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- Ed.S. in Educational Administration*
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*Programs designated with an asterisk (*) incorporate coursework leading to licensure, preparing teachers and administrators in K-12 settings

For the most current information on course delivery sites throughout Greater Minnesota, Wisconsin, and online, please contact an admission counselor:

Telephone 866-437-2788 Ext. 122
Email tcadmission@smumn.edu
Web smumn.edu

“The Graduate School of Education provides access to relevant educational experiences aimed at transforming practice, cultivating leadership, and promoting social responsibility. Our programs integrate research, real-world contexts, and innovation to develop educational leaders and reflective practitioners. The essence of our Lasallian tradition, a 330-year-old commitment, is that education is the way forward.”

— Rebecca Hopkins, B.A.’94, M’00, C’05
Dean, Graduate School of Education at Saint Mary’s
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FLEXIBLE CREDIT OPTION
Flexible credit courses allow learners to enroll in a course for one or three semester credits. Learners who elect the three-credit option will focus their continued inquiry on concepts of interest or need that were part of the one-credit, face-to-face course curriculum. The guided-inquiry credits will extend the learners’ engagement with the main concepts from the one-credit course.

TRADITIONAL
Traditional course participants attend required class meetings, engage in learning connected to key concepts of the course, and incorporate research and practical applications to deepen their knowledge about student learning and effective teaching.

BLENDED LEARNING
Blended learning replaces class meetings (face-to-face learning) with a collaborative online component using Blackboard, where the course instructor delivers the course content and serves as an instructional coach.

ONLINE
Online learning eliminates face-to-face class meetings with the convenience of collaboration among students using the Blackboard component, where the course instructor delivers the course content and serves as an instructional coach.

COLLABORATIVE PARTNERS
Saint Mary’s University partners with educational organizations, dedicated to enhancing professional practice for K-12 teachers, to offer relevant and responsive courses at convenient sites in Minnesota and Wisconsin. Saint Mary’s University also collaborates with school districts in supporting district or site-based initiatives, creating on-site, results-driven professional learning for practicing educators.
GRADUATE PROFESSIONAL DEVELOPMENT FOR EDUCATORS

The GPDE program designs and delivers professional development courses for K-12 educators seeking graduate credits toward re-licensure and/or for elective courses for master’s-level degree programs.

Participants incorporate teaching strategies and plans that link their inquiry and research to their classrooms. Practitioner-led courses are designed to meet the demands of today’s classroom teacher in a professional setting. Course participants incorporate research and practical application to deepen their knowledge base.

- Flexible schedule options
- Practitioner-designed graduate courses
- Blended-learning and online offerings

Call toll-free 877-218-4755 or visit SMUMN.EDU/GPDE

“Saint Mary’s University has been the best university regarding graduate elective classes. You work with so many districts; making it economical and convenient to complete the courses during the school year while working full time. I have been able to use and implement the course material from every Saint Mary’s collaborative course I have taken. Thank you.”

Karen Stuttgen
Fall Creek School District, Fall Creek, Wis.
FLEXIBLE CREDIT OPTION COURSES

The GPDE program will be offering additional one-credit courses that are available as three-credit courses. These courses are delivered as flexible credit option courses. The three-credit option will provide learners the opportunity to more deeply investigate a variety of educational issues and trends. A number of three-credit courses currently offered through the GPDE program will be modified and delivered as one-credit courses as well.

For example, in many of our GPDE courses offered this summer, learners may elect to enroll in the course for one or three semester credits. Learners who elect the three-credit option will focus their continued inquiry on concepts of interest or need that were part of their course curriculum. The guided inquiry credits will extend the learners’ engagement with the main concepts from the one-credit course.

Flexible credit option courses allow learners to:

- Explore a greater variety of current topics and trends in education
- Enjoy increased flexibility to accommodate your schedule
- Investigate course concepts that meet your needs
- Embed your learning in your instructional planning
- Receive responsive, supportive instructional coaching
GPDE 5004: Exploring Your Content: Teaching for Understanding

(1 or 3 cr.) The focus of this course is for practicing classroom teachers to explore essential content knowledge and skills to promote student achievement and maintain student motivation/engagement. Educators analyze content standards to identify major concepts, align teaching and learning with long-term goals, and devise strategies to assess student understanding. Through an analysis of their teaching content, course participants have the opportunity to enhance content knowledge and focus their curriculum to better meet the needs of their students.

A. Rochester (1 cr.)
  June 8-9 (9 a.m.–4 p.m.), D. Rickert

B. Rochester (3 cr.)
  June 8-9 (9 a.m.–4 p.m.), D. Rickert

C. Apple Valley (1 cr.)
  June 17-18 (9 a.m.–4 p.m.), D. Rickert

D. Apple Valley (3 cr.)
  June 17-18 (9 a.m.–4 p.m.), D. Rickert

E. Minneapolis (1 cr.)
  July 8-9 (9 a.m.–4 p.m.), D. Rickert

F. Minneapolis (3 cr.)
  July 8-9 (9 a.m.–4 p.m.), D. Rickert

G. Anoka (1 cr.)
  July 20-21 (9 a.m.–4 p.m.), D. Rickert

H. Anoka (3 cr.)
  July 20-21 (9 a.m.–4 p.m.), D. Rickert

I. Oakdale (1 cr.)
  July 27-28 (9 a.m.–4 p.m.), D. Rickert

J. Oakdale (3 cr.)
  July 27-28 (9 a.m.–4 p.m.), D. Rickert

GPDE 5014: Conflict Resolution in Education

(1 or 3 cr.) Teachers engage in proven techniques of conflict resolution to promote a strong parent-teacher relationship. This course covers the importance of such relationships and how they strengthen the education of students. Learners form resolution strategies from various conflicting situations as well as conflict-producing personalities. The course addresses a variety of human personalities that may cause conflict for a classroom teacher and focuses on identifying the source of the conflict and how to solve it.

C. Apple Valley (1 cr.)
  Aug. 5-6 (8 a.m.–4 p.m.), L. Covert

D. Apple Valley (3 cr.)
  Aug. 5-6 (8 a.m.–4 p.m.), L. Covert

GPDE 5077: An Abundance of Books

(1 or 3 cr.) While exploring an abundance of children’s literature, participants are exposed to literature circles, graphic organizers to aid in the writing process, reading comprehension strategies, and the 6 Traits of Writing process. Participants travel to a bookstore to explore the vast array of children’s literature and experience book making with the Minnesota Center for Book Arts. Participants develop meaningful strategies to implement books into their discipline/content area.

Additional Course Fee: $35

A. Oakdale (1 cr.)
  June 16, 23, and 30 (5–9 p.m.), S. Dotty and C. Carver

B. Oakdale (3 cr.)
  June 16, 23, and 30 (5–9 p.m.), S. Dotty and C. Carver
GPDE 5211: A Balanced Approach To Assessment

(1 or 3 cr.) The focus of this course is for practicing educators to gain an understanding and proficiency in creating and implementing both formative and summative assessments. Course participants research and design assessments to monitor student learning, scaffold student learning, and inform instructional planning. Learners also develop an understanding of self-assessment and apply that understanding to their teaching and their students’ learning.

