Graduate Study

Graduate Studies

The Department of Educator Preparation offers three Masters degrees, sixteen concentration areas, four Graduate Certificate programs, and join with the College of Education Faculty to offer two Doctoral degrees.

Master of Education (M.Ed): A minimum of 33 credit hours is required.

Become a distinguished educator. Whether you are a PreK-12 classroom teacher, a school administrator, or an educator/trainer in a museum, business or youth serving organization, these concentration areas provide a broad spectrum of interests that gives a path to expertise.

The Masters of Education Degree programs and Graduate Certificate programs are designed for graduates to attain the following learning outcomes:

- Understand the major theories in the discipline of study.
- Attain a solid foundation in the overall field of education in general, including areas of social justice, educational leadership and advocacy, educational psychology and research.
- Attain a depth of knowledge in the primary discipline.
- Think critically.
- Develop skills as a reflective practitioner to be able to create and sustain change.
- Conduct teacher research.

The Master’s Degree consists of:

- 9 credit hours of foundations courses that examine history, the impact of community on our youth, issues of social justice, teacher leadership and student advocacy;
- two 9 credit hour concentrations areas that provide the core of expertise in the areas you choose and give you the depth and expertise in areas that match the needs of your students;
- and a two-semester, 6 credit hour capstone where you become a researcher in your own organization or classroom to fully understand how to ask the right questions, collect meaningful data, and analyze and present it in a way that informs others.

A minimum of 33 credit hours is required.

The non-degree option is suited for those who have a Master’s Degree or are not quite ready, and simply want to gain more in-depth knowledge about a particular area listed in the concentrations below.

Elementary Education

The M.Ed. program in elementary education has a General program option, an emphasis in Reading option, and an Early Childhood education option (18 credit hours) as well as focused concentrations in a variety of interest areas listed below. Additional hours may be necessary for reading specialist certification.

Secondary Education

The M.Ed. program in Secondary Education has several areas of specialization: General, Curriculum and Instruction, Middle Level Education, Reading, and Teaching English to Speakers of Other Languages (TESOL) as well as focused concentrations in a variety of interest areas listed below. Additionally, students may seek initial teacher certification while also studying for the M.Ed. A set of prescribed courses needed for certification fill the emphasis area. A minimum of 33 credit hours is required.

Special Education

The M.Ed. Program in Special Education includes a representation of the important core knowledge in Special Education. The primary goal is to empower professionals to be thoughtful teachers who use best practice when working with students with disabilities. Research and data-based decision making are emphasized throughout the program. Graduate students will translate research into practice in their courses, and learn to analyze multiple types of assessment data. The M.Ed. Program in Special Education consists of an initial required core of courses, an opportunity to develop an area of specialization, and a capstone or exit course.

Available Concentration Areas are:

a) Early Childhood Concentrations, b) Curriculum and Instruction Concentration, c) Literacy Concentrations, d) Special Education Concentration, e) Social Justice Issues Concentration, f) Leadership in Education Concentration, g) STEM Concentration, h) Elective Concentration, and i) Supporting Language Learners: TESOL Concentration.

Graduate Certificate Programs: A minimum of 18 credit hours is required.

Graduate Certificate programs are specialized programs of study that are not degree programs but are shown on the academic transcript so that readers are aware of the concentrated program of study. Graduate Certificates are unrelated to teaching certificates.


Doctoral Program

Doctor of Education (Ed.D) Program: BRIDGE THEORY AND PRACTICE WITH SCHOLARSHIP

The Doctor of Education in Educational Practice is a doctoral degree intended for practitioners. Areas of study available are the themes around which learning communities are formed. Members of the learning communities advance through the program as a cohort in three to three-and-one-half years. The program is 80 credits with the Master’s degree included in the 80. A Dissertation in Practice is the capstone. The program applies an Inquiry as Practice model of scholarship. Graduates gain the ability to use data to inform decision-making and enhance their practice by gathering, organizing, judging, aggregating, and analyzing situations, literature, and data. The intention is to prepare scholarly practitioners in their professional work. As such, the Doctor of Education degree de-emphasizes research for theory building and preparation for the professoriate in higher education.
The curriculum of the Doctor of Education degree is intended to prepare practicing professionals to transform both their practice and the field by working in community, just as practitioners collaborate with key stakeholders to address complex problems of practice. Students are admitted to the degree program and simultaneously to a learning community of practice formed around a theme such as literacy, and practice can intersect and the implementation of practice can be measured. The Dissertation in Practice allows the learning community to address a high leverage problem of practice through collaborative and connected work beyond what a single individual could alone. Individuals contribute work that feeds into group work. The Dissertation of Practice is characterized by generative impact.

The University of Missouri-St. Louis College of Education is a member of the Carnegie Project on the Education Doctorate, a national group of over 50 universities re-designing and re-orienting the Doctor of Education degree as a program distinct from Doctor of Philosophy in Education degree programs. Our program reflects our commitment to the work of the Carnegie Project and its working principles.

**Doctor of Philosophy of Education (Ph.D)**

The Ph.D. degree in Education, offered in cooperation with the School of Education at the University of Missouri-Kansas City and the College of Education at the University of Missouri-Columbia, is designed for educators who desire directed research experience promoting scholarly inquiry in education.

The Ph.D. program is designed for graduates to attain the following learning outcomes:

- Understand the major theories in their primary and secondary disciplines.
- Attain a breadth of knowledge in education in general and a depth of knowledge in the primary discipline.
- Think critically.
- Locate literature in the primary and secondary disciplines.
- Understand research methods in education.
- Conduct research.
- Demonstrate leadership skills and attributes.


The minimum total credit hour requirement to complete the Ph.D. in Education degree is 90 hours post-baccalaureate. Up to 44 hours of graduate work, typically the Master’s degree hours plus post-Master’s hours) can be applied to the foundations, research methods, and minor specialization categories as appropriate.

The Master’s degree work can usually be applied without regard to the age of the degree but post-Master’s work should be recent (4 to 6 years old). There is an 8-year time limit for completing the Ph.D. in Education.

The final program configuration, including how previous course work is used in the various categories, is determined at a meeting of the student, the student’s advisor, and two additional faculty members in the area of study. This meeting takes place 2 to 3 semesters after program entry.

**Master of Education: Elementary Education**

- Early Childhood emphasis
- General emphasis
- Reading emphasis

The Masters in Elementary Education is appropriate for early childhood and elementary teachers, specialists, department chairpersons, and those who work in informal or international educational settings. Candidates choose two 9 hour concentration areas that will support their personal growth and development as an educational leader. It is important that both students and advisors plan ahead to insure courses in concentration areas are taken when they are offered in the 3 year rotation schedule. Programs must be planned with the academic advisor and meet the approval of the faculty advisor, adhering to the College of Education and UMSL Graduate School policies.

Concentration area choices will appear at the end of the M.Ed. transcript.

**General Emphasis Program for ELE ED**

The M.Ed. in Elementary Education consists of 15 required hours (5 courses) plus student choice of two 9 hour concentrations from the list below. The General emphasis requirements are met by (a) completing three required foundational courses (9 hrs.) toward the beginning of the M.Ed. program, (b) completing the coursework for two choice concentration areas (2*9 hrs. each), and (c) completing the two exit capstone research classes (6 hrs.) for a total of 33 hours.

Concentration areas indicate zero to three REQUIRED courses; some then offer a list of course CHOICE selections as a menu to choose your remaining hours for that concentration. ALL Concentration choices total nine hours of graduate credit.

An Elective Concentration allows students, with advisor sign-off, to construct an individualized set of target courses for 1 of their 2 concentration areas. Transfer graduate credit from another institution could also fit into this concentration choice. Finally, those who want to take 9 graduate hours in an academic content area may use the Discipline Content Area Concentration to integrate this advanced work into their M.Ed. program.

**Reading and Early Childhood Emphasis Areas for ELE ED**

Students who applied to the reading or early childhood emphasis areas and wish to focus intensively (e.g. 18 hrs) in one area of expertise are required to sign up for two sequential 9 hour concentrations. Those in reading should select the Literacy I and II concentrations. Those in early childhood should select the Early Childhood I and II concentrations. Additional coursework may be required for licensure.
Early Childhood Concentration I: *Courses offered in school, after school, and home settings. Concentration II is geared for those wanting a deeper understanding of learning processes in young children with disabilities. Concentration II, for those wanting a Literacy endorsement, applies these understandings through a variety of readings, writings and experiences, both in Clinical and online settings. There are two choices for Concentration II: Writing and Reading.

Early Childhood Concentration I: 9 hours *Courses offered online*
ECH ED 6412  Educational Role of Play  3
ED PSY 6215  Psychology Of Early Childhood Development  3

Early Childhood Special Education Concentration II: Choice A: 9 hours *Courses offered online*  
ECH ED 6321  Parent and Community Resources in Early Childhood Education  3
ECH ED 6415  Organization and Development of Early Childhood Programs  3
EDUC 6404  Seminar  1-10

Early Childhood Special Education Concentration II: Choice B: 9 hours *Courses are NOT offered online*
SPEC ED 6372  Screening And Diagnosis Of Developmental Delays: Birth To 5 Years  3
SPEC ED 6462  Introduction to Early Childhood Special Education  3
SPEC ED 6463  Curriculum, Methods, and Materials for Early Childhood Special Ed  3

Curriculum and Instruction Concentration: 9 hours
In order for all students to optimally achieve, teachers must develop integrated, standards-based, innovative curriculum delivered as engaging instruction that equips students to develop the knowledge and skills for a global society. This concentration explores common issues in curriculum design and implementation. Educators will create curriculum and design instruction for their own educational settings.

