

### EDUCATIONAL STUDIES:K-12 AND SECONDARY PROGRAMS

College of Education  
Department of Educational Studies:K-12 and Secondary Programs  
313 Armstrong Hall • 507-389-1965

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The Department of K-12 and Secondary Programs (KSP) prepares graduate students for initial licensure as professional educators in 5-12 and K-12 classrooms, and in library media education. It serves practicing teachers and other professional educators seeking continued development through advanced programs in Curriculum and Instruction, Library Media Education, and Teaching and Learning. Program emphasis is placed upon facilitating graduate students in strengthening and broadening their knowledge, skills, and dispositions needed to function effectively as educators.

Graduate study is not merely a continuation of undergraduate work. It demands scholarship at a higher level of achievement; it places greater emphasis on research and creativity; and it requires much more initiative and responsibility.

Admissions: Applicants should have submitted complete files a minimum of one month before the term of anticipated entry. Applications are accepted for any term or summer session. International students should complete their files and applications three months before the term of session of anticipated admittance. Students wishing to enroll in any KSP graduate or licensure program must be admitted to the College of Graduate Studies and Research and to the program. All applicants should submit the following to the College of Graduate Studies and Research:

1. A completed Application for Graduate Study;
2. Verification of the Baccalaureate degree from a regionally accredited college or university;
3. Two official transcripts listing undergraduate/graduate degree(s) to be sent directly from the degree granting institution to the College of Graduate Studies and Research (including MSU students, undergraduates, faculty, and staff);
4. Attainment of a minimum grade point average of 3.0 on a 4.0 scale in your undergraduate study. If your GPA is below 3.0, you must have obtained a minimum GRE score of 500 on one or more portions (verbal, quantitative, or analytical) of the Graduate Record Exam; and
5. Any additional information required for international students, if appropriate.
6. Verification of a current Minnesota teaching license.

Where the GRE is required (see number 4 above), you must request that the testing institution send the official scores directly to the College of Graduate Studies and Research. Upon receipt of these materials, the College of Graduate Studies and Research will forward the applicant's file to the Department of Educational Studies: K-12 and Secondary Programs for admission recommendation.

Financial Assistance. A limited number of graduate assistantships are available for full-time students within the Department of Educational Studies:K-12 and Secondary Programs. Contact the department administrative assistant at 507-389-1965 for more information.

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### GRADUATE TEACHER LICENSURE PROGRAMS

The Graduate Teacher Licensure Program is offered for those who have completed a Bachelor's Degree in a licensable field. Candidates entering this program have two options: a 5-12 or K-12 teaching certificate (Post-Baccalaureate), or a teaching certificate with a master's degree (Master of Arts in Teaching (MAT)). The Post-Baccalaureate and MAT programs are accredited by NCATE and approved by the Minnesota Board of Teaching.

Time Requirements: Throughout the program, candidates will be taking courses within the program, content courses, as well as completing field experiences. The

time involved can and often is demanding. Participation in field experiences and student teaching requires special sacrifices from the candidates, with student teaching being a full-time obligation. Often candidates must plan to take a leave of absence from their employment to participate in the field experiences and complete student teaching. Candidates receive no compensation for field experiences or student teaching and should make allowances for the loss of income.

Licensure areas approved by the Board of Teaching include:  
5-12 Licensure

Business Education (collaborative with Winona), Communication Arts and Literature, Family Consumer Science, Health Science, Mathematics, Science (Life Science, Chemistry, Earth and Space Science, Physics), Social Studies.

K-12 Licensure

Dance and Theatre Arts, English as a Second Language, Vocal Music and Instrumental Music, Physical Education, Visual Arts, World Languages and Cultures (Spanish, German, and French), Developmental Adapted Physical Education, Library Media Specialist.

Candidates entering either the Post-Baccalaureate or MAT program will be placed into a cohort of 15-25 candidates and work closely with a cohort of faculty. The program is a comprehensive standards-based licensure program, with coursework offered either on weekends or Tuesday evenings. Courses are offered face to face and on-line with the use of Desire 2 Learn.

Weekend Cohort. The weekend cohort starts every May, and candidates may complete the program in 12-15 months. The coursework is divided into three distinct transition points. The first transition point, Orientation and Evaluation occurs during the first weekend (Friday, Saturday, and Sunday) at the beginning of the program with course work during the months of June and July, on Friday evenings 5:00 P.M. to 9:00 P.M. and Saturdays 8:00 A.M. to 5:00 P.M. The second transition point occurs during the month of August on a Friday, Saturday and Sunday, with additional course work occurring on Friday evenings 5:00 P.M. to 9:00 P.M. and Saturdays 8:00 A.M. to 5:00 P.M. during the months of September, October, and November. The final transition point occurs in the month of December on Friday, Saturday and Sunday. All three transition points occur on the campus of Minnesota State University, Mankato. In addition to coursework within the program, candidates must address any content deficiencies as well as participate in field experiences.

Note: This is very intense, requiring candidates to attend classes during the weekends and to complete content course work and field experiences during the week.

Tuesday Night Cohort. The Tuesday night cohort starts every fall and candidates may complete the program in 24 months. Coursework is offered on Tuesday evenings from 4:30 P.M. to 9:30 P.M. during the fall and spring semesters, and on Tuesday and Thursday evenings 4:30 P.M. to 9:30 P.M. during the month of June.

The coursework is divided into four distinct transition points. The first transition point, Orientation and Evaluation occurs at the beginning of the program during the first class meeting on Tuesday evening from 4:30 P.M. to 9:30 P.M. with course work occurring on the following Tuesday evenings throughout the fall semester. This structure of orientation and evaluation occurring at the beginning of the semester with course work completed in the following Tuesday evenings occurs in the fall and spring of each semester throughout the program, with the final evaluation occurring at the end of the course work and prior to student teaching. At each transition point candidates are assessed based on their skills, knowledge and dispositions.