A. Rochester (1 cr.)
   June 10-11 (9 a.m.–4 p.m.), D. Rickert

B. Rochester (3 cr.)
   June 10-11 (9 a.m.–4 p.m.), D. Rickert

C. Apple Valley (1 cr.)
   June 29-30 (9 a.m.–4 p.m.), D. Rickert

D. Apple Valley (3 cr.)
   June 29-30 (9 a.m.–4 p.m.), D. Rickert

E. Minneapolis (1 cr.)
   July 13-14 (9 a.m.–4 p.m.), D. Rickert

F. Minneapolis (3 cr.)
   July 13-14 (9 a.m.–4 p.m.), D. Rickert

G. Anoka (1 cr.)
   July 22-23 (9 a.m.–4 p.m.), D. Rickert

H. Anoka (3 cr.)
   July 22-23 (9 a.m.–4 p.m.), D. Rickert

I. Oakdale (1 cr.)
   July 29-30 (9 a.m.–4 p.m.), D. Rickert

J. Oakdale (3 cr.)
   July 29-30 (9 a.m.–4 p.m.), D. Rickert

GPDE 5213: Cooperative Learning: Principles and Applications

(1 or 3 cr.) The course includes a study and application of the principles of cooperative learning for practicing classroom teachers. Topics include the applications of cooperative learning with regard to active learning, classroom management, instructional strategies, and assessment. Teacher, self, and peer assessment applications for cooperative groups are studied.

A. Plymouth (1 cr.)
   June 15-16 (8:30 a.m.–4:30 p.m.),
   J. McGowan and C. Lunetta

B. Plymouth (3 cr.)
   June 15-16 (8:30 a.m.–4:30 p.m.),
   J. McGowan and C. Lunetta

GPDE 5218: Homework and Practice

(1 or 3 cr.) How do I make homework and practice meaningful and purposeful for all learners? How much time should be spent on homework? What are ways that parents can become involved in homework? These are a few questions course participants have the opportunity to process as they analyze essential concepts related to homework and practice. Engagement in formative assessments and performance tasks throughout the course reinforce the transfer of participants’ learning to their classroom practice.

A. Apple Valley (1 cr.)
   July 16-17 (8 a.m.–4 p.m.),
   E. Albrecht

B. Apple Valley (3 cr.)
   July 16-17 (8 a.m.–4 p.m.),
   E. Albrecht
GPDE 5221: Inquiry Learning: Promoting Student Engagement and Responsibility
(1 or 3 cr.) The emphasis of the course focuses on the principles and practices of inquiry learning. Following an inquiry approach to learning, course participants research inquiry learning’s purposes, benefits, challenges, and applications. Research and application of inquiry learning’s principles lead course participants from engagement to understanding. Additional topics include a focus on strategies to promote student engagement and a deeper understanding of a teacher’s content area.

A. Winona (1 cr.)
   June 22-23 (8 a.m.–4 p.m.), L. Keller
B. Winona (3 cr.)
   June 22-23 (8 a.m.–4 p.m.), L. Keller
C. Apple Valley (1 cr.)
   July 21-22 (8 a.m.–4 p.m.), L. Keller
D. Apple Valley (3 cr.)
   July 21-22 (8 a.m.–4 p.m.), L. Keller

GPDE 5247: SMART Boards and SMART Technology
(1 or 3 cr.) Learn how to effectively and creatively design and integrate SMART Technology into your curriculum. Through this hands-on course, learners will become experts at the variety of features available to them through the SMART Notebook Software. Then using the SMART equipment of a board, Bluetooth tablet, class response system, document camera, or enhanced tabletop device, learners will acquire knowledge on how to enhance curriculum, receive instant student feedback and assessment, provide a variety of methods for student achievement, and increase student engagement.

A. New Richmond (1 cr.)
   July 13-14 (8 a.m.–4 p.m.), T. Benning and T. Moberg
B. New Richmond (3 cr.)
   July 13-14 (8 a.m.–4 p.m.), T. Benning and T. Moberg

“Inquiry learning is an educational model that I had heard about, but never experienced through my education or teaching. From this course, I learned many new ideas that ignited the passion of teaching within me. Students make many connections through numerous content areas. I truly believe it is our job as educators to support and allow students to grow in their drive for further understanding.”

Kelly Anderson
EBD teacher, Frost Lake Elementary, St. Paul
GPDE 5261: 
**Alternative Assessments: Incorporating Book Making**
(1 or 3 cr.) In this course learners receive an overview of best practices regarding alternative forms of assessments applicable to any grade level and content area. Learners approach their current assessments reflectively and incorporate course ideas and theories to promote change in their classrooms through book making with students. Each learner creates several books and develops strategies to implement book making with their students as an alternative assessment.

Additional Course Fee: $10
A. Apple Valley (1 cr.)
    July 20-21 (8 a.m.–4 p.m.), E. Albrecht
B. Apple Valley (1 cr.)
    July 20-21 (8 a.m.–4 p.m.), E. Albrecht

GPDE 5269: 
**Service Learning: Bringing Learning to Life**
(1 or 3 cr.) Make learning meaningful in a real-world way. Service learning, a teaching method recognized and respected in its ability to engage all learners, connects content standards with service. Throughout the course participants explore service learning standards to ensure quality service learning experiences occur in any classroom setting and any subject area. Ample opportunities to explore and apply service learning into subject and high area needs are incorporated in the course.

A. Minneapolis (1 cr.)
    June 15-16 (8 a.m.–4 p.m.), L. Keller
B. Minneapolis (3 cr.)
    June 15-16 (8 a.m.–4 p.m.), L. Keller
C. Minneapolis (1 cr.)
    July 21-22 (8 a.m.–4 p.m.), S. Swan-McDonald
D. Minneapolis (3 cr.)
    July 21-22 (8 a.m.–4 p.m.), S. Swan-McDonald

GPDE 5279: 
**Teaching Children with ADD: Effective Instructional Strategies**
(1 or 3 cr.) Practicing educators explore research and instructional best practices related to teaching children with Attention Deficit Disorder and/or attention difficulties. Learners practice and apply instructional strategies to meet the needs of their learners, create effective classroom management tools, and explore options for communicating with parents of students with special attention needs.

A. Minneapolis (1 cr.)
    June 15-16 (8 a.m.–4 p.m.), L. Keller
B. Minneapolis (3 cr.)
    June 15-16 (8 a.m.–4 p.m.), L. Keller
C. Winona (1 cr.)
    July 14-15 (8 a.m.–4 p.m.), L. Keller
D. Winona (3 cr.)
    July 14-15 (8 a.m.–4 p.m.), L. Keller

GPDE 5330: 
**30 Strategies to Differentiate Instruction**
(1 or 3 cr.) How can all students in K-12 schools be challenged, engaged, and stimulated? This course provides practical, field-tested strategies to accommodate the needs of K-12 students in all content areas. Topics include connecting theory to practice, developing toolkits for differentiating instruction, and creating assessments that promote choice while meeting
standards and expectations. The course facilitates the development of multiple modifications and accommodations for an instructional plan and assessments.