ELE ED 6411  Curriculum Leadership Elementary Programs  3
ELE ED 6422  Curriculum Design of Elementary Programs  3
ELE ED 6423  Learning Through Inquiry  3

Literacy Concentrations I: 9 hours
Concentration I is designed for educators who want a deeper understanding of reading and writing processes across the lifespan. This area emphasizes the preparation of leaders in a wide range of school and community settings, including literacy coaches or grade-level leaders. Concentration I emphasizes cutting-edge theory, research and instructional practices in literacy education. Concentration II, for those wanting a Literacy endorsement, applies these understandings through a variety of readings, writings and experiences, both in Clinical and online settings. There are two choices for Concentration II: Writing and Reading. Students who complete Concentrations I and II in Literacy can apply these courses to a K-12 DESE reading certificate or the UMSL Graduate Certificate in the Teaching of Writing, but additional coursework may be required.

ELE ED 6387  Literacy Acquisition and Learning for Diverse Students  3
ELE ED 6684  Instructional Strategies for Teaching Reading  3
ELE ED 6686  Analysis and Correction of Reading Disabilities  3
Literacy Concentration II: 9 hours Choice A:
Courses to complete the Reading Emphasis Certification

The M.Ed. program with emphasis in reading (literacy) is designed to enable candidates to further their competencies as teachers of reading, writing, and the other communication arts. The program also prepares them for positions as literacy coaches, reading specialists, curriculum specialists in communication arts and reading areas, consultants in areas of communication arts, and/or for further graduate study. Concentration II enables a student to earn a master’s degree in education with credit towards an emphasis in reading as per requirements laid out by the Department of Elementary and Secondary Education (DESE) for special reading certification in Missouri. Students must complete the required 15 hours of M.Ed. courses, an educational psychology course, plus 18 hours of literacy courses.

ELE ED 6493  Reading Specialist Practicum I  3
ELE ED 6494  Reading Specialist Practicum II  3
TCH ED 4391  Literacy for Adolescent Learners in Content Areas  3

Social Justice Issues Concentration: 9 hours

Educators need to challenge themselves to understand the variety of assets diverse students and their families bring to educational contexts. An interdisciplinary group of courses is offered for this concentration that invite personal growth and academic knowledge in the area of social justice. An emphasis on engagement and action permeates the course activities. (With completion of TCH ED 6010, TCH ED 6020 and TCH ED 6910 and 9 hours from the list below, students will meet requirements for the Social Justice in Education Certificate. (Applicants who wish to earn a Graduate Certificate in Social Justice in Education must apply for admission to the certificate program.)

Choose three of the following:
CNS ED 6820  Counseling Women Toward Empowerment  3  
CNS ED 6850  Social Class and Poverty Issues In Counseling  3  
ED FND 6203  Political Contexts Of Education  3  
GS 5053  Advanced Studies In African-American History  3
TCH ED 6230  Cross-Cultural Communication in the Classroom  3

Leadership in Education Concentration: 9 hours

Organizations need leaders who understand the complexities of systems and working with diverse staff and families within situated communities in a dynamic and changing educational environment. Leadership skills can be taught and nurtured. This Leadership in Education concentration allows educators in various roles and career levels to apply principles of leadership to creating effective communities of practice.

Reuired Courses:
ED ADM 6503  Organizational Change in Education  3
Choose two of the following:
ED FND 6200  Demographic Contexts of Education  3  
ED FND 6203  Political Contexts Of Education  3  
ED ADM 6205  Legal Contexts of Education  3  
ED ADM 6401  School Staff Development and Supervision  3

STEM Concentration: 9 hours

Many challenges remain in the attraction and preparation of youth for the careers in fields of science, technology, engineering and mathematics (STEM). Those who teach in these areas need to continually work toward developing and implementing relevant curricula and develop new instructional strategies as well as revise and upgrade current methodology. The STEM Concentration focuses on professional development with respect to instructional research and best practices for all involved in enhancing STEM literacy.

Choose three of the following:
ELE ED 6431  STEM Instruction in Elementary Education  3  
or SEC ED 6431  STEM Instruction in Secondary Education  3
ED TECH 5340  Selection and Utilization of Educational Multimedia  3
Discipline Content Area Concentration: 9 hours
Educators recognize the importance of staying current in their field of teaching. This Discipline Content Concentration allows for 9 hours of graduate level credit in a content area related to one's field of practice. This includes graduate credit in areas such as history, English, math, science, foreign language, health and PE, and art and music. Courses for this concentration need to be approved by advisors before they are included on the M-1 program form.

Elective Concentration: 9 hours
To insure maximum flexibility in course selection to meet the individual needs of professional educator’s development, this concentration represents an opportunity to select three unique courses from the various concentration areas in an eclectic and personalized way. Choices to include in this concentration need to be approved by advisors and signed off on by the program director.

Supporting Language Learners: TESOL
Concentration I: 9 hours
This concentration is designed for those who want to better understand Second Language Acquisition (SLA) and Teaching English to Speakers of Other Languages (TESOL) processes. Courses emphasize the theoretical foundations of Second Language Acquisition and TESOL and their practical application to practice. Concentration I is open to all Masters in Education students. A TESOL endorsement from DESE is available under the SEC ED M.Ed. (p. 8) options.

Reading Concentration (18 hours):
Required Courses
TCH ED 6010 Examining History, Community And Social Justice In Education 3
TCH ED 6020 Teacher Action, Advocacy And Leadership 3
ED PSY 6030 Instruction, Learning And Assessment 1 3

Required Research Course – Evaluation of Abilities and Achievement (3 hours)
Choose one course. Dependent on student needs and interests.
ED REM 6707 Classroom Measurement And Evaluation 3
ED REM 6709 Educational And Psychological Measurement 3
ED REM 6716 Academic Assessment and Intervention 3

Reading Related Electives
ELE ED 6387 Literacy Acquisition And Learning For Diverse Students 3
ELE ED 6684 Instructional Strategies For Teaching Reading 3
ELE ED 6686 Analysis And Correction Of Reading Disabilities 3
ELE ED 6493 Reading Specialist Practicum I 3
ELE ED 6494 Reading Specialist Practicum II 3

And at least one course from the literacy-related elective list or from the certification-related elective list below (min. 3 hrs):

Literacy Related Electives
ELE ED 6436 Children’s Literature I: Survey And Analysis 3
ELE ED 6688 Literacy Assessment To Guide Instruction 3
ENGL 6880 Gateway Writing Project 3-6
TCH ED 5312 Differentiated Instruction 4
Capstone Course (3 hours)
ELE ED 6482 Problems And Research In Teaching Elementary School 3

1 A graduate level course in child psychology or adolescent psychology may be substituted if needed for certification.

Middle School Education Concentration: 9 hours
The concentration in middle level education is designed for graduate students who would like to further their competencies as a middle level educator.
Choose three of the following:
TCH ED 5312 Differentiated Instruction 3
ED PSY 6222 Advanced Studies in Child and Adolescent Development 3
ED ADM 6401 School Staff Development and Supervision 3
SEC ED 6416 Curriculum Design for Educational Programs 3

Emphasis in Reading
The M.Ed. program with emphasis in reading (literacy) is designed to enable candidates to further their competencies as teachers of reading, writing, and the other communication arts. The program also prepares them for positions as literacy coaches, reading specialists, curriculum specialist in communication arts and reading areas, consultants in areas of communication arts, and/or for further graduate study. The following program enables the student to earn a M.Ed. with an emphasis in Reading while fulfilling the Department of Elementary and Secondary Education’s requirements for special reading certification in Missouri. Students must complete the first two levels of the Required Core, an educational psychology course, an approved educational research course, 18 hours of literacy courses, and an action research capstone course. The minimum required and recommended courses are as follows:

Required Core (9 hours)
TCH ED 6010 Examining History, Community And Social Justice In Education 3
TCH ED 6020 Teacher Action, Advocacy And Leadership 3
ED PSY 6030 Instruction, Learning And Assessment 1 3

Required Research Course – Evaluation of Abilities and Achievement (3 hours)
Choose one course. Dependent on student needs and interests.
ED REM 6707 Classroom Measurement And Evaluation 3
ED REM 6709 Educational And Psychological Measurement 3
ED REM 6716 Academic Assessment and Intervention 3

Literacy Concentration (18 hours):
Required Courses
ELE ED 6387 Literacy Acquisition And Learning For Diverse Students 3
ELE ED 6684 Instructional Strategies For Teaching Reading 3
ELE ED 6686 Analysis And Correction Of Reading Disabilities 3
ELE ED 6493 Reading Specialist Practicum I 3
ELE ED 6494 Reading Specialist Practicum II 3

And at least one course from the literacy-related elective list or from the certification-related elective list below (min. 3 hrs):

Literacy Related Electives
ELE ED 6436 Children’s Literature I: Survey And Analysis 3
ELE ED 6688 Literacy Assessment To Guide Instruction 3
ENGL 6880 Gateway Writing Project 3-6
TCH ED 5312 Differentiated Instruction 4
Capstone Course (3 hours)
ELE ED 6482 Problems And Research In Teaching Elementary School 3

1 A graduate level course in child psychology or adolescent psychology may be substituted if needed for certification.

To be recommended for Missouri Department of Elementary and Secondary Education special reading certification, teachers must have a valid Missouri teacher’s certificate and two years of classroom teaching experience, and they must have had the following at either the undergraduate or graduate level: two additional courses in reading, language acquisition or development; classroom management techniques; counseling techniques (to include exceptional children and their families: child AND adolescent psychology; and testing, evaluation, and
achievement. These certification requirements might be in addition to the courses listed in the program of study above. See your graduate advisor for information about these courses. M. Ed. Students needing any of the above can elect to take these courses at the graduate level where available and apply them to their concentration area.