Program Admission. In addition to the College of Graduate Studies and Research' requirements, the applicant must submit the following directly to the Department of Educational Studies: K-12 and Secondary Programs:

1. Three recommendation forms (available from the Department of Educational Studies: K-12 and Secondary Programs or departments' web site) focusing upon the applicant's academic potential as well as the individual's promise to become an effective professional educator (one of these recommendations must be from an undergraduate/graduate instructor or academic advisor, and it is highly recommended that one is from a current employer);
2. A completed Personal Statement form (available from the Department of Educational Studies: K-12 and Secondary Programs or departments' web site) summarizing the applicant's experiences and professional goals;
3. The applicant's professional resume;
4. Attainment of a cumulative grade point average of 3.0 on a 4.0 scale during their undergraduate study. If the applicant's GPA is below 3.0, the applicant must take the GRE. Note: GRE scores must be received in the College of Graduate Studies and Research prior to the applicant's file being reviewed by

the KSP department for departmental admission;

5. A completed and signed plan of study. The plan of study must be signed by the content specialist;
6. A completed Mentorship Application form (available from the Department of Educational Studies:K-12 and Secondary Programs or departments' website) for assigning a K-12 mentor teacher; and
7. A completed and signed Background Check Letter (Note: include check) allowing MSU to conduct a complete background check. Minnesota state law requires that all candidates applying for initial licensure in this state be fingerprinted for national background checks. There is a fee for the criminal background check.

Note: All applicants are required to meet with a content specialist to review transcript(s) and determine if any content courses are needed for licensure, and complete a plan of study. The following website: [www.coled.mnsu.edu/newweb/KSP/PostBac/index.html](http://www.coled.mnsu.edu/newweb/KSP/PostBac/index.html) contains a complete list of the entire content specialists at Minnesota State University. With guidance from the content specialist, applicants should determine when content courses for licensure can be taken. These courses should be selected carefully with the content specialist and your advisor in the KSP department. Candidates seeking the MAT must select 6 credits in the content area at the 500/600 level. Please contact the appropriate content specialist for help in reviewing your content course work.

Admission will occur in the fall and spring semester only. There will be no consideration of admission until all of the above admission criteria have been met. All material must be received in the Department of Educational Studies:K-12 and Secondary Programs by April 2nd to be considered for the weekend cohort, and April 20th or until full to be considered for the Tuesday evening cohort. Early application is recommended, as enrollment is limited for both programs. Applicants will be notified regarding their admission status following the receipt of all required application materials.

Field Experiences. Candidates are required to actively participate in K-12 field experiences throughout the Graduate Teacher Licensure Program. The field experiences are staggered throughout the program and require that each candidate spend time each semester in the K-12 setting during normal school hours (8:00 A.M. to 4:00 P.M., Monday - Friday). Candidates must plan to take a leave of absence from their employment to participate in field experiences. Candidates receive no compensation for the time spent in the K-12 classroom during their field experiences and should make allowances for the loss of income.

Field experiences provide opportunities for candidates to put theory into practice in a K-12 or 5-12 environment. During field experiences candidates will become familiar with specific school-related issues, strategies to assist student learning and apply strategies to help students study and learn within the classroom environment. Prior to this experience candidates will need to complete a background check.

Student Teaching. All candidates must complete all content and program requirements as listed on their plan of study prior to student teaching. Student teaching demands special sacrifices from the candidates, with student teaching being a full-time obligation. Candidates must plan to take a leave of absence from their employment to participate in complete student teaching. Candidates receive no compensation for the student teaching and should make allowances for the loss of income.

Retention. Admission does not guarantee continuation in the Graduate Teacher Licensure Program, admission into field experiences, student teaching, or graduation. As part of the admission process and throughout the program, the student's knowledge, skills, and disposition as well as professional potential are evaluated. Formalized reviews are conducted during field experiences and at each transition point.

Students must complete a minimum of 50% of all graduate credit at the 600 level, excluding thesis or APP credits and must maintain a grade point average of "B" or above in all coursework.

Professional Education. After meeting all program application requirements and being admitted into either the Post-Baccalaureate or MAT, candidates will apply for admittance into professional education. The process, material and requirements will be discussed and completed during the first class session or transition point. Prior to beginning the program, it is highly recommended that each candidate successfully complete the Pre-professional Skills Test (PPST). The test score along with additional information will be needed prior to acceptance into professional education. ETS will no longer provide printed copies of the PPST (i.e., Tests at a Glance) booklets. They are available online at [www.ets.org/praxis](http://www.ets.org/praxis) under Test Preparation. For additional information about the PPST or professional education please

visit: [www.coled.mnsu.edu/newweb/Advising/Praxis\\_PPST.html](http://www.coled.mnsu.edu/newweb/Advising/Praxis_PPST.html).

Required Coursework for Licensure (28 credits)

- KSP 502 Media Utilization for Secondary Education (2)
- KSP 602 Field Experiences: Foundation of Education (1)
- KSP 603 Foundations of Education (3)
- KSP 604 Teaching and Learning in the Inclusive Classroom (3)
- KSP 605 Human Developing and Learning (3)
- KSP 606 Reading and Writing in the Middle/Secondary School (1)
- KSP 607 Philosophy and Practices of the Middle School (3)
- KSP 602 Field Experiences: Middle/Secondary Level (1)
- KSP 608 Planning, Instruction, and Evaluation in the Secondary School (3)
- KSP 660 Practicum in the Middle School (4)
- KSP 662 Practicum in the Secondary School (4)

Note: Students will be recommended for licensure when all requirements for licensure have been fulfilled. Upon successful completion of the coursework and student teaching, candidates must take and pass the Praxis II content and pedagogy examinations before applying and obtaining a Minnesota Teaching License.