A. Minneapolis (1 cr.)
   June 15, 22, and 29 (5–9 p.m.),
   S. Dotty and C. Carver

B. Minneapolis (3 cr.)
   June 15, 22, and 29 (5–9 p.m.),
   S. Dotty and C. Carver

C. Apple Valley (1 cr.)
   July 6, 13, and 20 (5–9 p.m.),
   S. Dotty and C. Carver

D. Apple Valley (3 cr.)
   July 6, 13, and 20 (5–9 p.m.),
   S. Dotty and C. Carver

GPDE 5340: Professional Book Study
(1 or 3 cr.) The most effective way to improve classroom practice is through collaborative work located within schools and integrated with teachers’ day-to-day practice. Participants in a professional book study read and discuss a book related to theoretical and pedagogical frameworks to expand their understanding of best practices, enhance their teaching, and make connections to their own classroom. By collaboratively sharing and building knowledge, participants develop and implement an inquiry plan that focuses on enhancing their teaching and improving student achievement.

The Last Lecture
C. Rochester (1 cr.)
   June 29-30 (8 a.m.–4 p.m.), L. Keller

D. Rochester (3 cr.)
   June 29-30 (8 a.m.–4 p.m.), L. Keller

GPDE 5425: Student Engagement and Interactive Notebooks
(1 or 3 cr.) Looking to engage your students with your content? Trying to find a way to get students to study? Research has shown that students’ level of engagement increases when they are actively involved in acquiring the needed content and knowledge. This course will explore the research behind interactive notebooks and how they can be used to engage students and raise assessment scores. Join us as we learn how to create interactive experiences for our students that bring content alive!

Additional Course Fee: $5

A. Apple Valley (1 cr.)
   July 13-14 (8 a.m.–4 p.m.),
   E. Albrecht and K. Higgins

B. Apple Valley (3 cr.)
   July 13-14 (8 a.m.–4 p.m.),
   E. Albrecht and K. Higgins

GPDE 5426: An Abundance of Books Revisited
(1 or 3 cr.) How can we help all students not only become engaged readers but also learn the academic vocabulary necessary to become successful in school? Learning happens when we connect new information to what we already know. When students have limited knowledge about the world, they have a smaller capacity to learn more about it. We will look at ways teachers can build content knowledge that will expand the opportunity for students to forge new connections and make them better independent readers and learners. Learning strategies and applications by Dr. Daniel T. Willingham will be discussed, along with SIOP methods that work with all learners and
the use of technology to support and encourage content area learning.

Additional Course Fee: $35

A. Minneapolis (1 cr.)
   June 17, 24, and July 8 (5-9 p.m.),
   S. Dotty and C. Carver
B. Minneapolis (3 cr.)
   June 17, 24, and July 8 (5-9 p.m.),
   S. Dotty and C. Carver
C. Apple Valley (1 cr.)
   July 15, 22, and 29 (5-9 p.m.),
   S. Dotty and C. Carver
D. Apple Valley (3 cr.)
   July 15, 22, and 29 (5-9 p.m.),
   S. Dotty and C. Carver

GPDE 5427:
Developing a Growth Mindset

(1 or 3 cr.) When we have a growth mindset we understand that we can work hard to develop our intelligence. This is true for students and adults. When we focus on improving we are using a growth mindset versus a fixed mindset. In this class, we will study the research by Stanford University’s Dr. Dweck, Lisa Blackwell, Ph.D., and their colleagues. We know that students who learn this mindset show greater motivation in school, better grades, and higher test scores.

A. Minneapolis (1 cr.)
   July 16, 23, and 30 (5-9 p.m.),
   S. Dotty and C. Carver
B. Minneapolis (3 cr.)
   July 16, 23, and 30 (5-9 p.m.),
   S. Dotty and C. Carver

GPDE 5430:
Interactive Notebook

(1 or 3 cr.) Interactive Notebook (INB) is a creative way for students to process new ideas and provides the teacher with valuable information that worksheets don’t always provide. It is a way for students to interact and stay engaged throughout a lesson. Interactive Notebook allows students to use both visual and linguistic intelligences; systematically organize as they learn; and becomes a portfolio of their individual learning. Each notebook includes practice and reflection of skills learned, and can be used as a formative assessment tool. This course is designed to show you how to successfully use INB to teach, monitor, and assess student work. Appropriate for Grades 3-8.

A. Princeton (1 cr.)
   July 20-21 (8 a.m.–4 p.m.),
   K. Thornton-Varley and M. Harvey
B. Princeton (2 cr.)
   July 20-21 (8 a.m.–4 p.m.),
   K. Thornton-Varley and M. Harvey
C. Anoka (1 cr.)
   Aug. 3-4 (8 a.m.–4 p.m.),
   K. Thornton-Varley and M. Harvey
D. Anoka (2 cr.)
   Aug. 3-4 (8 a.m.–4 p.m.),
   K. Thornton-Varley and M. Harvey

GPDE 5434
Units and Lesson Planning

(1 or 3 cr.) Using the 7-step learning process, participants will develop department team and course outcomes, unit goals/plans and lesson/learning plans using Blooms taxonomy. Lesson planning will look at developmental levels of standards in designing differentiation in planning for student achievement.

A. Chippewa Falls (1 cr.)
   Aug. 13-14 (8 a.m.-4 p.m.),
   L. Keller
B. Chippewa Falls (3 cr.)
   Aug. 13-14 (8 a.m.-4 p.m.),
   L. Keller
GPDE 5461: WHOL4Ed (Work, Home, Organizing, Life 4 Educators)

(1 or 3 cr.) Avoid teacher burnout. Be purposeful in your planning. Work collaboratively with colleagues. The WHOL4Ed philosophy believes teachers are at their best when they are organized and thoughtful about their instruction at school, and purposeful and engaged with friends, families, and hobbies away from school too. The WHOL4Ed course allows teachers to learn new ways to organize their classroom practices as well as how to start creating a more healthy work-life balance that benefits the teacher, their students, and the entire school community. Unfortunately, the daily demands on teachers are growing; high-stakes testing, best practice instruction, 21st Century Learning expectations, and parent communication can sometimes lead to teacher burnout. Work-Life balance for educators is a conversation happening across schools, districts, and the nation. The WHOL4Ed course provides the space and time to have this conversation in an atmosphere that will provide immediate results and both personal and classroom change.