**Certification Related Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS ED 3220</td>
<td>Counseling Individuals with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>ED PSY 6225</td>
<td>The Psychology of Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>ED REM 6707</td>
<td>Classroom Measurement and Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

*Only one 4000 level course can be applied to the M.Ed.*

**Elementary Education Option in Early Childhood Teacher Certification**

**Admission Requirements for the Option in Elementary Teacher Certification:**

- A passing score on the designated Missouri Content Examination or an approved program of study
- A 2.75 or higher overall GPA
- Approved results of the Family Care Safety Registry
- A clear TB test or chest x-ray, if appropriate
- Students must meet the application deadlines set by the Graduate School

**Education Core Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCH ED 6010</td>
<td>Examining History, Community And Social Justice In Education</td>
<td>3</td>
</tr>
<tr>
<td>TCH ED 6200</td>
<td>Building Character and Competence with Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>ED PSY 6030</td>
<td>Instruction, Learning And Assessment</td>
<td>3</td>
</tr>
<tr>
<td>TCH ED 6909</td>
<td>Teacher Action Research I</td>
<td>3</td>
</tr>
<tr>
<td>TCH ED 6910</td>
<td>Teacher Action Research Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 15

**Related Area Requirements:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCH ED 6565</td>
<td>Enriching Learning through Multicultural Arts, Music, Physical Education &amp; Health</td>
<td>1</td>
</tr>
<tr>
<td>TCH ED 6566</td>
<td>Cross-Curricular Connections with Multicultural Arts, Music, Physical Education &amp; Health</td>
<td>1</td>
</tr>
</tbody>
</table>

**Level I Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED PSY 6215</td>
<td>Psychology Of Early Childhood Development</td>
<td>3</td>
</tr>
<tr>
<td>TCH ED 5310A</td>
<td>Instructional Design: Lesson Planning for Elementary Education</td>
<td>1</td>
</tr>
</tbody>
</table>

**Level II Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPEC ED 6412</td>
<td>Psychology Of Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>ECH ED 6412</td>
<td>Foundations Of Early Childhood Education</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED TECH 6135</td>
<td>Technology for Preparing Inquiry-Based Teaching</td>
<td>1</td>
</tr>
<tr>
<td>ELE ED 6337</td>
<td>Teaching and Learning Literacy in the Elementary Classrooms</td>
<td>4</td>
</tr>
</tbody>
</table>

**LEVEL III Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPEC ED 6325</td>
<td>Advanced Studies in Classroom &amp; Behavior Management</td>
<td>3</td>
</tr>
<tr>
<td>ELE ED 6338</td>
<td>Literacy Assessment for Guided Instruction</td>
<td>3</td>
</tr>
<tr>
<td>ECH ED 6348</td>
<td>Understanding and Supporting Children’s Math and Science Inquiry</td>
<td>2</td>
</tr>
<tr>
<td>ECH ED 6535</td>
<td>Assessment Curriculum and Research Practice Birth through Grade Three</td>
<td>2</td>
</tr>
<tr>
<td>ECH ED 6536</td>
<td>Early Childhood Pre-primary Practicum</td>
<td>2</td>
</tr>
<tr>
<td>ECH ED 5989</td>
<td>Practicum I: Early Childhood/Early Childhood Special Education Site Based Experience</td>
<td>2</td>
</tr>
<tr>
<td>ECH ED 5990</td>
<td>Practicum II: Early Childhood/Early Childhood Special Education Site Based Experience</td>
<td>8</td>
</tr>
</tbody>
</table>

Total Hours 39

**MED Elementary Education Option in Elementary Teacher Certification**

**Admission Requirements for the Option in Elementary Teacher Certification:**

- A passing score on the designated Missouri Content Examination or an approved program of study
- A 2.75 or higher overall GPA
- Approved results of the Family Care Safety Registry
- A clear TB test or chest x-ray, if appropriate
- Students must meet the application deadlines set by the Graduate School

**Core Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCH ED 6010</td>
<td>Examining History, Community And Social Justice In Education</td>
<td>3</td>
</tr>
<tr>
<td>TCH ED 6200</td>
<td>Building Character and Competence with Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>ED PSY 6030</td>
<td>Instruction, Learning And Assessment</td>
<td>3</td>
</tr>
<tr>
<td>TCH ED 6909</td>
<td>Teacher Action Research I</td>
<td>3</td>
</tr>
<tr>
<td>TCH ED 6910</td>
<td>Teacher Action Research Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 15

**Related Area Requirements:**

- These are the courses that are required for the elementary school teaching (1-6 grades) licensure.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCH ED 6565</td>
<td>Enriching Learning through Multicultural Arts, Music, Physical Education &amp; Health</td>
<td>1</td>
</tr>
<tr>
<td>TCH ED 6566</td>
<td>Cross-Curricular Connections with Multicultural Arts, Music, Physical Education &amp; Health</td>
<td>1</td>
</tr>
</tbody>
</table>

**Level I Courses**
MED Elementary Education with Elementary and Special Education Teacher Certification

M.Ed in Elementary Education with Elementary and Special Education Teacher Certification

This program of study is for individuals with a Bachelor's degree who would like to prepare for teacher certification in Elementary Education and Special Education. This option leads to Missouri Initial Teacher Certification in Elementary Teaching 1-6 with an add-on in Mild/Moderate Cross-Categorical Disabilities, K-12 Special Education.

Admission Requirements for the Option in Elementary Teacher Certification with an add-on in Mild/Moderate Cross-Categorical Disabilities, K-12 Special Education:

- A passing score on the designated Missouri Content Examination or an approved program of study
- A 2.75 or higher overall GPA
- Approved results of the Family Care Safety Registry
- A clear TB test or chest x-ray, if appropriate
- Students must meet the application deadlines set by The Graduate School

Education Core Courses Required for M.Ed.

TCH ED 6010 Examining History, Community And Social Justice In Education 3

TCH ED 6200 Building Character and Competence with Diverse Learners 3
ED PSY 6030 Instruction, Learning And Assessment 3
TCH ED 6909 Teacher Action Research I 3
TCH ED 6910 Teacher Action Research Capstone 3

Total Hours 15

Elementary and Special Education (53 Hrs. = 38 Elementary Education + 15 Special Education)

These are the courses that are required for the elementary school teaching (1-6 grades) licensure.

Related Area Requirements

TCH ED 6565 Enriching Learning through Multicultural Arts, Music, Physical Education & Health 1
TCH ED 6566 Cross-Curricular Connections with Multicultural Arts, Music, Physical Education & Health 1

Level I Courses

ED PSY 6222 Advanced Studies in Child and Adolescent Development 3
TCH ED 5310A Instructional Design: Lesson Planning for Elementary Education 1

Level II Courses

ELE ED 6337 Teaching and Learning Literacy in the Elementary Classrooms 4
ED TECH 6135 Technology for Preparing Inquiry-Based Teaching 1
SPEC ED 6412 Psychology Of Exceptional Children 3

Level III Courses

SPEC ED 6325 Advanced Studies in Classroom & Behavior Management 3
ELE ED 6338 Literacy Assessment for Guided Instruction 3
ELE ED 6253 Teaching Social Studies through Reading, Writing, and English Language Learners 3
ELE ED 6246 Math Content Pedagogy, Inquiry-Based Instruction, and Assessment 3

ELE ED 6241 Science Content, Inquiry-Based Instruction, and Assessment: STEM-Integrated Pedagogy 2
ELE ED 5989 Practicum I: Elementary/Special Education Site Based Experience 2
ELE ED 5990 Practicum II: Elementary/Special Education Site Based Experience 8

Total Hours 38

ED TECH 6135 Technology for Preparing Inquiry-Based Teaching 1
SPEC ED 6412 Psychology Of Exceptional Children 3
SPEC ED 6315 Understanding/Implementing Speech & Lang Interventions that Assist Chldrn w/ Sp Needs 3
SPEC ED 6325 Advanced Studies in Classroom & Behavior Management 3
ELE ED 6338 Literacy Assessment for Guided Instruction 3
SPEC ED 6346 Reading Instruction and Intervention in Special Education 3
ELE ED 6253 Teaching Social Studies through Reading, Writing, and English Language Learners 3
SPEC ED 6342 Transition Education for Adult Life 3
SPEC ED 6415 The Law And Special Education 3
ELE ED 5989 Practicum I: Elementary/Special Education Site Based Experience 2