Additional Coursework Required for Master of Arts in Teaching

RESOURCE CORE (6 CREDITS)

Required

- KSP 609 Research Methods (3) OR
- KSP 611 Action Research to Improve Student Learning (3) and
- KSP 610 Scholarly Writing (3)

Note: All candidates are required to complete their capstone project (Thesis, Alternate Plan Paper, or Creative Project prior to awarding the master's degree.

## COLLEGE OF EDUCATION

Gail Orcutt, Licensure Coordinator  
118 Armstrong Hall • 507-389-1216

Licensure does not occur automatically through graduation and the awarding of a diploma. The university recommends Minnesota licensure upon completion of all program and licensure requirements. Candidates must successfully complete the PPST examination of skills in reading, writing, and mathematics, as well as the Praxis II and Content examination. Minnesota state law requires that all students applying for initial licensure in this state be fingerprinted for national background checks. A conduct review statement will also need to be completed and signed. There is a fee for the criminal background check. The fee is for issuance of a State of Minnesota teaching license.

Students need to make application for a Minnesota teaching license at the close of the term in which they graduate. The College of Education, 118 Armstrong Hall, coordinates the licensure process.

For additional information about the Graduate Teacher Licensure Program contact Dr. Scott Page (507-389-1607 or 389-1965) or e-mail: [scott.page@mnsu.edu](mailto:scott.page@mnsu.edu).

## TEACHING AND LEARNING MS

(Thesis Plan - 30 credits)  
(Alternate Plan Paper - 34 credits)  
(Creative Project - 34 credits)

The Master of Science in Teaching and Learning emphasizes improvement of teaching skills and an increased understanding of learners. The program is available to all teachers who wish to broaden their knowledge base, enhance their classroom performance and better serve the needs of learners. It is Standards Based and includes many of the components necessary for preparation for National Board Certification.

The MS in Teaching and Learning is designed around a variety of options, which include:

- Learning Communities and Leadership
- Student Development and Learning
- Culturally Responsive Teaching
- Instructional Media in the Classroom
- Data Driven Decision Making to Improve Student Learning
- Improving Student Learning

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This structure provides students with the flexibility to custom design a Masters degree of their choice, choosing from a combination of options listed above. In addition, students have the option of completing three options and the research core, or completing two options, the research core, and, with consultation with their advisor, selecting three courses (9 credits) from any of the remaining options or any 500-600 level courses in teaching field.

Admission Requirements. Applicants for the Master of Science degree program must have a valid Minnesota teaching license. To be considered, the applicant must complete the following:

1. A completed Application for Graduate Study;
2. Verification of the Baccalaureate degree from a regionally accredited college or university;
3. Two official transcripts listing undergraduate/graduate degree(s) to be sent directly from the degree granting institution to the College of Graduate Studies and Research (including MSU students, undergraduates, faculty, and staff); and
4. Attainment of a minimum grade point average of 3.0 on a 4.0 scale in undergraduate study. If the applicant's GPA is below 3.0, the student must have obtained a minimum GRE score of 500 on one or more portions (verbal, quantitative, or analytical) of the Graduate Record Exam.
5. Two letters of recommendation. Recommendation forms may be obtained from the Department of Educational Studies: K-12 and Secondary Programs web site.
6. Any additional information required for international students, if appropriate.

### MSTL Options

#### LEARNING COMMUNITIES AND LEADERSHIP (9 CREDITS)

- KSP 641 Classroom Learning Communities (3)  
KSP 657 The Professional Learning Community (3)  
KSP 665 Teacher as Leader (3)

#### STUDENT DEVELOPMENT AND LEARNING (9 CREDITS)

- KSP 652 Advances in Student Development and Learning (3)  
KSP 659 Character Development and Moral/Ethical Reasoning (3)  
KSP 672 Spirituality and Learner Development in Education (3)

#### CULTURALLY RESPONSIVE TEACHING (9 CREDITS)

- KSP 601 Education for a Multicultural Society (3)  
KSP 638 Literacy and Bilingualism (3)  
KSP 644 School, Family and Community Partnerships (3)

#### INSTRUCTIONAL MEDIA IN THE CLASSROOM (9 CREDITS)

- KSP 619 Technology Integration for the K-12 Teacher (3)  
KSP 624 Integrating Multimedia into the K-12 Classroom (3)  
KSP 629 Communicating Electronically to the Learning Community (3)

#### DATA DRIVEN DECISION MAKING TO IMPROVE STUDENT LEARNING (9 CREDITS)

- KSP 611 Action Research to Improve Student Learning (3)  
KSP 640 Data and Assessments (3)  
KSP 675 Using Data to Improve Student Learning (3)

#### IMPROVING STUDENT LEARNING (9 CREDITS)

- KSP 612 Differentiated Instruction (3)  
KSP 613 Managing and Monitoring Student Learning (3)  
KSP 663 Curriculum Management (3)

#### RESEARCH CORE (3 - 7 CREDITS)

Required

- KSP 609 Research Methods (3) OR  
KSP 611 Action Research to Improve Student Learning (3)

Electives

- KSP 610 Scholarly Writing (3) OR  
KSP 694 Alternate Plan Paper (1-2) OR  
KSP 695 Creative Project (1-2) OR  
KSP 699 Thesis (3-6)

Additional Requirements. In addition students must successfully complete a written comprehensive examination during the semester (or prior to) of graduation; and take a minimum of 50 percent of all coursework at the 600 level. To satisfy degree requirements all students must complete a capstone experience. After consulting with their advisor, students may choose a capstone experience of thesis, alternate plan paper, or creative project.