A. Minneapolis (1 cr.)
   July 22-23 (8 a.m.–4 p.m.), K. Higgins and E. Albrecht

B. Minneapolis (3 cr.)
   July 22-23 (8 a.m.–4 p.m.), K. Higgins and E. Albrecht

C. Apple Valley (1 cr.)
   July 27-28 (8 a.m.–4 p.m.), K. Higgins and E. Albrecht

D. Apple Valley (3 cr.)
   July 27-28 (8 a.m.–4 p.m.), K. Higgins and E. Albrecht

GPDE 5463: Cultivating Creativity in the Classroom

(1 or 3 cr.) In a world that is constantly changing, people need the skills to solve problems creatively. Skills of curiosity, creativity, and empathy are necessary for the years ahead. This course explores how to help students think more creatively. Creating the right environment, developing the specific teaching skills, and understanding the foundations of creative thinking are explored.

Additional Course Fee: $10

A. Apple Valley (1 cr.)
   June 22-23 (8 a.m.–4 p.m.), L. Ollhoff

B. Apple Valley (3 cr.)
   June 22-23 (8 a.m.–4 p.m.), L. Ollhoff

GPDE 5482: Best Practices for Classroom Behavior

(1 or 3 cr.) The focus of this course is for practicing educators to gain an understanding and proficiency in creating and implementing best practices for classroom behavior. Course participants research and design procedures to monitor student learning, improve student behavior, and create a learning environment for all students. Learners will develop an understanding of different behavior strategies and apply that understanding to their teaching and their students’ learning.

A. Rochester (1 cr.)
   June 15-16 (9 a.m.–4 p.m.), D. Rickert

B. Rochester (3 cr.)
   June 15-16 (9 a.m.–4 p.m.), D. Rickert

C. Apple Valley (1 cr.)
   July 1-2 (9 a.m.–4 p.m.), D. Rickert
D. Apple Valley (3 cr.)  
   July 1-2 (9 a.m.–4 p.m.), D. Rickert

E. Minneapolis (1 cr.)  
   July 6-7 (9 a.m.–4 p.m.), D. Rickert

F. Minneapolis (3 cr.)  
   July 6-7 (9 a.m.–4 p.m.), D. Rickert

G. Anoka (1 cr.)  
   July 15-16 (9 a.m.–4 p.m.), D. Rickert

H. Anoka (3 cr.)  
   July 15-16 (9 a.m.–4 p.m.), D. Rickert

I. Oakdale (1 cr.)  
   Aug. 3-4 (9 a.m.–4 p.m.), D. Rickert

J. Oakdale (3 cr.)  
   Aug. 3-4 (9 a.m.–4 p.m.), D. Rickert

**GPDE 5484:**  
**Using iPads and iPods in your Classroom**

(1 or 3 cr.) In this course you will learn techniques that will help use iPads and iPods effectively in the classroom. This will include podcasting and video casting, as well as effectively using websites in your classroom and online content management systems. We will also explore a list of apps appropriate for the classroom and how to use those apps effectively in your classroom.

A. New Richmond (1 cr.)  
   July 20-21 (8 a.m.–4 p.m.), T. Benning

B. New Richmond (3 cr.)  
   July 20-21 (8 a.m.–4 p.m.), T. Benning

**GPDE 5491:**  
**Project Learning Tree and Project WILD**

(1 or 3 cr.) This hands-on course is for K-12 teachers or other informal educators working with children. It is especially suitable for elementary and middle level teachers. The course is an interdisciplinary approach to conservation and environmental education. Learners will participate in a variety of simulations and activities concerning water/land, its resources, ecological knowledge, social/political knowledge, human impacts, issues/trends, and responsible actions and service. The course will provide learners with the opportunity to better prepare their students in developing awareness, knowledge/skills and commitment concerning the environment, which will result in informed decisions, responsible behavior, and constructivist actions concerning these areas.

Additional course fee: $40

A. Rochester (1 cr.)  
   July 20-21 (8 a.m.–4 p.m.), J. Gelhaus and N. Cassis

B. Rochester (3 cr.)  
   July 20-21 (8 a.m.–4 p.m.), J. Gelhaus and N. Cassis

**GPDE 5497:**  
**Using and Managing Interventions in the Classroom**

(1 or 3 cr.) This course is designed to teach how to reach students in the Tier 1 and Tier 2 levels, in whole group or small group settings, using research-based interventions that support the RtI approach. Tracking progress monitoring, implementing independent behaviors, partner interventions, student goal setting, and ready to use interventions will be explored, researched, and applied. This is an elementary focused course; most useful for teachers in grades K-5.

A. Minneapolis (1 cr.)  
   Aug. 6-7 (8 a.m.–4 p.m.), R. Schultz and D. Mueller

B. Minneapolis (3 cr.)  
   Aug. 6-7 (8 a.m.–4 p.m.), R. Schultz and D. Mueller
TRADITIONAL COURSES

GPDE 5097: Brain-Based Learning
(2 cr.) Brain-Based Learning balances the research and theory of the brain with successful tips and techniques for using that information in classrooms. Curriculum, instruction, and assessment practices based on brain research are explored in this course. Students design experiential learning activities, concept-based curriculum, instructional strategies, and assessments that align with brain research. From its primer on brain biology to in-depth discussions of emotion, memory, and recall, this course is an invaluable tool for any educator looking to better reach students through truly brain-compatible teaching and learning.

A. St. Cloud (2 cr.)
   July 13-17 (8–12 a.m.), C. Fasching

GPDE 5200: Building Classroom Community
(3 cr.) Practicing educators examine the instructional strengths and advantages of intentional relationship development in the classroom. Learners connect the research related to building learning communities in their classroom to enhance student achievement. Learners also examine how community building impacts student receptivity to and capacity for learning, classroom assessment, environment, and instruction. Practicing educators incorporate research, best practices, and shared learning to develop a community of learners in their own classrooms.

A. Princeton (3 cr.)
   June 15-19 (8 a.m.–4 p.m.),
   T. Hastings

B. St. Cloud (3 cr.)
   June 22–26 (8 a.m.–4 p.m.),
   J. Sparby and J. Zauhar

C. Anoka (3 cr.)
   July 13–17 (8 a.m.–4 p.m.),
   T. Hastings

D. Marshall (3 cr.)
   July 20–24 (8 a.m.–4 p.m.),
   T. Hastings

GPDE 5214: Differentiating Instruction
(3 cr.) Differentiating instruction means creating multiple paths so that students of different abilities, interest, or learning needs experience equally appropriate ways to absorb, use, develop, and present concepts as a part of the daily learning process. Participants in this course analyze practical techniques and processes that they can use to adjust learning based on individual students’ knowledge, skills, experiences, and needs. Additionally, learners explore instructional models that give teachers flexibility and options in creating a differentiated classroom.