Related Area Requirements

TCH ED 6565 Enriching Learning through Multicultural Arts, Music, Physical Education & Health 1
TCH ED 6566 Cross-Curricular Connections with Multicultural Arts, Music, Physical Education & Health 1

Level I Courses

ED PSY 6222 Advanced Studies in Child and Adolescent Development 3
TCH ED 5310A Instructional Design: Lesson Planning for Elementary Education 1

Level II Courses

ELE ED 6337 Teaching and Learning Literacy in the Elementary Classrooms 4
ED TECH 6135 Technology for Preparing Inquiry-Based Teaching 1
SPEC ED 6412 Psychology Of Exceptional Children 3
SPEC ED 6315 Understanding/Implementing Speech & Lang Interventions that Assist Chldrn w/ Sp Needs 3

Level III Courses

SPEC ED 6325 Advanced Studies in Classroom & Behavior Management 3
ELE ED 6338 Literacy Assessment for Guided Instruction 3
ELE ED 6253 Teaching Social Studies through Reading, Writing, and English Language Learners 3
ELE ED 6241 Math Content Pedagogy, Inquiry-Based Instruction, and Assessment 3
ELE ED 6246 Math Content Pedagogy, Inquiry-Based Instruction, and Assessment 3
ELE ED 6253 Teaching Social Studies through Reading, Writing, and English Language Learners 3
SPEC ED 6342 Transition Education for Adult Life 3
SPEC ED 6346 Reading Instruction and Intervention in Special Education 3
SPEC ED 6415 The Law And Special Education 3
ELE ED 5989 Practicum I: Elementary/Special Education Site Based Experience 2
Early Childhood Education Emphasis

The M.Ed. program with an emphasis in early childhood education is designed to enable candidates to further their competencies as teachers or program administrators in public and private early childhood programs. The program also prepares them for positions in community agencies that support families and young children. The minimum required and recommended courses are as follows. Students must complete the required Core Competencies and Capstone Course as listed above.

Required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECH ED 6412</td>
<td>Foundations Of Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>ECH ED 6413</td>
<td>Educational Role Of Play</td>
<td>3</td>
</tr>
<tr>
<td>ECH ED 6415</td>
<td>Organization And Development Of Early Childhood Programs</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective hours 6

Total: 33 hours

Master of Education: Secondary Education

- General
- Curriculum and Instruction
- Reading
- Teaching English to Speakers of Other Language
- Middle Level Education

The Masters in Secondary Education, General emphasis program, is appropriate for secondary teachers, specialists, department chairpersons, and those who work in informal learning or international educational settings. Candidates choose concentration areas that will support their personal growth and development as an educational leader. It is important that both students and advisors plan ahead to ensure courses in concentration areas are taken when they are offered in the schedule. Programs must be planned with the academic advisor and meet the approval of the faculty advisor, adhering to the College of Education and UMSL Graduate School policies.

Concentration area choices will appear at the end of the M.Ed. transcript.

General Curricular Program for SEC ED areas

The M.Ed. in Secondary Education consists of 15 required hours (5 courses) plus student choice of two 9 hour concentrations from the list below. The general program option requirements are met by (a) completing three required foundation courses (9 hrs.) toward the beginning of the M.Ed. program, (b) completing the coursework for two choice concentration areas (18 hrs.), and (c) completing the two exit research capstone classes (6 hrs.) for a total of 33 hours.

Most concentration areas indicate 0-3 REQUIRED courses; a list of course CHOICE selections are then provided as a menu to choose your remaining hours for that concentration. In addition, an Elective Concentration allows students, with advisor sign-off, to construct an individualized set of target courses for 1 of their 2 concentration areas. Transfer graduate credit from another institution could also fit into this concentration choice. Finally, those who want to take 9 graduate hours in an academic content area may use the Discipline Content Area Concentration to integrate this advanced work into their M.Ed. program.

Students who wish to focus intensively (18 hrs) in one area of expertise may choose a concentration that has two sequential Concentration blocks I & II. **Emphasis areas** offered in SEC ED include Reading, Teaching English to Speakers of Other Languages (TESOL), Teaching of Writing, and Middle Level Education. Reading and TESOL require signing up for two 9 hour sequenced concentrations (Literacy I and II and TESOL I and II, respectively) and may require additional coursework for licensure, as noted. For a C & I emphasis, students just select the C & I concentration and an additional choice concentration.

Required 15 hours of M.Ed. core courses plus two 9-Hour Concentrations

Required Core

Students are required to complete the following courses within the first 15 hours of study:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCH ED 6010</td>
<td>Examining History, Community And Social Justice In Education</td>
<td>3</td>
</tr>
<tr>
<td>TCH ED 6020</td>
<td>Teacher Action, Advocacy and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ED PSY 6030</td>
<td>Instruction, Learning And Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Research Courses

These two research courses should be taken in sequence (not together) at the end of your program since the first course prepares you with the knowledge and skills to successfully complete an Action Research project in the capstone exit course. You will design and execute a piece of original practitioner research and present your findings in a public forum.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCH ED 6909</td>
<td>Teacher Action Research I (Take semester prior to Teacher Action Research Capstone, TCH ED 6910.)</td>
<td>3</td>
</tr>
<tr>
<td>TCH ED 6910</td>
<td>Teacher Action Research Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 15

1 This course not offered in summer sessions.

Students seeking a professional Masters in Education Degree choose two 9-hour concentrations in consultation with their advisors that will enhance teacher leadership capacity in practice. The following 9-hour concentrations include an interdepartmental range of concentration areas that can support a candidate’s development of a broad range of skills, knowledge, and dispositions.

3) 9 hour Concentration Choices

a.) Curriculum and Instruction Concentration
b.) Literacy Concentrations I and II (Certificates in Reading and Writing available)
c.) Special Education Concentration
d.) Social Justice Issues Concentration (College of Education Social Justice Certificate available)
e.) Leadership in Education Concentration
f.) Supporting Language Learners: TESOL Concentrations I and II (DESE TESOL endorsement available)
g.) STEM Concentration
h.) Discipline Content Area Concentration

Total Hours 15
I. Elective Concentration

J. Middle Level Education

Curriculum and Instruction:
In order for all students to optimally achieve, teachers must develop integrated, standards based, innovative curriculum delivered as engaging instruction that equips students to develop the knowledge and skills for a global society. This concentration explores common issues in curriculum design and implementation. Educators will create curriculum and design instruction for their own educational settings.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEC ED 6415</td>
<td>Curriculum Leadership in Education</td>
<td>3</td>
</tr>
<tr>
<td>SEC ED 6416</td>
<td>Curriculum Design for Educational Programs</td>
<td>3</td>
</tr>
<tr>
<td>SEC ED 6420</td>
<td>Improving Teaching and Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

Literacy Concentrations I and II: 9 hours Each
Concentration I is designed for educators who want a deeper understanding of reading and writing processes across the lifespan. This area emphasizes the preparation of leaders in a wide range of school and community settings, including literacy coaches or grade-level leaders. Concentration I emphasizes cutting-edge theory, research and instructional practices in literacy education. Concentration II, for those wanting a Literacy endorsement, applies these understandings through a variety of readings, writings and experiences, both in Clinical and online settings. There are two choices for Concentration II: Writing and Reading. Students who complete Concentrations I and II in Literacy can apply these courses to a K-12 DESE Reading Certificate or the UMSL Graduate Certificate in the Teaching of Writing, but additional coursework may be required.

Literacy Concentration I:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELE ED 6387</td>
<td>Literacy Acquisition and Learning for Diverse Students</td>
<td>3</td>
</tr>
<tr>
<td>ELE ED 6684</td>
<td>Instructional Strategies for Teaching Reading</td>
<td>3</td>
</tr>
<tr>
<td>ELE ED 6686</td>
<td>Analysis and Correction of Reading Disabilities</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentration II: Choice A:
Courses to complete the Reading Certification emphasis
The M.Ed. program with emphasis in reading (literacy) is designed to enable candidates to further their competencies as teachers of reading, writing, and the other communication arts. The program also prepares them for positions as literacy coaches, reading specialists, curriculum specialists in communication arts and reading areas, consultants in areas of communication arts, and/or for further graduate study. Concentration II enables a student to earn a master’s degree in education with credit towards an emphasis in reading as per requirements laid out by the Department of Elementary and Secondary Education (DESE) for special reading certification in Missouri. Students must complete the required 15 hours of M.Ed. courses, an educational psychology course, plus 18 hours of literacy courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELE ED 6493</td>
<td>Reading Specialist Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>ELE ED 6494</td>
<td>Reading Specialist Practicum II</td>
<td>3</td>
</tr>
</tbody>
</table>

TCH ED 4391 | Literacy for Adolescent Learners in Content Areas | 3       |

Concentration II: Choice B:
Courses to complete the Graduate Certificate in the Teaching of Writing
Admission
Applicants who wish to earn a Graduate Certificate in the Teaching of Writing must apply for admission to the certificate program. Applicants must have a 2.75 GPA in undergraduate coursework to be admitted. A background in K-12 or adult education is desirable.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCH ED 6880</td>
<td>Gateway Writing Project</td>
<td>6</td>
</tr>
<tr>
<td>TCH ED 6890</td>
<td>Seminar in Professional Writing for Teachers</td>
<td>3</td>
</tr>
</tbody>
</table>

Special Education:
For educators who are not receiving a degree in Special Education, but would like to expand their understanding of Special Education law and the needs of students with cross-categorical disabilities and those with Autism Spectrum Disorders, this concentration offers coursework on the characteristics and effective strategies for teaching students with varied abilities in educational settings. Those interested in the M.Ed. in Special Education or the Graduate Certificate in Autism and Developmental Disabilities should choose concentrations in those designated programs under the Masters in Special Education (p. 13).