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### LIBRARY MEDIA EDUCATION MS

(Thesis Plan - 30 credits)

(Alternate Plan Paper - 34 credits)

(Creative Project - 34 credits)

Admission Requirements. Applicants file should be completed a minimum of one month before the term of anticipated entry. Applications are accepted for any term or summer session. International students should complete their files and applications three months before the term of session of anticipated admittance. Students wishing to enroll in any KSP graduate or Library Media Education program must be admitted to the College of Graduate Studies and Research and to the program. All applicants should submit the following to the College of Graduate Studies and Research:

1. A completed Application for Graduate Study;
2. Verification of the Baccalaureate degree from a regionally accredited college or university;
3. Two official transcripts listing undergraduate/graduate degree(s) to be sent directly from the degree granting institution to the College of Graduate Studies and Research (including MSU students, undergraduates, faculty, and staff); and
4. Any additional information required for international students, if appropriate;
5. Attainment of a minimum grade point average of 3.0 on a 4.0 scale in your undergraduate study. If the applicant's GPA is below 3.0, the student must have obtained a minimum GRE score of 500 on one or more portions (verbal, quantitative, or analytical) of the Graduate Record Exam.

Library Media Education is offered for those who have a current Minnesota teaching license. Candidates entering this program have two options: a certificate in Library Media Education or a certificate with a master's degree in Library Media Education (MS). The Library Media Education program is accredited by NCATE and the Minnesota Board of Teaching according to standards developed by AASL and AECT.

Candidates entering the Library Media Education program will be placed into a cohort of 15-25 candidates and work closely with a cohort of faculty. The program is a comprehensive standards-based licensure program, with course work offered either on weekends or Monday evenings. Courses are offered face to face and on-line with the use of Desire 2 Learn.

Weekend Cohort. The weekend cohort starts every January (spring semester) and candidates may complete the program in 12-15 months. The coursework is divided into four distinct transition points. The first transition point, Orientation and Evaluation, occurs during the first weekend (Friday, and Saturday) at the beginning of the program with course work during the month of February, March, and April on Friday evenings 5:00 P.M. to 9:00 P.M. and Saturdays 8:30 A.M. to 4:30 P.M. The second transition point occurs during the month of June on a Saturday from 9:00 A.M. to 4:30 P.M., with additional course work occurring on-line during the months of June and July. The third transition point occurs during the first weekend (Friday, and Saturday) at the beginning of the fall semester with course work during the months of September, October, and November on Friday evenings 5:00 P.M. to 9:00 P.M. and Saturdays 8:30 A.M. to 4:30 P.M. The final transition point occurs in the month of December on Saturday. All four transition points occur on the campus of Minnesota State University, Mankato.

Note: This is very intense, requiring candidates to attend classes during the weekends and complete course work during the week.

Monday Night Cohort. The Monday night cohort starts every fall, and candidates may complete the program in 24 months. Coursework is offered on Monday evenings from 4:30 P.M. to 9:30 P.M. during the fall and spring semesters, and on-line

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during the months of June and July.

The coursework is divided into four distinct transition points. The first transition point, Orientation and Evaluation, occurs at the beginning of the program during the first class meeting on Monday evening from 4:30 P.M. to 9:30 P.M. with course work occurring on the following Monday evenings throughout the fall semester. This structure of orientation and evaluation occurring at the beginning of the semester with course work completed in the following Monday evenings occurs in the fall and spring of each semester throughout the program, with the final evaluation occurring at the end of the course work and prior to the internship. At each transition point, candidates are assessed based on their skills, knowledge and dispositions.

Note: Although the state of Minnesota does not require a graduate degree in media for licensure as a school library media specialist, many states do require master's degree. Additionally, Information Power, the national guidelines for school library media programs, recommends that the master's degree be considered the entry level degree for professionals in school library media centers. The K-12 and Secondary Programs department also believes that a master's degree with a strong undergraduate general education background provides the best preparation for school library media professionals.

#### Required Coursework for Licensure (28 credits)

- KSP 617 Foundations of Information Centers in Society (3)
- KSP 631 Organization, Management, Leadership, and Administration of Media Centers (3)
- KSP 628 Instructional Design and Production for Digital Learning (3)
- KSP 635 Information Literacy Skills and the Curriculum (3)
- KSP 634 Instructional Design and Production of Resources (3)
- KSP 622 Materials for Children (3)
- KSP 630 Materials for Young Adults (3)
- KSP 621 Information Resources (3)
- KSP 698 Internship (4)

Note: Students will be recommended for licensure when all requirements for licensure have been fulfilled. Upon successful completion of the coursework and the internship, candidates must take and pass the Praxis II content examination before applying and obtaining a Minnesota Library Media License.

#### Additional Coursework Required for Masters in Library Media Education (MS)

- KSP 609 Research Methods (3)
- KSP 610 Scholarly Writing (3)

Note: All candidates are required to complete their capstone project (Thesis, Alternate Plan Paper, or Creative Project) prior to awarding the master's degree.

Retention. Admission does not guarantee continuation in the Library Media Education program, admission into the internship, or graduation. As part of the admission process and throughout the program, the student's knowledge, skills, and dispositions as well as professional potential are evaluated. Formalized reviews are conducted during internship and at each transition point.

Students must complete a minimum of 50% of all graduate credit at the 600 level, excluding thesis or APP credits; and must maintain a grade point average of "B" or above in all coursework. Satisfactory completion of a comprehensive examination during the semester (or prior to) of graduation is required. Students must enroll in KSP 685 Written Comprehensive Examination.