A. Anoka (3 cr.)
   June 22–26 (8 a.m.–4 p.m.),
   K. Thornton-Varley and
   M. Harvey

B. Princeton (3 cr.)
   July 13–17 (8 a.m.–4 p.m.),
   K. Thornton-Varley and
   M. Harvey
GPDE 5250: Applying Instructional Technology
(3 cr.) Learn how to utilize a variety of computer applications to enhance teaching and student learning. Through this hands-on, overview course, participants develop and reinforce skills while using the computer applications and web tools, including graphic organizer programs, interactive whiteboards, and online applications. Course participants apply their understanding of the technology to create classroom resources and presentations, to enhance daily lessons plans, and to promote interaction within the classroom.
A. St. Cloud (3 cr.)
   June 15-19 (8 a.m.–4 p.m.),
   S. Wieser-Matthews

GPDE 5264: Technology Possibilities in the Classroom
(3 cr.) Take a look at technology that can be used in the classroom. We will cover software, hardware, the Internet, video, iPads, interactive whiteboards, and anything else you might classify as technology for use in schools. Students will pick areas of technology that they can utilize in their current classrooms to create an implementation plan. This class is for any educator and is customized for each individual learner and is designed for educators with all levels of experience in the technology realm.
Additional Course Fee: $10
A. St. Cloud (3 cr.)
   June 29–July 3 (8 a.m.–1 p.m.),
   N. Swenson
B. Minneapolis (3 cr.)
   July 6-10 (8 a.m.–1 p.m.), N. Swenson
C. Rogers (3 cr.)
   July 13-17 (8 a.m.–1 p.m.), N. Swenson

“With this renewed knowledge in differentiation, I’ll be more focused and motivated to take risks and explore new activities. I am excited to see how my students will respond, and plan on sharing these new discoveries with my colleagues and principal.”

Debra Rein
Kindergarten teacher, Stevenson Elementary, Fridley
GPDE 5415: Trauma: The Hidden Inequity
(3 cr.) While teachers may not know specifically which children have and have not experienced trauma, children often express their trauma through failing grades, disruptive, withdrawn, or disengaged behavior in the classroom that is misunderstood and often mishandled by well meaning adults further escalating the behavior and interfering with the student’s success. This course is designed to provide teachers with an understanding of attachment and how trauma impacts a child’s ability to function in a manner similar to children who have not experienced trauma. The teaching tools and strategies that will be taught are helpful and supportive for all students and create safety, community, and opportunities for students to learn many other valuable life skills, such as cooperation, problem-solving, and caring. This course will include experiential activities and will challenge participants to examine their own thinking, behavior, and beliefs. This course fulfills the Minnesota State relicensure requirement for Mental Health.
A. Plymouth (3 cr.)
June 15-18 (8 a.m.–4 p.m.), L. Marrs

GPDE 5428: Empowering Self to Lead
(3 cr.) This course examines the individual traits that function as the foundation of who people are and why they do what they do. To understand and develop these traits leads to greater confidence and an ability to harness the power of “self,” which in turn leads to a happier, healthier, and more productive individual and teacher-leader. Learners will explore and develop tools to enhance an understanding of themselves and their personal health,
as well as the colleagues and students with whom they work. Topics such as stress management, positivity, creativity, mindfulness, teamwork, work culture, and leadership will be analyzed for the effects upon the learners’ overall success as teacher-leaders.

Additional Course Fee: $40

A. Plymouth (3 cr.)
   Aug. 3-7 (8 a.m.–4 p.m.),
   J. Pfeffer-Dittes and J. Schuette

GPDE 5496:
21st Century Teaching and Learning

(2 cr.) Technology has impacted students in many ways. With the aid of new tech devices, the job of connecting students to curriculum has taken on new forms. We can track academic progress in ways that were not possible 10 years ago. However, we have overlooked the negative consequences of technology on students’ mental and emotional development—even when the evidence shows in the classroom. This course addresses the unique needs of today’s students. With the influx of technology, coupled with skills needed in our current workforce, teachers must now adjust their designs for instruction, environment, and assessment. Our time together will be spent shifting our thinking, exploring technology, gathering usable strategies, and implementing a plan that can be put into action in the fall.

A. St. Cloud (2 cr.)
   July 7-8 (8 a.m.–4 p.m.), J. Sparby

“I am amazed by all the resources teachers today have at our fingertips. If we make efforts to create an interactive, collaborative, 21st century learning environment, our students will be prepared for the future! I have never been so excited for a school year to start!”

Natalie Petersen
Second grade teacher
Greenwood Elementary, Wayzata
BLENDED COURSES

By combining personalized face-to-face learning and relevant online learning experiences using the Blackboard collaborative component, the GPDE program has created a professional development model that meets the expectations of practicing educators and accommodates their schedules and learning preferences.

Blended learning courses integrate best practices and research on hybrid and online learning. Community is created. Course concepts are explored through inquiry, thereby meeting the needs of individual earners. Collaboration among course participants—and with the instructor—promote a deeper engagement with the course content.

GPDE 5114: Media Literacy

(2 cr.) Media literacy is examined through advertising, news, television programming and print media. Special emphasis is placed on media and the school-aged child to help teachers become media-literate. Learning activities that use media appropriately and foster media literacy are developed in this course.

A. Alexandria (2 cr.)
   June 16, 18, 23, and 25 (5-9 p.m.),
   S. Schroeder-Davis

Online starting the week of June 15

GPDE 5233: Movement and Motivation: Reaching Middle Level Learners

(3 cr.) Explore the challenges of motivating middle level learners through instructional strategies and classroom management techniques that promote student engagement. Instructional strategies, best practices, and current literature on teaching middle level learners serve as a framework for developing a deeper understanding of reaching middle school students. Teachers apply principles of effective student engagement in the field of teaching middle level learners to impact student achievement. Teachers also learn to incorporate movement, facilitate the development of intrinsic

“Being in a small cohort was a great experience, and the flexibility of the classes really helped as well.”

Rosario Mollo
Teacher/Coordinator, Pine Island Public Schools
motivational strategies, and promote shared responsibility for learning.

A. Minneapolis (3 cr.)
   June 17 and July 1, 15 (5-9 p.m.),
   M. Nairn
   Online starting the week of June 8

**GPDE 5433: PLC’s that Achieve**

(1 or 2 cr.) Educators will investigate PLC practices proven necessary by research to achieve academic student performance goals, identify those practices most likely to improve collaborative professional learning in their school setting, and experiment with implementing those practices in mock PLC settings that simulate their student performance goals and professional learning circumstances.

A. Chippewa Falls (1 cr.)
   June 12 (8 a.m.-4:30 p.m.), S. Heisler

B. Chippewa Falls (2 cr.)
   June 12 (8 a.m.-4:30 p.m.), S. Heisler
   Online starting the week of June 8

**GPDE 5468: Social Justice in Education**

(2 cr.) Using cultural studies and multicultural education as theoretical frameworks, participants will look at ways in which racism, sexism, classism, heterosexism, ageism, and other forms of discrimination permeate educational policy and practice. Participants will consider what individuals and communities can do to ensure that all students have equitable educational opportunities.

A. Rochester (2 cr.)
   June 24 and July 8 (9 a.m.-1 p.m.),
   S. Orr
   Online starting the week of June 22
GPDE 5002: Effective Instructional Strategies
(1 or 3 cr.) Practicing teachers explore research-based instructional strategies that promote student achievement and understanding. The focus of the course includes translating the research-based strategies into practice. Learners incorporate instructional strategies that meet the diverse needs of students in today’s classrooms. The course also challenges learners to align their instructional strategies to their curricular outcomes and assessments.

