# Teacher Education Foundational Course Offerings

**TEGR 510: Education: Issues and Policies** (3 credits towards Initial Licensure in Elementary and Secondary Ed.)
This course is a critical analysis of education as a career choice, as a tool of society, and as a crucial path to a positive future in a rapidly changing world. Education's impact is examined from personal, historic, philosophic, social, and policy perspectives; schools are studied as complex organizations within an increasingly assessment and technology-driven context and global environment. The course includes a research-based exploration of critical issues in education and a guided, reflective, in-school field experience (30 hours).
**Modality:** Online Synchronous **Terms**: Fall and Spring

**TEGR 530: Psychology of Teaching and Learning** (3 credits towards Initial Licensure in Elementary and Secondary Ed.)
This graduate-level course integrates psychological principles with strategies for effective instruction. Prospective K-12 teachers explore the scientific knowledge base that underlies good teaching practices and learn to apply the principles of educational psychology to their own learning and future teaching. Participants study standards-based instruction, performance-enhancing assessment strategies, technology-assisted teaching and learning, and a variety of means of meeting the diverse needs of learners. Through reading, discussion, classroom simulations, school observations, and microteaching demonstrations, participants analyze and personalize good practice. Includes research into effective teaching and learning models and guided clinical experiences.
**Modality:** Online Synchronous **Terms**: Fall and Spring
**TEGR 532: Field Experience/Psychology of Teaching and Learning** (1 credit upon approval)

**TEGR 550: Language Development, Literacy & Literature I** (3 credits towards Initial Licensure in Elementary and Secondary Ed.)
This course is designed to introduce the pre-service teacher to the theory and practice of elementary curriculum and instruction in the areas of reading, language arts, and children's literature. It focuses on language development, assessment and interpretation of relevant data regarding literacy processes, and serves as the knowledge base for understanding curricular development in and applications for literacy in the elementary classroom. Participants will research critical issues in the field of literacy development.
**Modality**: In-person Lecture **Terms**: Spring and Summer

**TEGR 585: Reading for the 5-12 Teacher** (3 credits towards Initial Licensure in Secondary Ed.)
The course is designed to equip prospective teachers with knowledge, skills and attitudes for assisting grades 5-12 students to effectively gain knowledge from content-area written media. Campus and school-site experiences emphasize best practice in literacy instruction for meeting the diverse needs of all students. Emphasis is on supporting students' academic achievement through research-based, differentiated strategies for teaching content through reading materials such as textbooks, written directions, newspapers, graphs/charts/maps, and manuals.
**Modality**: In-person Lecture **Terms**: Spring

**CIED 551: Learning Design with Technology** (3 credits towards Initial Licensure and MA Ed Studies)
This course examines learning theories, philosophies and their implications on the use of technology, as well as the history and development of learning technologies. Additionally, students will examine current trends and future challenges in education technology. Students will learn a variety of learning technologies and advocate sound integration of technology into curriculum. Issues on the design, development, and implementation of technology will be discussed. Students will integrate learning technologies into their curriculum planning in the specific content areas that address student needs and meet with the technology or content standards.
**Modality:** Online Synchronous **Terms**: Fall and Spring

**CIED 670: Assessment for Learning** (3 credits towards Initial Licensure and MA Ed Studies)
This course focuses on the purposes and types of assessment used in school settings to understand and document student achievement. Course participants explore guiding principles for classroom assessment, articulate achievement targets, develop assessment methods, including performance assessment, portfolios, etc. aligned with achievement targets, and create effective methods for communicating about students' learning.
**Modality:** Online Synchronous **Terms**: Spring and Summer

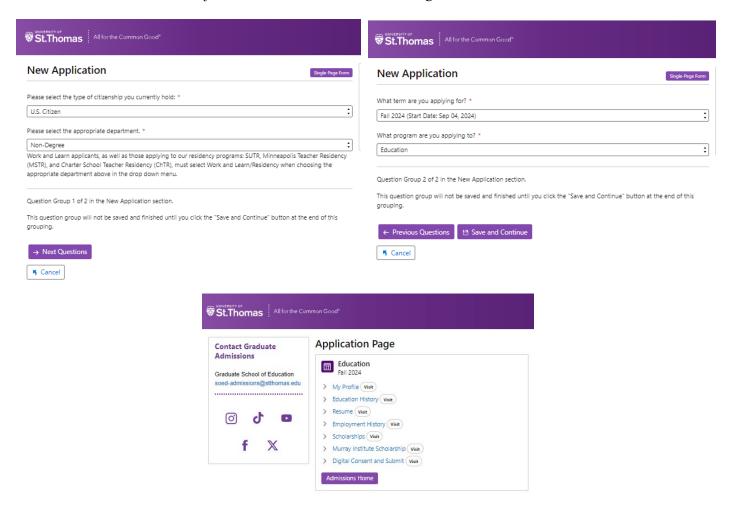*(SoEd will advise the maximum credits that can be taken Non-Degree before enrolling in a degree program)

# Application Process

**Murray Institute Funding Eligibility:**
- Must be a benefits-eligible employee within the Archdiocese of Saint Paul and Minneapolis working within educational ministries
- Approval from the principal

**University of St. Thomas Application:**
- Visit the St. Thomas Application Portal
- Create a username and password
- Enter in your Citizenship and choose Non-Degree as the Department
- Choose which Term you would like to start and the Program: Education







- Complete the requirements for the Application until the **Finished** bubble appears
- The Murray Funding application is within the **Scholarships** Tab
- Once the application is Complete and reviewed for Admission, the School of Education advising team will be in contact with you to make a plan for which courses you are interested in.

**Questions?**
- Annie Foley, The Murray Institute Coordinator & School of Education Enrollment Manager
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