## COLLEGE OF EDUCATION

Gail Orcutt, Licensure Coordinator  
118 Armstrong Hall • 507-389-1216

The university recommends licensure to a state upon student's completion of a licensure program. Licensure does not occur automatically through graduation and the awarding of a diploma. Students need to make application for a Minnesota Library Media license at the close of the term in which they graduate. The College Education, 118 Armstrong Hall, coordinates the licensure process. In addition to meeting all program requirements, the Praxis II content examination must be taken and passed. Minnesota state law requires that all students applying for initial licensure in this state be fingerprinted for national background checks. A conduct review

statement will also need to be completed and signed. There is a fee for the criminal background check. The fee is for issuance of a State of Minnesota licensure.

The contact person is Dr. Linda Underwood (507-389-5708 or 389-1965) or e-mail: linda.underwood@mnsu.edu.

## CURRICULUM AND INSTRUCTION SP (30 credits)

The Specialist Degree in Curriculum and Instruction is available for professionals who are seeking an advanced level of preparation as curriculum directors, or department chairs managing the human and curriculum materials within a school or department. Within the Specialist program a student obtains an in-depth knowledge in a specific area; i.e., research, curriculum development and/or appraisal. The contact person is Dr. Debra Anderson (507-389-5710 or 389-1965) or e-mail: debra.anderson@mnsu.edu

Additional Requirements. See the Graduate Studies Bulletin or Web site: [www2.mnsu.edu/graduate/](http://www2.mnsu.edu/graduate/) for additional information.

#### Program Research Core (6 credits)

- KSP 579 Grant Writing and Program Funding (3)
- KSP 681 Quantitative Research Methods (3) or
- KSP 682 Qualitative Research Methods (3)
- KSP 699 Thesis (3)

#### Required C & I Course (8 credits)

Choose 8 credits of 500/600 level KSP courses chosen in consultation with an advisor.

#### Required Practicum Course (3 credits)

- KSP 636 Clinical Experience in Curriculum Development (1-6)

#### Related Area Electives (8 credits)

8 elective credits in a related academic area, chosen in consultation with an advisor.

#### Electives (5 credits)

Choose any 500/600 level elective courses in consultation with an advisor.

## COURSE DESCRIPTIONS

KSP 502 (2) Media Utilization for Secondary Education  
Instructional media used in the secondary classroom is demonstrated and used by the students. Resource selection and evaluation is stressed. Electronic media, computer aided instruction, telecommunications, and standard classroom media applications are stressed. Ethical issues of copyright discussed.

KSP 504 (2) Curriculum Applications of Technology in Education

KSP 507 (2) Teaching in a Multicultural Society  
Adaptation of curriculum, classroom organization, and teaching practices.

KSP 508 (3) Teaching to the K-12 ELL Student  
For teachers of students whose dominant language is other than English.

KSP 515 (2) Materials for Younger Children  
Examination of print and audiovisual media for younger children birth to age seven. Identification of selection sources to identify materials. Evaluation of resources and practice in using them. Use of electronic search engines to identify resources, including, but not limited to, research collections, discussion groups, and electronic periodicals.

KSP 522 (2) Design and Production of Resources  
Design and production of instructional media for the classroom. Design and production of media for a professional presentation. Basic 35mm color slide and print photography. Utilization of computers in instructional settings. Presentation of designed resources.

KSP 523 (3) Sexist Influences in Human Development  
Examination of issues of gender and sexism in society and education, including focus on the experience of women of color.

KSP 525 (2) Reading and Writing in the Secondary School  
Concepts, objectives, procedures, and reading in subject matter field.

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Prerequisite: KSP 310

### KSP 529 (2) Utilization of Internet Resources

The student will understand the Internet and learn how to utilize Internet resources and apply them to K-12 media programs.

### KSP 530 (2) WWW Construction for Educators

This course will teach professional educators how to design and produce World Wide Web (WWW) pages of their own and how this knowledge can be transferred to the classroom.

### KSP 550 (3) Human Relations in a Multicultural Society

Study of interpersonal communication skills, self-esteem, classroom relationships, and cultural diversity applied to educational settings. This course meets the state of Minnesota human relations requirements for teacher licensure.

### KSP 551 (1-3) Cultural Diversity Internship

Opportunity for "hands-on" learning experience working with students of culturally diverse backgrounds, one-to-one, small group, tutoring, activities supervision and lesson planning, and implementation.

Prerequisite: KSP 220 or KSP 4/550

### KSP 561 (3) Service Learning: Theory and Practice

A focus on service-learning: planning, implementation, evaluation, and celebration of service-learning as program, activity, class, and integration into academic study.

### KSP 565 (3) Filmmaking

Students will produce a short digital film incorporating the five phases and ten planning stages of filmmaking. The role independent film plays in a culturally diverse society will be illustrated and discussed. Examples of each genre will be examined.

### KSP 579 (3) Grant Writing and Program Funding

Procedures for designing research, writing proposals and requests for grants, contracts and funding from external sources; grant administration.

### KSP 580 (1-3) Seminar

In depth study and narrow focus on an educational topic. Students do extended research outside of class and defend their research in class.

### KSP 583 (2) Supervision of Student Teaching

To assist K-12 classroom teachers in developing their skills for supervising pre-service and student teachers.

### KSP 586 (1-3) Topics in Environmental Education

How to develop energy activated for educational purposes.

### KSP 589 (1-3) Selected Topics

Specific focus on an educational topic that may be taught as a regular course such as: Topic: Web Resources for the Classroom (usually a group requests a specific topic).

### KSP 590 (1-6) Workshop

Specific focus on an educational topic that is conducted for a special group. May be repeated.