A. Online (1 cr.)
   June 8–July 1, E. Albrecht and K. Higgins

B. Online (3 cr.)
   June 8–July 1, E. Albrecht and K. Higgins

GPDE 5014: Conflict Resolution in Education
(1 or 3 cr.) Teachers engage in proven techniques of conflict resolution to promote a strong parent-teacher relationship. This course covers the importance of such relationships and how they strengthen the education of students. Learners form resolution strategies from various conflicting situations as well as conflict-producing personalities. The course addresses a variety of human personalities that may cause conflict for a classroom teacher and focuses on identifying the source of the conflict and how to solve it.

A. Online (1 cr.)
   June 22–July 27, L. Covert

B. Online (3 cr.)
   June 22–Aug. 3, L. Covert

GPDE 5060: Supporting Students with Autism Spectrum Disorders in the Classroom
(3 cr.) Course participants gain a basic understanding of the current facts, characteristics, and issues regarding ASD. Participants also learn how to incorporate key strategies and methods for teaching to the needs and learning styles of students with Autism Spectrum Disorders (ASD) in regular or special education classrooms. Participants then apply their understanding by creating an implementation plan for incorporating one or more of these strategies into their own educational setting.

A. Online (3 cr.)
   June 22–July 27, K. Zimmermann

GPDE 5154: English Language Learners in Regular Classrooms
(1 or 3 cr.) Learners gather information on what classroom teachers can do to meet the needs of the English Language Learners (ELLs) in their regular education classrooms. Learners develop an understanding of strategies for making academic content accessible to English Language Learners. Learners reflect on and discuss this information and its possible application to their teaching assignment. Based on this information, discussion, and reflection, learners apply this knowledge through the development of an implementation plan.

A. Online (1 cr.)
   June 29–Aug. 3, L. Covert

B. Online (3 cr.)
   June 29–Aug. 10, L. Covert
GPDE 5216: Setting Goals With Students
(1 or 3 cr.) Encourage and guide students to be active participants in the learning process by teaching them how to set and assess content-related goals. Personalizing and generating goals focuses student learning, promotes students to reflect on their learning, and allows for teachers to provide specific feedback to scaffold student learning. As part of this course, participants explore and analyze effective models implemented in schools and classrooms and apply techniques to their own classroom.

A. Online (1 cr.)
   June 29-Aug. 3, L. Covert
B. Online (3 cr.)
   June 29-Aug. 10, L. Covert

GPDE 5224: Response to Intervention
(1 or 3 cr.) The Response to Intervention (RtI) process is a multi-step approach to providing services and interventions to students who struggle with learning. Student progress is monitored at each stage of the intervention and results are used to make instructional decisions that best meet the needs of the student. Participants in this course examine the benefits and limitations of RtI, explore the three-tier model, analyze the essential components, and design interventions based on case studies.

A. Online (1 cr.)
   July 9-Aug. 13, T. Cichosz
B. Online (3 cr.)
   July 9-Aug. 13, T. Cichosz

GPDE 5258: Web 2.0: Social Media
(1 or 3 cr.) Engage in utilizing social media to communicate and document content while learning the fundamentals of Web 2.0 technologies that generate and foster collaboration globally. Throughout this course, learners explore social media resources that are available to educators and how these technologies can transform teaching and learning, creating flat classrooms when integrated. Examples of social media tools are video and photo sharing, wikis, podcasts, and blogs.

A. Online (1 cr.)
   June 15-July 24, L. Cox
B. Online (3 cr.)
   June 15-July 24, L. Cox

GPDE 5340: Professional Book Study
(1 or 3 cr.) The most effective way to improve classroom practice is through collaborative work located within schools and integrated with teachers’ day-to-day practice. Participants in a professional book study read and discuss a book related to theoretical and pedagogical frameworks to expand their understanding of best practices, enhance their teaching and make connections to their own classroom. By collaboratively sharing and building knowledge, participants develop and implement an inquiry plan that focuses on enhancing their teaching, and improving student achievement. Topics include:

Teach Like a Champion
A. Online (1 cr.)
   June 1-15, J. Gelhaus and N. Cassis
B. Online (3 cr.)
   June 1-15, J. Gelhaus and N. Cassis

Why Gender Matters
E. Online (1 cr.)
   July 15-30, J. Gelhaus and N. Cassis

The Global Fourth Way
F. Online (1 cr.)
   Aug. 1-15, J. Gelhaus and N. Cassis
G. Online (3 cr.)
   Aug. 1-15, J. Gelhaus and N. Cassis

Why Do They Act That Way
H. Online (1 cr.)
   Aug. 1-15, J. Gelhaus and N. Cassis
I. Online (3 cr.)
   Aug. 1-15, J. Gelhaus and N. Cassis
Brain-Based Learning: The New Paradigm of Teaching

J. Online (1 cr.)
Aug. 8-23, J. Gelhaus and N. Cassis

K. Online (3 cr.)
Aug. 8-23, J. Gelhaus and N. Cassis

GPDE 5429: Personalizing Learning with Digital Technology

(3 cr.) This course is designed to help you become more knowledgeable and comfortable using current technology in education. You will build upon your prior knowledge and abilities and learn about new technology tools to support your students and their learning. You will work collaboratively with classmates and design projects you can integrate and implement into your classroom this fall. Topics will include social media, personal learning networks, Google Apps for Education, iPads, screen casting, digital storytelling, digital citizenship, and more.

A. Online (3 cr.)
June 20-July 18, D. Eisenmann

B. Online (3 cr.)
July 22-Aug. 19, D. Eisenmann

GPDE 5431: Integrating Technology into Classroom Projects 2.0

(1 or 3 cr.) Technology continues to be a large part of our students’ lives. This course will explore the true potential that technology offers for teaching and learning. When used appropriately, technology will help students acquire the skills needed to survive in a complex, highly technological knowledge-based economy. This course provides online practice and tutorials for web-based tools and projects. Effectively integrating technology that will deal with communication, creation, and assessment will help to deepen and enhance the learning process. The resources shared in this course will help teachers to create new materials for your classroom and will help your students integrate technology into their learning and assignments.

A. Online (1 cr.)
July 1-15, J. Gelhaus and N. Cassis

B. Online (3 cr.)
July 1-15, J. Gelhaus and N. Cassis

GPDE 5457: Web 2.0: Make Your Life Easier

(2 or 3 cr.) Do you want to learn more multilayered Web 2.0 tools such as NING, Google docs, Google forms, and aggregators. This class allows you to create and update new or preexisting web pages, blogs, wikis, reading groups, Twitter group sites, etc. already in progress. These tools will help deepen your skills and prepare you for the 21st century classroom. Participants must have some knowledge of Web 2.0 tools or have good computer skills.

This class will utilize GoTo Meeting. Required time: June 17 (8-10 a.m.)