Choose three of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPEC ED 6325</td>
<td>Advanced Studies in Classroom &amp; Behavior Management</td>
<td>3</td>
</tr>
<tr>
<td>SPEC ED 6345</td>
<td>Characteristics and Education of Students with High-Incidence Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPEC ED 6415</td>
<td>The Law and Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPEC ED 6610</td>
<td>Foundations of Autism Spectrum Disorder: Research to Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

Social Justice Issues:
Educators need to challenge themselves to understand the variety of assets diverse students and their families bring to educational contexts. An interdisciplinary group of courses is offered for this concentration that invite personal growth and academic knowledge in the area of social justice. An emphasis on engagement and action permeates the course activities.

With completion of TCH ED 6010, TCH ED 6020 and TCH ED 6910 and these 9 hours, students will meet the requirements for the Social Justice in Education Certificate. Applicants who wish to earn a Graduate Certificate in Social Justice in Education must apply for admission to the certificate program.

Choose three of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS ED 6820</td>
<td>Counseling Women Toward Empowerment</td>
<td>3</td>
</tr>
<tr>
<td>CNS ED 6850</td>
<td>Social Class and Poverty Issues In Counseling</td>
<td>3</td>
</tr>
<tr>
<td>ED FND 6203</td>
<td>Political Contexts Of Education</td>
<td>3</td>
</tr>
<tr>
<td>GS 5053</td>
<td>Advanced Studies In African-American History</td>
<td>3</td>
</tr>
</tbody>
</table>
Leadership in Education:
Organizations need leaders who understand the complexities of systems and working with diverse staff and families within situated communities in a dynamic and changing educational environment. Leadership skills can be taught and nurtured. This Leadership in Education concentration allows educators in various roles and career levels to apply principles of leadership to creating effective communities of practice.

Required Courses:
- ED ADM 6503 Organizational Change in Education 3
- Choose two of the following:
  - ED ADM 6205 Legal Contexts of Education 3
  - ED FND 6200 Demographic Contexts of Education 3
  - ED FND 6203 Political Contexts Of Education 3
  - ED ADM 6401 School Staff Development and Supervision 3

Supporting Language Learners: TESOL Concentrations I and II: 9 hours each
This concentration is designed for those who want to better understand Second Language Acquisition (SLA) and Teaching English to Speakers of Other Languages (TESOL) processes. Courses emphasize the theoretical foundations of Second Language Acquisition and TESOL and their practical application to practice. Concentration I is open to all Masters in Education students.

In order to get a Missouri TESOL endorsement, complete BOTH Concentration I and Concentration II (18 hours). The graduate certificate in Teaching English to Speakers of Other Languages (TESOL) is intended for individuals with a bachelor’s degree who would like to advance their knowledge about language learning in culturally and linguistically diverse classrooms. The program is a combination of theory and practice, covering the key concepts, issues and innovative strategies required to apply this knowledge. Students may seek this Graduate Certificate simultaneously with the M.Ed. in Secondary Education with a specialization in TESOL.

Admission
Applicants who wish to earn a Graduate Certificate in TESOL must apply for admission to the certificate program and to the Graduate School at the UM-St. Louis as a non-degree student or as a master’s or doctoral student. Applicants must have a 2.75 GPA in undergraduate coursework and working with diverse staff and families within situated communities in a dynamic and changing educational environment. Leadership skills can be taught and nurtured. This Leadership in Education concentration allows educators in various roles and career levels to apply principles of leadership to creating effective communities of practice.

Required Courses:
- ED ADM 6503 Organizational Change in Education 3
- Choose two of the following:
  - ED ADM 6205 Legal Contexts of Education 3
  - ED FND 6200 Demographic Contexts of Education 3
  - ED FND 6203 Political Contexts Of Education 3
  - ED ADM 6401 School Staff Development and Supervision 3

TESOL Concentration I:
- TCH ED 6210 Applied Linguistics for Teaching English to Speakers Of Other Languages 3
- TCH ED 6220 Principles of Second/Foreign Language Acquisition 3
- TCH ED 6230 Cross-Cultural Communication in the Classroom 3

TESOL Concentration II:
- TCH ED 6240 Assessment for Teaching English to Speakers of Other Languages 3
- TCH ED 6250 Methods and Materials for Teaching English to Speakers of Other Languages 3
- TCH ED 6260 Practicum in Teaching English to Speakers of Other Languages 3

STEM Concentration:
Many challenges remain in the attraction and preparation of youth for the careers in fields of science, technology, engineering and mathematics (STEM). Those who teach in these areas need to continually work toward developing and implementing relevant curricula and develop new instructional strategies as well as revise and upgrade current methodology. The STEM Concentration focuses on professional development with respect to instructional research and best practices for all involved in enhancing STEM literacy.

- SEC ED 6431 STEM Instruction in Secondary Education 3
  or ELE ED 6431 STEM Instruction in Elementary Education 3
- ED TECH 5340 Selection and Utilization of Educational Multimedia 3
- ED TECH 6436 Computer-Mediated Communication in Education 3
- ED TECH 6448 Technology-Supported Inquiry Learning 3
- Graduate Level Science or Math Course 3

Middle School Concentration:
This concentration in the middle level of education is designed for the graduate students who would like to further their competencies as a middle level educator.

- TCH ED 5312 Differentiated Instruction 3
- ED PSY 6222 Advanced Studies in Child and Adolescent Development 3
- ED ADM 6401 School Staff Development and Supervision 3
- SEC ED 6416 Curriculum Design for Educational Programs 3

Discipline Content Area Concentration:
Educators recognize the importance of staying current in their field of teaching. This Discipline Content Concentration allows for 9 hours of graduate level credit in a content area related to one’s field of practice. This includes graduate credit in areas such as history, English, math, science, foreign language, health and PE, and art and music. Courses for this concentration need to be approved by advisors before they are included on the M-1 program form.

Elective Concentration:
To insure maximum flexibility in course selection to meet the individual needs of professional educator’s development, this concentration represents an opportunity to select three unique courses from the various concentration areas in an eclectic and personalized way. Choices to include in this concentration need to be approved by advisors and signed off on by the program director.
Master of Education: Secondary Education with Emphasis in Curriculum and Instruction

The M.Ed. with an emphasis in curriculum and instruction is designed for graduate students who wish to further their competencies as teacher or curriculum specialist or instructional leaders.

Required Core requirements
Students are required to complete the following courses within the first 15 hours of study:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCH ED 6010</td>
<td>Examining History, Community And Social Justice In Education</td>
<td>3</td>
</tr>
<tr>
<td>TCH ED 6020</td>
<td>Teacher Action, Advocacy And Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ED PSY 6030</td>
<td>Instruction, Learning And Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>

Curriculum and Instruction Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEC ED 6415</td>
<td>The Secondary School Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>SEC ED 6416</td>
<td>Curriculum Construction For Secondary Schools</td>
<td>3</td>
</tr>
<tr>
<td>SEC ED 6420</td>
<td>The Improvement Of Secondary School Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>

Specialization Areas (Optional)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED ADM 6303</td>
<td>Middle School Administration</td>
<td></td>
</tr>
<tr>
<td>SEC ED 6420</td>
<td>Improving Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>ED PSY 6222</td>
<td>Advanced Studies in Child and Adolescent Development</td>
<td></td>
</tr>
<tr>
<td>SPEC ED 6325</td>
<td>Advanced Studies in Classroom &amp; Behavior Management</td>
<td></td>
</tr>
<tr>
<td>TCH ED 5312</td>
<td>Differentiated Instruction</td>
<td></td>
</tr>
</tbody>
</table>

Electives 6

Required Research Courses 6

TCH ED 6909 Teacher Action Research I (Take semester prior to Teacher Action Research Capstone, TCH ED 6910.)

TCH ED 6910 Teacher Action Research Capstone

Students must enroll in the capstone course during their last semester and after completing TCH ED 6909, Teacher Action Research.

