

dren. The notion that persons who work with children should be committed to developing their own creative potentials is emphasized in coursework and practice in this program. Therefore, this program is intended for persons who are interested in developing their own personal selves as well as learning about the content and pedagogy that constitute gifted education and talent development. To facilitate timely program completion, courses are offered two per semester on evenings and weekends on a cyclical basis, both on and off campus.

Required Courses

SPED	515	Introduction to Talent Development (3)
EDFN	625	Creativity and Intelligence (3)
EDFN	635	Social and Emotional Needs of Gifted, Talented, and Creative Individuals (3)
CI	638	Curriculum and Instruction for Classroom Talent Development (3)
CI	641	Advanced Differentiation of Curriculum and Instruction for Talent Development (3)
EDFN	645	Programs, Systems, and Models in Gifted Education (3)
CI	639	Seminar in Talent Development (3)

Research Requirements

EDFN	600	Introduction to Educational Research (3)
EDFN or CI	699	Thesis (3-6)

Research Requirements--APP or Creative Project Option (7-8)

EDFN	600	Introduction to Educational Research (3)
CI or SPED	610	Preparing the Alternate Plan Paper (3)
CI or EDFN	694	Alternate Plan Paper (1-2)

Other requirements

Electives to complete total requirements (30 for Thesis option; 34 for APP/Creative project option); competency exam; Thesis, Alternate Plan Paper or Creative Project in the area of Talent Development or Gifted Education.

Special Note

Students interested in this area who already have a master's degree might wish to consider the Educational Specialist degree in Curriculum and Instruction and integrate Talent Development and Gifted Education as their major area of focus. In doing so, they can take the core course in this program and develop their plans of study according to the C & I program guidelines. A Certificate in Talent Development and Gifted Education is also available.

TEACHING ENGLISH AS A SECOND LANGUAGE (TESL) MA

*College of Arts and Humanities
Department of Modern Languages
227 Armstrong Hall • 507-389-2116*

Chair: Kimberly Contag, Ph.D.

Tina Scott Edstam, Ph.D., Harry Solo, Ph.D., Stephen Stoyhoff, Ph.D., Pat Wilcox, Ph.D.

Programs in teaching English as Second Language include the M.A. in English, TESL track, and the ESL licensure program (which may be earned at either the graduate or undergraduate level.) See the appropriate department for details about the complete requirements for either program.

COURSE DESCRIPTIONS

570 (4) Theory and Methods of TESL I

Introduction to theories of second language acquisition in children, description of program models for second language literacy and academic success. Treats oral language development, literacy, content-based instruction, testing and placement of LEP children.

571 (4) Theory and Methods of TESL II

Introduction to theories of second language acquisition and language processing in adults. Treats the skills of listening, speaking, reading, writing and vocabulary use for university student and adult education. Consideration of individual and sociocultural factors in language learning.

575 (1-4) Topics in TESL

Topics in learning and teaching English as a Second/Foreign Language. May be repeated for credit.

662 (1-4) Special Topics in TESL

Advanced seminar topics in learning and teaching ESL/EFL. May be repeated for credit.

677 (1-4) Individual Study

Special topics in language education. May be repeated for credit.

THEATRE ARTS MA

THEATRE ARTS MFA

College of Arts and Humanities