan and evaluate a research-based literacy intervention. Teacher candidates will assume the role of teacher as researcher. Prerequisites: RED401; RED301; RED410; RED310; RED402; RED302; RED411; RED311; RED403; RED303; RED412; RED312. Grade only. Offered annually.

**Purpose:** Partially meets the BoT Standards of Effective Practice & Elementary Education Licensure Requirements

RED 410 – S.T.E.M. Clinical Practice (2 S.H.)
The Clinical Practice: Collaboration, Instruction, and Student Learning block is a 5-course sequence through which teacher candidates address what it means to be a Professional Educator. Four topics will be explored throughout the duration of the 5-course sequence. Topic 1 focuses on the classroom as a cultural community. Topic 2 explores the nature of reflective practice. Topic 3 examines the dynamics of community collaboration. Topic 4 centers on the relationship between research and practice. Prerequisite: Admission to the Rochester Elementary Education program. Grade only. Offered annually.

**Purpose:** Partially meets the BoT Standards of Effective Practice & Elementary Education Licensure Requirements

RED 411 – Ethnographers Clinical Practice (3 S.H.)
The Clinical Practice: Collaboration, Instruction, and Student Learning block is a 5-course sequence through which teacher candidates address what it means to be a Professional Educator. Four topics will be explored throughout the duration of the 5-course sequence. Topic 1 focuses on the classroom as a cultural community. Topic 2 explores the nature of reflective practice. Topic 3 examines the dynamics of community collaboration. Topic 4 centers on the relationship between research and practice. Prerequisites: RED401; RED301; RED410; RED310. Grade only. Offered annually.

**Purpose:** Partially meets the BoT Standards of Effective Practice & Elementary Education Licensure Requirements

RED 412 – Global Studies Clinical Practice (1 S.H.)
The Clinical Practice: Collaboration, Instruction, and Student Learning block is a 5-course sequence through which teacher candidates address what it means to be a Professional Educator. Four topics will be explored throughout the duration of the 5-course sequence. Topic 1 focuses on the classroom as a cultural community. Topic 2 explores the nature of reflective practice. Topic 3 examines the dynamics of community collaboration. Topic 4 centers on the relationship between research and practice. Prerequisites: RED401; RED301; RED410; RED310; RED402; RED302; RED411; RED311. Grade only. Offered annually.

**Purpose:** Partially meets the BoT Standards of Effective Practice & Elementary Education Licensure Requirements

RED 413 – Action Research Clinical Practice (1 S.H.)
The Clinical Practice: Collaboration, Instruction, and Student Learning block is a 5-course sequence through which teacher candidates address what it means to be a Professional Educator. Four topics will be explored throughout the duration of the 5-course sequence. Topic 1 focuses on the classroom as a cultural community. Topic 2 explores the nature of reflective practice. Topic 3 examines the dynamics of community collaboration. Topic 4 centers on the relationship between research and practice. Prerequisites: RED401; RED301; RED410; RED310; RED402; RED302; RED411; RED311. Grade only. Offered annually.

**Purpose:** Partially meets the BoT Standards of Effective Practice & Elementary Education Licensure Requirements

RED 414 – First–Six Weeks Clinical Practice (4 S.H.)
The Clinical Practice: Collaboration, Instruction, and Student Learning block is a 5-course sequence through which teacher candidates address what it means to be a Professional Educator. Four topics will be explored throughout the duration of the 5-course sequence. Topic 1 focuses on the classroom as a cultural community. Topic 2 explores the nature of reflective practice. Topic 3 examines the dynamics of community collaboration. Topic 4 centers on the relationship between research and practice. Prerequisites: RED401; RED301; RED410; RED310; RED402; RED302; RED411; RED311. Grade only. Offered annually.

**Purpose:** Partially meets the BoT Standards of Effective Practice & Elementary Education Licensure Requirements

RED 420 – Action Research in Elementary Schools (3 S.H.)
The Action Research semester block focuses on teacher candidates exploring reciprocal relationships between the questions: How does research (in)form my practice? How does my practice (re)form research? Prerequisites: RED401; RED301; RED410; RED411; RED311; RED403; RED303; RED412; RED312. Grade only. Offered annually.

**Purpose:** Partially meets the BoT Standards of Effective Practice & Elementary Education Licensure Requirements

EDST 464 Student Teaching (8 S.H.)
Ten weeks of student teaching on a full-day basis in an Elementary classroom. Offered each semester. Prerequisites: All professional courses required for the major. P/NC only.

**Purpose:** Partially meets the BoT Standards of Effective Practice & Elementary Education Licensure Requirements

MATH 204 – Technology-Based Geometry (3 S.H.)
The study of geometry using technology including transformational, coordinate, and Euclidean geometry and informal geometry and measurement.

ART 301 – Art in Elementary Classrooms (1 S.H.)
Understanding visual artistic processes as they relate to the growth and development of children. Focus on visual art experiences, methods, and curriculum for prospective K-6 classroom teachers. Intended for Rochester campus Elementary Education Program only, embedded in Elementary school.

HERS 302 – Health in Elementary Classrooms (1 S.H.)
Proper techniques and skills needed to successfully meet the National Health Education Standards and the Minnesota Standards of Effective Practice for Elementary Teachers. Upon successful completion of this course, students will be able to apply methodology of Elementary Health Education to teach the content areas designated under the MN Standards of Effective Practice for Elementary Teachers.

MUS 325 – Music in Elementary Classrooms (1 S.H.)
Study of music materials and teaching methods appropriate for the elementary classroom teacher.

PESS 301 – Physical Education in Elementary Classrooms (1 S.H.)
Program planning, games, materials, methods, and techniques of teaching physical education activities to children for early childhood, elementary, and middle school. Prerequisite: Admission to the Rochester Elementary Education program.