Total Hours 33

1 This course is not offered in summer sessions.

Master of Education: Secondary Education with Emphasis in Reading

The M.Ed. program with emphasis in reading (literacy) is designed to enable candidates to further their competencies as teachers of reading, writing and other communication arts. The program also prepares them for positions as literacy coaches, reading specialists, curriculum specialist in communication arts and reading areas, consultants in areas of communication arts, and/or for further graduate study. The following program enables the student to earn a M.Ed. with an emphasis in Reading while fulfilling the Department of Elementary and Secondary Education’s requirements for special reading certification in Missouri. A course in reading in the content area is required for secondary certification. If this has not been taken as an undergraduate, it must be selected as an elective in the program for a Masters in Secondary Education with a Reading Emphasis. The minimum required and recommended courses are as follows:

Required Core requirements
Students are required to complete the following courses within the first 15 hours of study:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCH ED 6010</td>
<td>Examining History, Community And Social Justice In Education</td>
<td>3</td>
</tr>
<tr>
<td>TCH ED 6020</td>
<td>Teacher Action, Advocacy And Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ED PSY 6030</td>
<td>Instruction, Learning And Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Research Course - Evaluation of Abilities and Achievement 3

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED REM 6707</td>
<td>Classroom Measurement And Evaluation</td>
<td></td>
</tr>
<tr>
<td>ED REM 6709</td>
<td>Educational And Psychological Measurement</td>
<td></td>
</tr>
<tr>
<td>ED REM 6716</td>
<td>Academic Assessment and Intervention</td>
<td></td>
</tr>
</tbody>
</table>

Reading Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELE ED 6684</td>
<td>Instructional Strategies For Teaching Reading</td>
<td>3</td>
</tr>
</tbody>
</table>

1 This course is not offered in summer sessions.
ELE ED 6686 Analysis And Correction Of Reading Disabilities 3
SEC ED 6387 Literacy Acquisition And Learning For Urban Students 3
SEC ED 6493 Reading Specialist Practicum I 3
SEC ED 6494 Reading Specialist Practicum II 3

And at least one course from the literacy-related elective list or from the certification-related elective list below:

Literacy Related Electives include:
ELE ED 6436 Children's Literature I: Survey And Analysis
ELE ED 6688 Literacy Assessment To Guide Instruction
ENGL/TCH ED 6880 Gateway Writing Project
TCH ED 4391 Literacy for Adolescent Learners in Content Areas

One course needed to complete certification 1

Certification Related Electives include:
CNS ED 3220 Counseling Individuals With Special Needs
ED PSY 6220 Psychology Of The Elementary School Child
ED PSY 6225 The Psychology Of Adolescence
ED REM 6707 Classroom Measurement And Evaluation
ED REM 6709 Educational And Psychological Measurement
SPEC ED 4315 Speech And Language Of Exceptional Children

Capstone Course
SEC ED 6482 Problems And Research In Teaching Secondary Reading 3

Total Hours 33

To be recommended for Missouri Department of Elementary and Secondary Education special reading certification, teachers must have a valid Missouri teacher’s certificate and two years of classroom teaching experience, and they must have had the following at either the undergraduate or graduate level: two additional courses in reading; language acquisition or development; classroom management techniques; counseling techniques (to include exceptional children and their families: child AND adolescent psychology; and testing, evaluation, and achievement. These certification requirements might be in addition to the courses listed in the program of study above. See your graduate advisor for information about these courses. M.Ed. Students needing any of the above can elect to take these courses at the graduate level where available and apply them to their concentration area.

Note: Only one 4000 level course can be applied to the M.Ed.

Master of Education: Secondary Education with Emphasis in Teaching English to Speakers of Others Languages (TESOL)

The M.Ed. program with emphasis in TESOL is designed to meet the need for teachers who can apply knowledge about language learning to their culturally and linguistically diverse classrooms. This program meets the requirements for a Missouri Department of Elementary and Secondary Education Teaching endorsement in English to Speakers of Other Languages (ESOL).

Required Core
Students are required to complete the following courses within the first 15 hours of study:

TCH ED 6010 Examining History, Community And Social Justice In Education 3
TCH ED 6020 Teacher Action, Advocacy And Leadership 3
ED PSY 6030 Instruction, Learning And Assessment 3

TESOL Core
TCH ED 6210 Foundations Of Teaching English To Speakers Of Other Languages 3
TCH ED 6220 Principles Of Second/Foreign Language Acquisition 3
TCH ED 6230 Cross-Cultural Communication In The Classroom 3
TCH ED 6240 Assessment for Teaching English to Speakers Of Other Languages 3
TCH ED 6250 Methods And Materials For Teaching English To Speakers Of Other Languages 3
TCH ED 6260 Practicum In Teaching English To Speakers Of Other Languages 3

Required Research Course
TCH ED 6909 Teacher Action Research I (Take semester prior to Teacher Action Research Capstone, TCH ED 6910.) 3

Action Research Capstone Course
Students must enroll in the capstone course during their last semester and after completing TCH ED 6909, Teacher Action Research I.

TCH ED 6910 Teacher Action Research Capstone 1 3

Total Hours 33

1 This course is not offered in summer sessions.

State Certification
For TESOL state certification, the students need to add TCH ED 6224 , and ELE ED 6338 for those who have the middle and the secondary school teaching certificates. Those who have the elementary teaching certificates need to add TCH ED 6224 if they are UMSL teacher education graduates. Otherwise, please consult the faculty advisor and/or academic advisor.

Master of Education: Secondary Education Option in Teacher Certification

Those holding a baccalaureate degree or major in the teaching field who would like to pursue initial teacher preparation and a Master’s degree take the following program. The exact number of hours required will depend upon certification requirements for the chosen teaching field.

Admission Requirements for the Option in Teacher Certification:
1. A passing score on the designated Missouri Content Examination or an approved program of study
2. A 2.75 or higher overall GPA
3. Approved results of the Family Care Safety Registry
4. A clear TB test or chest x-ray, if appropriate

Application Deadline: April 1st

Required Certification Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCH ED 5311</td>
<td>Foundations Of Education</td>
</tr>
<tr>
<td>TCH ED 5310</td>
<td>Instructional Design</td>
</tr>
<tr>
<td>TCH ED 5312</td>
<td>Differentiated Instruction</td>
</tr>
<tr>
<td>ED PSY 6222</td>
<td>Advanced Studies in Child and Adolescent Development</td>
</tr>
</tbody>
</table>

SEC ED/CoFac 4xxx | Curriculum and Methods of Teaching [Subject Area] |

SEC ED 5XXX | Advanced Teaching Seminar [Subject Area] |

SEC ED 5989 | Practicum I: Site Based Experience |

SEC ED 5990 | Practicum II: Site Based Experience |

Master of Education Required Core Courses

Students should complete initial teacher certification courses before enrolling in the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCH ED 6010</td>
<td>Examining History, Community And Social Justice In Education</td>
</tr>
<tr>
<td>TCH ED 6020</td>
<td>Teacher Action, Advocacy And Leadership</td>
</tr>
<tr>
<td>ED PSY 6030</td>
<td>Instruction, Learning And Assessment</td>
</tr>
</tbody>
</table>

Required Research Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCH ED 6909</td>
<td>Teacher Action Research I</td>
</tr>
</tbody>
</table>

Take semester prior to Teacher Action Capstone, TCH ED 6910.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCH ED 6910</td>
<td>Teacher Action Research Capstone</td>
</tr>
</tbody>
</table>

Students must enroll in the capstone course during their last semester and after completing Teacher Action Research TCH ED 6909.

Total Hours 45

1) Required Foundation Courses (9 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCH ED 6010</td>
<td>Examining History, Community And Social Justice In Education</td>
</tr>
<tr>
<td>TCH ED 6020</td>
<td>Teacher Action, Advocacy And Leadership</td>
</tr>
<tr>
<td>ED PSY 6030</td>
<td>Instruction, Learning And Assessment</td>
</tr>
</tbody>
</table>

2) Required Research Courses (6 hours)

These two research courses should be taken in sequence (not together) at the end of your program since the first course prepares you with the knowledge and skills to successfully complete an Action Research project in the capstone exit course. You will design and execute a piece of original practitioner research and present your findings in a public forum.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCH ED 6909</td>
<td>Teacher Action Research I</td>
</tr>
<tr>
<td>TCH ED 6910</td>
<td>Teacher Action Research Capstone</td>
</tr>
</tbody>
</table>

3) 9-hour Concentration Choices

A. Special Education Concentration I: 9 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED PSY 6545</td>
<td>Consultation in Schools and Related Settings</td>
</tr>
<tr>
<td>SPEC ED 6325</td>
<td>Advanced Studies in Classroom &amp; Behavior Management</td>
</tr>
<tr>
<td>SPEC ED 6437</td>
<td>Applied Behavior Analysis: Functional Assessment and Interventions</td>
</tr>
</tbody>
</table>

B. Special Education Concentration II Electives 9 hours

Students have the option of enrolling in a 3 credit hour course from either the Early Childhood Special Education or Autism Studies concentrations, or enrolling in an additional course in the Cross-Categorical concentration in order to meet the 9 credit hour course requirement for Concentration II.

i. Cross Categorical Disabilities Concentration II: 6 +3 hours from i, ii, or iii.