### KSP 591 (1-4) In-Service

Special courses designed to meet changing educational trends.

### KSP 600 (3) Introduction to Graduate Studies and Technology

Introduction to the programs and requirements of graduate studies in education at Minnesota State University, scholarly writing, and the classroom technologies necessary for the master teacher.

### KSP 601 (3) Education for a Multicultural Society

This course uses experiential, intercultural activities to examine how their own world view impacts the curricular choices they make while teaching. They will develop a plan to integrate a multicultural world view into their current curriculum.

### KSP 602 (1) Field Experiences

Candidates are required to take this course twice throughout their teacher licensure

program. During field experiences candidates will become familiar with: the communication process about specific school-related issues, restorative measures, strategies to help students comprehend class material, and strategies to help students study and learn within the classroom environment.

### KSP 603 (3) Foundations of Education

Study and application of developing positive relationships in diverse learning communities with social, historical, and philosophical perspectives. Bases on the premise that building a learning community and developing positive relationships with colleagues and learners is basic to teaching and learning.

### KSP 604 (3) Teaching and Learning in the Inclusive Classroom

Theories of human development with a concentrated study of cognitive development, applied to learning in the multicultural and inclusive classroom.

### KSP 605 (3) Human Developing and Learning

This course is intended to prepare future educators and enhance the knowledge of present educators and counselors. The focus of this course is to provide foundational knowledge on physical, emotional, social, and cognitive development enhancing learning development of youth in grades 5-12.

### KSP 606 (1) Reading and Writing in the Middle/Secondary School

Reading as it applies to Middle and Secondary schools will be the focus of this course. The course will focus on the current issues and trends in methodologies, linguistics, grammar, composition and applications of reading throughout the course.

### KSP 607 (3) Philosophy and Practices in the Middle School

This course is designed to provide inexperienced and experienced educators with greater insight into the unique position of the middle school in the U.S. system of public education. Throughout the course students will explore topics of concern regarding middle school education.

### KSP 608 (3) Planning, Instruction, and Evaluation in the Secondary School

This course is designed to guide K-12 and 5-12 student through the design and implementation of a standards-based curriculum from the analysis of standards, designing performance packages base upon the standard, designing a course, and pedagogical methods.

### KSP 609 (3) Research Methods

The research process is one that is complicated, and nonlinear, and very often difficult for students to understand and see its strengths and weaknesses. This course will introduce students to research methodologies as applied to research and evaluation. The course will focus on developing skills and applying different methodologies in a research plan.

### KSP 610 (3) Scholarly Writing

Designed to provide a learning experience in utilizing techniques and procedures in scholarly writing.

### KSP 611 (3) Action Research to Improve Student Learning

Classroom teachers will learn how to conduct research in their classrooms that is designed to improve student learning.

### KSP 612 (3) Differentiated Instruction

Improving student achievement through differentiated curriculum and instruction; learning about and applying best practices; teaching for understanding, critical thinking, problem solving and decision-making; and accommodating teaching and learning styles.

### KSP 613 (3) Managing and Monitoring Student Learning

What every classroom teacher should know about management strategies, discipline models, successful classroom environments, planning that facilitates positive behavior, dealing with difficult students, as well as formats for focusing observation, peer observation and collecting data.

### KSP 614 (3) Introduction to Curriculum: Theory and Leadership

An examination of the role of leader, theories of leadership and their applications in school improvement.

### KSP 615 (1-4) Selected Topics

Selected topics explored for secondary teaching. May be repeated.

### KSP 616 (2) Multi-Ethnic Curriculum Materials and Resources

Provides teachers with information needed to develop curriculum and instruction

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materials, locate resources and enhance awareness of the multi ethnic heritage of this nation.

#### KSP 617 (3) Foundations of Information Centers in Society

In this course students will study the current information environment and explore the challenges that the profession of library and information services faces. Participants will identify and discuss issues and topics surrounding and transforming the social, cultural, economic and educational role of the library and become knowledgeable about the issues such as service, technology, intellectual freedom, and professional practices.

#### KSP 618 (1) Library Strategies

Identification and practice in use of print and electronic resources in graduate programs.

#### KSP 619 (3) Technology Integration for the K-12 Teacher

This course includes in-depth modules which present various types of application for the classroom. Current software applications and hybrids will be explored to determine the strengths and weaknesses of each. This course establishes both theoretical and practical application and integration of technology into the classroom.

#### KSP 620 (1-3) Trends in:

The trends format provides teachers and others opportunity to study recent research and current developments with an interdisciplinary nature to include a variety of topics. This course may be in a shortened hands-on format. May be repeated.

#### KSP 621 (3) Information Resources

This course will examine, acquire, evaluate and use reference media sources to meet the information needs of a media center's clientele. Participants will examine and review bibliographic resources and their relationship to instruction and instructional in-service. Emphasis will be placed on reading, discussing, selecting, and evaluating resources in the context of curricular issues, cooperative endeavors with other libraries and trends in the information and reference services field.

#### KSP 622 (3) Materials for Children

Students will learn and practice selecting, evaluating, and using print, audiovisual and electronic media for children in grades K-6. Participants will learn to identify and discuss a variety of genres; using reviewing sources and selection tools; identify major children's book awards; research authors and books; become knowledgeable about current issues such as censorship; locate and prepare a multiple format mediaography of children's materials and demonstrate curricular uses of this media.

#### KSP 623 (2) Photography

Introduction to photography. Choice of film-prints and slides. Color film exposure-meters. Color filtration-filters and mounts. Commercial sources. Darkroom equipment and facilities. Utilization of K-12 classroom. Slide duplication. Computer graphics/Quick take photography. Field trips-making the most of yearbook and other PR formats. Future trends.