A. Online (2 cr.)
June 17-Aug. 6, S. Ebert

B. Online (3 cr.)
June 17-Aug. 6, S. Ebert

GPDE 5467: Educational Law in Public Education

(2 cr.) This course will introduce students to the law and policy related to public education (K-12) in the United States. It will examine the legal aspects of teaching, teachers’ and students’ rights, and the formulation of educational policy. Students will be exposed to the interplay of local, state, and federal law in the governance of public schools.

A. Online (2 cr.)
June 29-July 24, S. Orr

GPDE 5468: Social Justice in Education

(2 cr.) Students in this course will examine the topic of social justice in
education. Using cultural studies and multicultural education as theoretical frameworks, participants will look at ways in which racism, sexism, classism, heterosexism, ageism, and other forms of discrimination permeate educational policy and practice. Participants will consider what individuals and communities can do to ensure that all students have equitable educational opportunities.

A. Online (2 cr.)
    July 16-Aug. 13, S. Orr

**GPDE 5471: 21st Century Classroom Design**

(1 cr.) This course provides an overview of 21st century skills necessary for all today’s students. Course specifically deals with the 21st century teacher methodology in the classroom and various other concepts, such as the design process. During this course, participants will self-assess to see if they are meeting the educational needs of their students.

A. Online (1 cr.)
    July 15-30, J. Gelhaus and N. Cassis

**GPDE 5477: The iPad: Create a Student Centered, 21st Century Skilled Classroom**

(2 or 3 cr.) This class introduces the iPad as a tool for improving teaching and learning. Beginning with the basic functions of setting up one’s iPad, you will also learn how to use iTunes, iTunesU, iBooks, e-mail, iCalendar, and Microsoft Office. Use Word on an iPad to select and review apps specific to curriculum or educational need, which will improve students’ engagement and persistence, thus creating a student-centered classroom. Use a blog to reflect on the educational impact the iPad has in education. The iPad can create a student-centered, 21st century skill-based classroom. Students are required to have an iPad for this course.

This class will utilize Go To Meeting.
Required time: June 15 (8-10 a.m.)

A. Online (2 cr.)
    June 15-Aug. 6, S. Ebert

B. Online (3 cr.)
    June 15-Aug. 6, S. Ebert

**GPDE 5501: Integrating Technology into Classroom Projects**

(1 or 3 cr.) Technology touches almost every part of our lives, homes, communities, and schools. Explore the true potential that technology offers for teaching and learning. When used appropriately, technology will help students acquire the skills needed to survive in a complex, highly technological knowledge-based economy. This course provides online practice and tutorials for web-based tools and projects. Effectively integrating technology such as Quizlet, Animoto, Weebly, and Meograph, will help to deepen and enhance the learning process. The resources shared in this course will help you create new materials for your classroom and help your students integrate technology into their learning and assignments.

A. Online (1 cr.)
    June 15-30, J. Gelhaus and N. Cassis

B. Online (3 cr.)
    June 15-30, J. Gelhaus and N. Cassis

**GESP 684: Multicultural Giftedness and Talent**

(3 cr.) In this course students examine redefined constructs and paradigms regarding gifted and talented identification and programming for students in underrepresented populations including children from diverse linguistic, geographic, economic, and cultural backgrounds. In addition, twice-exceptional populations (ADHD, Prodigies, Highly Gifted) are examined. This class is offered at the certificate level rate of $380 per credit.

A. Online (3 cr.)
    May 4-June 13, S. Schroeder-Davis
INQUIRY-BASED
GRADUATE COURSEWORK

Our inquiry-based courses are especially purposeful for school-based professional learning communities and/or study groups that are interested in connecting their inquiry to graduate credit.

Educators who want or need to engage in action research learning—individually and/or collaboratively—benefit from these courses as well. Course instructors are experienced with facilitating inquiry learning and supporting blended (online and face-to-face) learning.

To learn more, please visit the GPDE website at gpde.smumn.edu and select the “About the Program” link.

GPDE 5100:
Conducting Classroom Inquiry

(1, 2, or 3 cr.) Teachers learn best when they are invited to discover answers to questions that emerge from their content area and teaching practice, classrooms, and daily interaction with students and colleagues. This course requires learners to engage in classroom or school-based inquiry on an independent basis and/or with colleagues. Participants design and implement their inquiry topic through research implementation, collaboration, and professional dialogue. Following their registration, participants receive a framework and required reading for conducting their inquiry. The course facilitator outlines the course expectations for those working independently or collaboratively. Practicing educators engaged in curriculum studies, site-based learning initiatives, and/or other topics of professional interest are encouraged to participate.

A. 1-credit course
B. 2-credit course
C. 3-credit course

GPDE 5432:
Conducting Inquiry: EdCamp MID MN

(1 cr.) EdCamp Mid MN, sponsored by Middle Minnesota Integrationist Network and Collaboration, is an open, participatory, dynamic and FREE professional development conference. EdCamp brings together those who understand the complexities and promises of learning—actual teachers, administrators, and educational support personnel. EdCampers facilitate their own discussions about relevant pedagogy or promising technology, and share with each other effective learning practices. EdCamps follow the model of an “Un-Conference.” Educators gather for the right reasons; to question, learn, share and find best practice. EdCampers start the day by identifying what they know, what they would like to learn, and what they would be willing to share. We will use some quick tech to break out into groups based on popular interests. Participants design an implementation plan on their inquiry topic through research, collaboration, and professional dialogue.

Please note that the EdCamp registration is an additional registration which can be found at edcampmidmn.weebly.com and is separate from this graduate credit course registration.

A. 1-credit course

June 10 (8 a.m.-3 p.m.), J. Schulte
MINNESOTA LICENSE RENEWAL SEMINARS

Professional development seminars that fulfill Minnesota State re-licensure requirements are offered each semester at Saint Mary’s University and held at our Twin Cities Campus, in Minneapolis.

SUMMER OFFERING:
Thursday, July 30, 2015

BPA 1003: Reading Preparation (8-10 a.m.)

BPA 1004: Understanding Key Signs of Mental Illness (10 a.m.–12 p.m.)

BPA 1005: Accommodation, Modification, and Adaptation of Curriculum (12-2 p.m.)

BPA 1006: Positive Behavior Intervention Strategies (2-4 p.m.)

Each seminar is approximately two hours in duration, all four seminars are offered in one day. Take one or all—only what you need for your re-licensure. Confirmation of attendance is provided, which can be presented to your local CEU coordinators. The cost for each seminar is $50, and you will be billed directly.

Full course descriptions and FAQ’s are listed online. 1 or 3 graduate credit options are available in an independent study format for further investigation and implementation of any seminar topic with GPDE 5620. If interested in bringing these to your school, contact the program office. To register, go to bpa.smumn.edu or call 877-218-4755.
PROFESSIONAL DEVELOPMENT INITIATIVES FOR EDUCATORS (PDI)

Team up with Saint Mary’s University to receive graduate credit for the professional development provided by your school or district. PDI has forged a variety of relationships with more than 100 school districts in Minnesota and Wisconsin.