The M.Ed. Program in Special Education explores important core knowledge in Special Education. The program’s primary goal is to empower professionals as thoughtful educators who use best practices when assisting and empowering students with disabilities. Research and data-based decision-making are emphasized throughout the program. Graduate students will apply learned and evaluated research into practice in their courses, and learn to analyze multiple types of assessment data. The M.Ed. Program in Special Education consists of an initial required core of courses, a concentration area corresponding to the chosen emphasis area, and a capstone or exit course block.
CHOICE 2 + 1 from this or another designated Concentration II area

SPEC ED 6315  Understanding/Implementing Speech & Language Interventions that Assist Chldrn w/ Sp Needs  3
SPEC ED 6345  Characteristics and Education of Students with High-Incidence Disabilities  3
SPEC ED 6342  Transition Education for Adult Life  3
SPEC ED 6346  Reading Instruction and Intervention in Special Education  3
ED PSY 6542  Social-Emotional and Behavior Interventions  3

ii. Autism and Developmental Disabilities Concentration II (9 hours)

SPEC ED 6430  Characteristics and Education of Individuals with Low-Incidence Disabilities  3
SPEC ED 6610  Foundations of Autism Spectrum Disorder: Research to Practice  3
SPEC ED 6620  Assessment and Interventions for Children and Youth with Autism Spectrum Disorder  3

iii. Early Childhood Special Education Concentration II (9 hours)

SPEC ED 6372  Screening And Diagnosis Of Developmental Delays: Birth To 5 Years  3
SPEC ED 6462  Introduction to Early Childhood Special Education  3
SPEC ED 6463  Curriculum, Methods, and Materials for Early Childhood Special Ed  3

1 This course is not offered in summer sessions.
2 SPEC ED 6437 is required for the Autism concentration and certificate and the Applied Behavior Analysis certificate.

Total hours: minimum 33 credit hours

Education Specialist (Ed.S.) in Education Administration

The Education Specialist Degree (Ed.S.) in Education Administration is a logical extension of the UMSL M.Ed. in Education Administration and is designed to prepare administrators to serve in school settings from Kindergarten through twelfth and central office administration. The Ed.S. in Education Administration requires at least sixty (60) graduate credit hours of a planned program and may include no more than thirty-six (36) credit hours of an approved NCATE accredited master’s degree. One-half (15 credit hours) must be completed within the COE after being admitted to the Ed.S. program. As constituted, the minimum course requirements for the Ed.S. in Education Administration collaterally meets the academic standards for both Elementary and Secondary career continuous school administrator certification in Missouri. To be recommended for the Missouri School Superintendent certificate, students must complete at least a minimum of six (6) additional hours, depending on the courses taken for the Ed.S., for a total of sixty-six (66) hours above the baccalaureate.

Admission Standards

To be admitted to the Ed.S. in Education Administration program students must meet the following criteria:

1. Be admitted without qualification to the UMSL Graduate School;
2. Have a graduate grade point average of at least 3.25 on a scale of 4.00;
3. Have on file at least three (3) recommendations including the following: one (1) from an educator presently occupying a position equal or similar to that which the applicant aspires upon completing the Ed.S., one (1) from a university professors with direct knowledge of the applicant's graduate degree work, and one (1) from someone other than a member of the applicant's family who can comment on the applicant's character.
4. Students already possessing a master's degree from an NCATE accredited institution may transfer those credit hours into the Ed.S. degree program; however, at least twenty-four (24) credit hours must be completed after acceptance into the program.

Degree Program

There are three (3) phases to this degree program. Phase 1.00 must be completed by students not possessing a UMSL M.Ed. in Education Administration and those wanting to transfer appropriate grade courses from other NCATE institutions. Phase 2.00 applies to those students meeting all of the requirements in Phase 1.00. There are two (2) sections to Phase 2.00-- Section 2.10 Knowledge Contexts and Section 2.20 Social Contexts of Education Administration. Courses in these two sections may be taken simultaneously. There are two (2) sections to Phase 3.00-- Section 3.10 Research Exit Requirements and Section 3.20 Examination Exit Requirements. Both sections must be completed no sooner than one (1) semester before completing all degree requirements. Students seeking the superintendent certification must complete ten (10) specifically required courses.

Phase 1.00 Elementary and Secondary School Education Emphases

1.10 Contexts Core:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED ADM 6201</td>
<td>Knowledge Contexts Of Education Administration And Policy</td>
<td>3</td>
</tr>
<tr>
<td>ED ADM 6202</td>
<td>Social Contexts Of Education</td>
<td>3</td>
</tr>
<tr>
<td>ED ADM 6203</td>
<td>Political Contexts Of Education</td>
<td>3</td>
</tr>
<tr>
<td>ED ADM 6204</td>
<td>Economic Contexts Of Education</td>
<td>3</td>
</tr>
<tr>
<td>ED ADM 6205</td>
<td>Legal Contexts Of Education</td>
<td>3</td>
</tr>
</tbody>
</table>

1.20 Research/Change Core:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED REM 6707</td>
<td>Classroom Measurement And Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>ED ADM 6301</td>
<td>Education Administration Policy Research</td>
<td>3</td>
</tr>
<tr>
<td>ED ADM 6503</td>
<td>Organizational Change In Education</td>
<td>3</td>
</tr>
</tbody>
</table>

1.30 School Specialization Core

Select 1.31 or 1.32 listed below: 12

1.31 Elementary School Administration:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED ADM 6302</td>
<td>Elementary School Administration</td>
<td></td>
</tr>
<tr>
<td>ED ADM 6401</td>
<td>School Staff Development And Supervision</td>
<td></td>
</tr>
</tbody>
</table>

1.32 Secondary School Administration:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED ADM 6302</td>
<td>Secondary School Administration</td>
<td></td>
</tr>
<tr>
<td>ED ADM 6401</td>
<td>School Staff Development And Supervision</td>
<td></td>
</tr>
</tbody>
</table>
Phase 2.00

Section 2.10 Technical Aspects of Education Administration

At least 12 graduate semester hours are required from the following list of recommended courses: ¹

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED ADM 6303</td>
<td>Middle School Administration</td>
</tr>
<tr>
<td>ED ADM 6305</td>
<td>School District Administration</td>
</tr>
<tr>
<td>ED ADM 6407</td>
<td>School Staff Development &amp; Supervision - Special Ed Administration</td>
</tr>
<tr>
<td>ED ADM 6501</td>
<td>Principles Of Public School Finance In Missouri</td>
</tr>
<tr>
<td>ED ADM 6502</td>
<td>School Buildings And Sites</td>
</tr>
<tr>
<td>ELE ED 6411</td>
<td>Curricular Issues In Early Childhood And Elementary Programs</td>
</tr>
<tr>
<td>ED ADM 6315</td>
<td>Middle School Educational Philosophy</td>
</tr>
<tr>
<td>SEC ED 6415</td>
<td>The Secondary School Curriculum</td>
</tr>
<tr>
<td>SEC ED 6420</td>
<td>The Improvement Of Secondary School Teaching</td>
</tr>
<tr>
<td>ED ADM 6306</td>
<td>Special Education Administration</td>
</tr>
<tr>
<td>ED TECH 5340</td>
<td>Selection And Utilization Of Educational Multimedia</td>
</tr>
<tr>
<td>ED TECH 6449</td>
<td>Using Technology In Administration Processes</td>
</tr>
<tr>
<td>ED REM 6709</td>
<td>Educational And Psychological Measurement</td>
</tr>
</tbody>
</table>

Section 2.20 Human Aspects of Education Administration

At least 12 graduate semester hours are required from the following list of recommended courses: ¹

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED ADM 6307</td>
<td>Integrated Curriculum For Special Education Administrators</td>
</tr>
<tr>
<td>ED ADM 6317</td>
<td>Supervision And The Middle School Child</td>
</tr>
<tr>
<td>ED ADM 6402</td>
<td>School Personnel Administration</td>
</tr>
<tr>
<td>ED ADM 6403</td>
<td>Problems In School Public Relations</td>
</tr>
<tr>
<td>ED ADM 6404</td>
<td>Collective Negotiations In Education Organizations</td>
</tr>
<tr>
<td>ED ADM 6602</td>
<td>Programming In Community And Adult Education</td>
</tr>
<tr>
<td>ED FND 6422</td>
<td>Analysis Of Educational Issues</td>
</tr>
</tbody>
</table>

ED PSY 6225 | The Psychology Of Adolescence |
ED ADM 6900 | Internship (School District Level, 3 credit hours) |
ED ADM 6900 | Internship (Special Education Setting, 3 credit hours) |

Total Hours 27

¹ Other courses must be approved by the student's advisor and ELAPS department chairperson.

TOTAL Education Specialist Degree in Education Administration.................. 60 (inclusive of a maximum of 36 credit hours from an M.Ed. in education administration.)

Phase 3.00 Writing Exit Requirements

Section 3.10 Writing Requirements

At least two (2) months before the completion of all course work for the degree, each student must present to the ELAPS Department K-12 Regular faculty Ed.S. Writing Committee a scholarly paper on a topic approved by the student's academic advisor. The paper submitted may be original in that it has been written especially for this requirement or it may be a more comprehensive version of a paper written for a class taken after being admitted to the Ed.S. program. The paper must conform to the writing standards found in the booklet PS K-12 Writing Requirements-Form and Style.

Master of Education (M.Ed.) and Initial Missouri School Administration Certification

The program of study for the M.Ed. in Education Administration is thirty-three (33) graduate credit hours. All courses in the program are required and must be taken in a particular sequence. The program meets the academic requirements for either the Missouri elementary or secondary school administrator certificate.