#### KSP 624 (3) Integrating Multimedia into the K-12 Classroom

This course includes in-depth modules that are involved in multimedia. Participants will have the opportunity to use current software and explore how to integrate multimedia into the K-12 classroom setting. This course establishes both theoretical and best practices of the uses of multimedia.

#### KSP 625 (3) Philosophy of Education in Historical Context

Explores how belief systems, expressed in philosophical schools of thought, have shaped the development of the U.S. public school form the Colonial Period to the present.

#### KSP 626 (2) Advanced Reference Materials

Specialized sources in the sciences, arts, and humanities. Patron interviewing techniques. Pre: KSP 621

#### KSP 627 (2) Advanced Materials for Children

In-depth examination of authors of a particular genre. Examination of the Caldecott award winning titles. Children's magazines. Examination of award winning titles form other countries. Electronic resources: netscape and microcomputer software. Pre: KSP (KSP 417/622)

#### KSP 628 (3) Instructional Design and Production for Digital Learning

Teaching and learning over distance education systems with the main emphasis on distance education across the internet. The history of distance education will be discussed. Proper instructional design techniques when developing of coursework will be examined. Proper selection of content will be stressed.

#### KSP 629 (3) Communicating Electronically to the Learning Community

This course explores how current electronic applications and multiple approaches that can be used to develop and support communication with parents, students, and the community.

#### KSP 630 (3) Materials for Young Adults

This course covers developmentally appropriate library and information services for young adults, ages 15-18 with an emphasis on literature and the uses of literature in schools and libraries. The course includes material on non-book services, programming, and other services specific to this age group.

#### KSP 631 (3) Organization, Management, Leadership and Administration of Media Centers

In this course the management function and role of the media specialist in the school will be explored. The components of effective school library media programs: resources, personal, spaces, budget, planning, organizing and policy development are studied.

#### KSP 632 (3) Educational Issues in Global Context

Examines systems of education, both Western and non-Western, as they are shaped by social, cultural and political issues; focuses on understanding the United States system more completely by viewing it through a "global" lens.

#### KSP 633 (2) Censorship Issues

First Amendment, Library Bill of Rights, Freedom to View and Listen in relation to societal pressures, court cases, selection policies and reevaluation procedures.

#### KSP 634 (3) Instructional Design and Production of Resources

The course explores the design and production of instructional media for the classroom and for professional presentations. The student will explore the utilization of computers in an instructional setting with presentations of student designed resources. It will include the creation of an electronic portfolio.

#### KSP 635 (3) Information Literacy Skills and the Curriculum

The course will examine the role of the school library media specialist in the curriculum processes and explore the role of the media specialist in resource-based teaching. The roles of the school library media specialist as teacher, instructional partner, information specialist, and program administrator will be major topics.

#### KSP 636 (1-6) Clinical Experience in Curriculum Development

Supervised practical experiences in curricular design and development. Admission by application only.

#### KSP 637 (2) Materials: Advanced Young Adult Literature

Examination of trends in recent young adult fiction. Selection, evaluation and use of young adult fiction. Reading and discussion of current young adult fiction.

#### KSP 638 (3) Literacy and Bilingualism

This course will examine the interaction between first and second language literacy. Students will learn strategies for helping ELL students improve reading skills and develop content area literacy.

#### KSP 639 (2) District Level Administration

Philosophy of district media service, relationships with school personnel, goal setting, and budget planning.

#### KSP 640 (3) Data and Assessments

This course examines assessment at the district, school, and classroom level. The alignment of classroom assessments with state mandated and other standardized assessments will be addressed. This course will also examine the connection between assessment and instruction.

#### KSP 641 (3) Classroom Learning Communities

Examination of the development and maintenance of classroom learning communities. The class focuses on related, effective instructional and assessment approaches, and student-teacher and student-student relationships.

#### KSP 642 (1-3) Library of Congress Classification

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## EDUCATIONAL STUDIES:K-12 AND SECONDARY PROGRAMS

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Work with LC classification schedules and worksheets. Assign LC subject headings. Become familiar with the work flow pattern used in processing university library media field. Requirements: interview of university cataloging staff, reaction papers, exams.

**KSP 643 (2) Instructional Systems Development**  
Instructional systems approach to the development of coursework will be examined. Proper selection of content will be stressed. Selecting, evaluating, and/or production of course materials will be emphasized. Proper testing procedures will be stressed. Formative and summative evaluations will be done.

**KSP 644 (3) School, Family and Community Partnerships**  
Students will become familiar with the culture and norms of recent immigrant populations through interactions with community members. Cross cultural communication, storytelling, and ethnographic interviews will be used to create awareness and analyze cross-cultural incidents.

**KSP 645 (1-2) Seminar:**  
Critical study of current research, issues, and teaching strategies related to secondary education in a shorten period of time. May be repeated.

**KSP 646 (2) Library Automation**  
Students will be required to learn the following: Checklist for automation planning, examination of Winnebago and Follett automation software systems, MARC format-importance of consistency and global editing, circulation, bar coding and issues, using automation reports to their fullest, and networking and cooperation issues.

**KSP 647 (2) Information Retrieval**  
Bibliographic databases, networks and selected databases and networks will be examined.

**KSP 648 (1-2) Readings in Environmental Education**  
Investigation of environmental issues and problems through existing literature.

**KSP 649 (1-3) Environmental Education Program**  
Research, compare, contrast environmental education programs.

**KSP 650 (1-4) Curriculum Materials in:**  
Examines state and national education programs and materials with an opportunity to develop materials for classroom use. May be repeated.

**KSP 652 (3) Advances in Student Development and Learning**  
This course focuses on study of current advancements in understanding how students learn and develop, including brain-based research, revisions to existing theories, and research studies.