We believe courses offered in your district at a reduced cost, related to relevant topics at your schools, delivered by your teacher-leaders, provide a great opportunity for educators to engage and grow professionally.

PDI can also help to identify your specific educational initiatives and will work with your school to establish new delivery strategies for staff development programming. Contact us to see how conveniently and effectively graduate credits can be aligned at your school.

- On-site, relevant professional development
- Collaborative, community-based focus
- Engage in professional book studies with colleagues

Call 877-218-4755 (toll free) or visit smumn.edu/pdi.

“Thanks so much for aligning graduate credit with our Assessment Implementation course. Saint Mary’s University’s Professional Development Initiatives department helped make this process so easy! The whole system is very user friendly.”

Mary Randall
Superintendent, Bloomer School District
Bloomer, Wis.
REGISTRATION

Register by phone toll free at 877-218-4755, online at gpde.smumn.edu, via fax at 507-457-6624, or by mail. You will be billed for the full balance of the tuition once the class starts.

For those students not in a degree program, billing statements are mailed after the 21st of each month to the address on file at Saint Mary’s University. If you do not pay in full prior to the start of a class, you will receive a billing statement. Check or money order is accepted. For students currently in a degree program, statements are emailed after the 21st of each month, and students are responsible for checking the email account issued by the university to regularly access their tuition account statement. Students in a degree program may also access their account information online through WebTools at https://webtools.smumn.edu. Payment for classes is due the 15th of the following month, after the first day of class. If you choose to mail in payment, please remit to:

Saint Mary’s University of Minnesota
700 Terrace Heights #8
Winona, MN 55987

To change course registration, please call the Graduate Professional Development for Educators Program Office at 877-218-4755 or e-mail your requests to: gpde@smumn.edu.

If you are part of a degree program at Saint Mary’s University, do not add or drop courses via WebTools; contact the GPDE Program Office by phone or e-mail. An e-mail confirmation will be sent to those who register on the GPDE website. Please use your SMUMN email account if you are in a degree program at Saint Mary’s University. All course offerings listed in this catalog are subject to change. Saint Mary’s University reserves the right to add or delete courses from this printed publication at its discretion. Students in graduate programs at Saint Mary’s University of Minnesota should consult their advisers as to the transferability of credits. Visit our website at gpde.smumn.edu for the most current information.

TUITION

Tuition for most GPDE courses is $265 per graduate credit. Some courses do include an additional fee to cover course materials beyond the resources normally provided. Credits used toward a Saint Mary’s University degree program may be charged the tuition rate set by the degree-granting program.

COURSE CONFIRMATION

Courses will be marked confirmed on the GPDE website when enough students have registered or unless otherwise arranged. Consult the GPDE website at gpde.smumn.edu for the most-current course updates. A welcome letter is sent to all GPDE course participants about one week prior to the start of each GPDE class. Be certain to provide your current e-mail address at the time of registration.

TRANSCRIPTS

To request a transcript after your grade has been submitted by your instructor, please use the Transcript Request form.
found on the GPDE website or send a written request, including your full name, your social security number or your student I.D., your phone number, and the address to which it should be mailed to:

Transcript Requests
Saint Mary’s University of Minnesota
2500 Park Avenue
Minneapolis, MN 55404-4403

Fax to: 612-728-5121
Email to: tcregistrar@smumn.edu

Your signature is required on the written transcript request. Requests for transcripts cannot be taken over the phone. There is no charge for up to 10 transcripts in a six-month period.

TEXTBOOKS

Required textbooks are not listed in the GPDE brochure. Instructors expect that students purchase books (when required) for off-campus courses prior to the first day of class. Please purchase your books once the course has been confirmed.

Course confirmation may be monitored at gpde.smumn.edu. Books can be purchased from any convenient bookstore.

FURTHER POLICIES AND PROCEDURES

For complete policy information found in Saint Mary’s Schools of Graduate and Professional Programs Student Handbook, refer to the Saint Mary’s University website at: smumn.edu/sgpcatalog.

Saint Mary’s University of Minnesota is an equal opportunity educator and employer.
FOUR EASY WAYS TO REGISTER!

MAIL
send forms to:
Saint Mary’s University
700 Terrace Heights #74
Winona, MN 55987

PHONE
the GPDE registration line
toll-free at
877-218-4755

FAX
the GPDE fax line at
507-457-6624

ONLINE
visit our online registration site at
GPDE.SMUMN.EDU

SUMMER 2015 GPDE REGISTRATION FORM

Tuition may vary for some courses and/or for those enrolled in some degree programs. Most GPDE courses are $265.00 per semester credit.

Name: ________________________________________________________________ Social Security #: ________________________________

Address: _____________________________________________________________________________________________________________

City: ___________________________________________________________________ State: ___________ ZIP: ________________________

Home Phone: ___________________________________________ Work Phone: __________________________________________________

Current Email Address: ___________________________________________________________________________________________________

Grade: ___________________________ Subject: ____________________________________________________________________________

Enrollment Status
☐ Yes ☐ No Have you ever attended Saint Mary’s University of Minnesota prior to this registration?

☐ Yes ☐ No Are you a current student or have you graduated from a master’s program at Saint Mary’s University of Minnesota?
   If yes, please list your degree program and graduation date: _________________________________________________________________

☐ Yes ☐ No If you answered “Yes” to the previous question and are a current student, do you want this course considered for application to your degree at Saint Mary’s University of Minnesota? If you answered “No” to the previous questions, please check “No.”

Please register me for the following course(s):

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<th>Course #</th>
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Payment (enrollment fees can either be paid now or upon receipt of invoice/confirmation)
☐ Check for $ _________________ is enclosed, made payable to Saint Mary’s University of Minnesota. Check #: _________________
☐ Please bill me upon receipt of confirmation.

If you have not been enrolled in a course and/or degree program at Saint Mary’s University of Minnesota, the information that follows is needed in order to process your registration. The following information is used by the university for federal and state reporting purposes, for evaluating the effectiveness of recruitment and admission policies, and for accurately describing the student body of Saint Mary’s University. The information is designated as CONFIDENTIAL and is protected under the Family Education Rights and Privacy Act (FERPA). This information cannot be used in the admission decision and is not kept in a student’s admission file.

Date of Birth: (example: June 4, 1979): __________________________________________________________________

Gender:
☐ Male ☐ Female

Race/Ethnicity:
Do you consider yourself to be Hispanic/Latino?
☐ Yes ☐ No
In addition, select one or more of the following categories to describe yourself:
☐ American Indian or Alaskan Native
☐ Asian
☐ Black or African American
☐ Native Hawaiian or Pacific Islander
☐ White

Are you a U.S. Citizen?
☐ Yes ☐ No (if no, list country of citizenship):

Are you a resident alien?
☐ Yes ☐ No

Are you now serving or have you ever served in the United States armed forces?
☐ Yes ☐ No
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