**KSP 654 (3) Secondary School Curriculum**  
A look at evolving nature of the secondary school curriculum and the factors influencing development.

**KSP 656 (2) Multicultural Materials**  
To identify books and other media with multicultural themes and topics for young adults.

**KSP 657 (3) The Professional Learning Community**  
This course addresses NBPTS Standard 5.1 through attention to knowledge and application of: characteristics of effective learning communities, team skills for collaboration, completion of a collaborative school-based project.

**KSP 658 (2) Pre-Practicum Clinical Experiences I**  
Each student will learn about teaching and learning in a different educational setting, e.g., charter school, for period day, Middle School.

**KSP 659 (3) Character Development and Moral/Ethical Reasoning**  
This course focuses on theories and classroom applications related to character development and ethical and moral reasoning.

**KSP 660 (1-6) Practicum in the Middle School**  
Special teaching projects of an experimental or creative nature in the students' field of preparation.

**KSP 661 (2) Networking**  
Evaluation and selection of hardware and software for connectivity and networking

of computer terminals. Cooperation among library systems examined.

**KSP 662 (1-6) Practicum in the Secondary School**  
Special teaching projects of an experimental or creative nature in the students' field of preparation

**KSP 663 (3) Curriculum Management**  
Various theories for organizing and managing curriculum; aligning standards with outcomes, curriculum, instruction, and assessment; deep curriculum alignment; theories of leadership and their applications in school improvement; applications and criteria for assisting teachers' competence and growth.

**KSP 664 (2) Curriculum Development in Environmental Education**  
Curriculum concept; goals for environmental education; selecting objectives, content, concepts, evaluation.

**KSP 665 (3) Teacher as Leader**  
This course focuses on the examination of the role of teacher as leader, including theories of leadership and their application, leading change processes and professional learning communities.

**KSP 666 (3) Interdisciplinary Curriculum**  
Rationale and models for developing cross-disciplinary curriculum (i.e., curriculum mapping, parallel teaching) and learning experiences will be explored.

**KSP 667 (2) Materials: Popular Adult Literature**  
Examination of current popular adult literature-New York Times Best Sellers-Local bookstore best sellers.

**KSP 668 (3) School Leadership: Social, Philosophic & Ethical Action**  
Focus on the social nature of human life and interaction as a basis for learning and for leading organizations such as schools. Students will complete a written educational philosophy for carrying out responsibilities in schools.

**KSP 670 (3) Collegiate Institutions in the United States**  
An examination and review of history, foundations, current developments, and future role of two-year and four-year collegiate institutions in the United States and how they function to meet evolving needs.

**KSP 671 (3) Learning and Teaching in Higher Education**  
Exploration and application of adult learning theory and research, including focus on development of critical and reflective thinking. Study of instructional strategies fostering active student engagement in classrooms.

**KSP 672 (3) Spirituality and Learner Development in Education**  
This course focuses on broad-based definitions of spirituality and how responding to the innate needs for meaning and connectedness can support learning and learner development.

**KSP 673 (3) Private Funding for Public Institutions**  
Focus on understanding and applying U.S. tax laws and resultant deferred giving programs that can enhance, public/not-for-public institutions' ability to increase private funding resources.

**KSP 675 (3) Using Data to Improve Student Learning**  
This course is designed to promote a faculty culture of collaboration, inquiry, and student achievement through data driven decision making. Methods of data collection and analysis will be examined and placed in the context of a school improvement program.

**KSP 677 (1-6) Individual Study**  
Opportunity for individual study on areas germane to the broader disciplines in education under direction of graduate faculty.

**KSP 680 (1) Technology Tour**

**KSP 681 (3) Quantitative Research Methods**  
This course will introduce students to quantitative research as applied to educational research and evaluation. The course will focus on developing skills and applying quantitative methodology in a research plan.

**KSP 682 (3) Qualitative Research Methods**

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This course will introduce students to qualitative research as applied to educational research and evaluation. The course will focus on developing skills and applying qualitative methodology in a research plan.

**KSP 685 (0) Written Comprehensive Examination**

The written comprehensive exam course should be taken with consultation with your advisor. It should be taken prior to enrolling in any research coursework and planning or completing your capstone experience.

**KSP 686 (1-4) Curriculum Design**

Supervised practical experiences in curriculum design and development. Permission required.

Pre: consent.

**KSP 689 (3) Introduction to Technology in Education**

All formats of information technology for educational settings-learning about interactive video, microcomputers, computer networks, Internet, electronic information including bibliographic data bases, electronic newspapers, online encyclopedias, and distance education.

**KSP 690 (1-3) Workshop**

Short term graduate workshops dealing with specific subjects germane to the broader disciplines in education.

**KSP 691 (1-4) In-Service**

An intensive, often semester-long, study in areas germane to the broader disciplines within K-12 and Secondary Education.

Pre: graduate students

**KSP 693 (1) Evaluation and Selection of Education Software**

Evaluation of educational software for K-12 schools. Selection of software for elementary and secondary collections. Integration of software into the curriculum.

**KSP 694 (1-2) Alternate Plan Paper**

For students completing a Masters degree with the alternate plan option.

**KSP 695 (1-2) Creative Projects**

For students completing a Master's degree with the creative projects option.

**KSP 698 (1-8) Internship**

Under supervision of both graduate faculty within the K-12 and Secondary Department and appropriate cooperating supervisors of external agencies, the student will complete an internship experience which allows opportunity to apply and strengthen knowledge and skills acquired within the graduate program. (Four credits of internship are required for Media Generalist Licensure).

**KSP 699 (3-6) Thesis**

For students completing a Masters or Specialist degree with the using the thesis option.

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