Degree Requirements

1.00 Contexts Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED ADM 6201</td>
<td>Knowledge Contexts Of Education Administration And Policy</td>
</tr>
<tr>
<td>ED ADM 6204</td>
<td>Economic Contexts Of Education</td>
</tr>
<tr>
<td>ED FND 6202</td>
<td>Race and Culture in Educational Reform and Policy</td>
</tr>
<tr>
<td>ED FND 6203</td>
<td>Political Contexts Of Education</td>
</tr>
<tr>
<td>ED ADM 6205</td>
<td>Legal Contexts Of Education</td>
</tr>
</tbody>
</table>

1.20 Research/Change Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED REM 6707</td>
<td>Classroom Measurement And Evaluation ¹</td>
</tr>
<tr>
<td>ED ADM 6301</td>
<td>Education Policy Analysis ²</td>
</tr>
<tr>
<td>ED ADM 6503</td>
<td>Organizational Change In Education</td>
</tr>
</tbody>
</table>

1.30 School Specialization Core

Select 1.31 or 1.32 listed below:

1.31 Elementary School Administration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED ADM 6302</td>
<td>Elementary School Administration</td>
</tr>
<tr>
<td>ED ADM 6401</td>
<td>School Staff Development And Supervision</td>
</tr>
</tbody>
</table>

1.32 Secondary School Administration:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED ADM 6304</td>
<td>Secondary School Administration</td>
</tr>
<tr>
<td>ED ADM 6401</td>
<td>School Staff Development And Supervision</td>
</tr>
<tr>
<td>SPEC ED 6415</td>
<td>The Law And Special Education</td>
</tr>
<tr>
<td>ED ADM 6900</td>
<td>Internship (3 credit hours) ²</td>
</tr>
</tbody>
</table>

Total Hours 36

¹ Required if student had no equivalent course at the undergraduate level
² This course must be taken within the last nine (9) semester hours of completion of Phase 1.00
Master of Education: Educational Administration with Emphasis in Community Education

This is a 32-credit hour program for students interested in Community Education.

Competencies/Expectations/Outcomes that all students must demonstrate to complete the program successfully:

- School Administrator candidates in the College of Education are held to the Interstate School Leaders Licensure Consortium’s Standards for School Leaders (ISLLC).
- A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner.
- A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.
- A school administrator is an educational leader who promotes the effective use of technology to maximize student learning and efficiently manage school operations.

The ISLLC standards pertain to Elementary and Secondary Administration and Community Education.

Degree Requirements

2.10

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED FND 6421</td>
<td>Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>ED FND 6435</td>
<td>History of Western Education</td>
<td>3</td>
</tr>
<tr>
<td>or ED FND 4330</td>
<td>History of American Education</td>
<td>3</td>
</tr>
<tr>
<td>ED ADM 6202</td>
<td>Social Contexts Of Education</td>
<td>3</td>
</tr>
<tr>
<td>ED ADM 6203</td>
<td>Political Contexts Of Education</td>
<td>3</td>
</tr>
</tbody>
</table>

2.20 Research Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED ADM 6301</td>
<td>Education Administration Policy Research</td>
<td>3</td>
</tr>
<tr>
<td>ED REM 5730</td>
<td>Educational Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

2.30 Community Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED ADM 6301</td>
<td>Education Administration Policy Research</td>
<td>3</td>
</tr>
<tr>
<td>ED ADM 6900</td>
<td>Internship</td>
<td>6</td>
</tr>
</tbody>
</table>

2.40 School Specialization

Select 2.41 or 2.42 listed below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>

2.41 Elementary School Administration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED ADM 6302</td>
<td>Elementary School Administration</td>
<td></td>
</tr>
<tr>
<td>ELE ED 6411</td>
<td>Curriculum Leadership Elementary Programs</td>
<td></td>
</tr>
</tbody>
</table>

2.42 Secondary School Administration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED ADM 6304</td>
<td>Secondary School Administration</td>
<td></td>
</tr>
<tr>
<td>SEC ED 6415</td>
<td>Curriculum Leadership in Education</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 33

1 Exit Requirement—Taken within the last 9 semester hours of the M.Ed. program.

2 Students take either section 2.41 or section 2.42, not both sections.

3 This course will not be offered in 2014-2015. Please contact the department for more information.

Graduate Certificates

Graduate Certificates are appropriate for teachers, specialists, department chairpersons, and those who work in informal learning or international educational settings who may have a Master's degree and desire further education in a specialized area. Candidates choose the certificate that will support their personal growth and development as an educational leader. Combined with five core courses, a certificate could result in a Master's Degree. The following Graduate Certificates are described here:
Graduate Study

• Applied Behavior Analysis
• Autism Studies
• Early Childhood Teaching
• Elementary School Teaching
• Graduate Certificate in Elementary and Special Education Teaching
• Secondary School Teaching
• Teaching English to Speakers of Other Languages (TESOL)
• Teaching of Writing, Gateway Writing Project

Graduate Certificate in Applied Behavior Analysis

Graduate Certificate in Applied Behavior Analysis

For more information about our graduation rates, the median debt of students who completed this graduate certificate program, and other important information, please visit our Gainful Employment Disclosure website: http://www.umsl.edu/gradschool/gradprograms/gainful-emp/gedt-app-beh-anal.html

Prerequisite Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPEC ED 6437</td>
<td>Applied Behavior Analysis: Functional Assessment and Interventions</td>
<td>3</td>
</tr>
<tr>
<td>SPEC ED 6610</td>
<td>Foundations of Autism Spectrum Disorder: Research to Practice</td>
<td>3</td>
</tr>
<tr>
<td>SPEC ED 6620</td>
<td>Assessment and Interventions for Children and Youth with Autism Spectrum Disorder</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPEC ED 6630</td>
<td>Principles of Applied Behavior Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SPEC ED 6650</td>
<td>Practicum I in Applied Behavior Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SPEC ED 6660</td>
<td>Advanced Applications of Applied Behavior Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SPEC ED 6670</td>
<td>Practicum II in Applied Behavior Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SPEC ED 6675</td>
<td>Ethics and Professionalism in Applied Behavior Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SPEC ED 6685</td>
<td>Analysis of Verbal Behavior</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: Minimum 18 credit hours

Graduate Certificate in Autism Studies

The mission of the certificate program is:

• To improve current preparation of teachers and related educational practitioners in the greater St. Louis area with dedicated coursework that increases program participants’ understanding and skills necessary to providing comprehensive and holistic programming (in areas of academic, social, functional, and life skills) that addresses the unique characteristics of individuals with Autism.
• To provide contemporary, best practices-based preparation of professionals who specialize in the treatment of individuals with autism spectrum disorders (ASD) and/or who work collaboratively with school personnel to recognize and follow the ASD profile that best educates the students
• To gain greater understanding of challenges faced by families of individuals with ASD
• To prepare personnel to educate and support individuals with ASD, which includes autism, Asperger Syndrome, and other pervasive developmental disorders
• To address the complex needs of students with ASD, including those who require intensive and highly individualized programs, to those who require less intensive modifications to succeed in their educational, functional, and life goals
• To increase the current body of scholarly and applied knowledge pertaining to the science and practice in areas of cognitive disability studies.

For more information about our graduation rates, the median debt of students who completed this graduate certificate program, and other important information, please visit our Gainful Employment Disclosure website: http://umsl.edu/go/Bof.

Required Courses

A. Special Education Concentration I: 9 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPEC ED 6415</td>
<td>The Law And Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPEC ED 6437</td>
<td>Applied Behavior Analysis: Functional Assessment and Interventions</td>
<td>3</td>
</tr>
<tr>
<td>ED PSY 6545</td>
<td>Consultation In Schools And Related Settings</td>
<td>3</td>
</tr>
</tbody>
</table>

B. Autism and Developmental Disabilities Concentration II: 9 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPEC ED 6430</td>
<td>Characteristics and Education of Individuals with Low-Incidence Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPEC ED 6610</td>
<td>Foundations of Autism Spectrum Disorder: Research to Practice</td>
<td>3</td>
</tr>
<tr>
<td>SPEC ED 6620</td>
<td>Assessment and Interventions for Children and Youth with Autism Spectrum Disorder</td>
<td>3</td>
</tr>
</tbody>
</table>

1 The first three courses in the autism certificate are the same as those in the M.Ed. Special Education Concentration I.

Total Hours: Minimum 18 credit hours

Graduate Certificate in Early Childhood Teaching

The Graduate Certificate in Early Childhood Teaching prepares those with at least a bachelor’s degree, who are not pursuing an M.Ed., for teaching in the Early Childhood classroom.

This program of study is for individuals with a Bachelor’s degree who would like to prepare for teacher certification in Early Childhood Education. This graduate certificate program option leads to Missouri Initial Professional Teacher Certification in Early Childhood Education Birth-3rd.

Admission Requirements for the Graduate Certificate in Early Childhood Teacher Certification:

• A passing score on the designated Missouri Content Examination or an approved program of study
• A 2.75 or higher overall GPA
• Approved results of the Family Care Safety Registry
• A clear TB test or chest x-ray, if appropriate
• Students must meet the application deadlines set by The Graduate School

Related Area Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCH ED 6565</td>
<td>Enriching Learning through Multicultural Arts, Music, Physical Education &amp; Health</td>
<td>1</td>
</tr>
<tr>
<td>TCH ED 6566</td>
<td>Cross-Curricular Connections with Multicultural Arts, Music, Physical Education &amp; Health</td>
<td>1</td>
</tr>
</tbody>
</table>

Level I

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCH ED 5310A</td>
<td>Instructional Design: Lesson Planning for Teachers</td>
<td>1</td>
</tr>
<tr>
<td>ED PSY 6215</td>
<td>Psychology Of Early Childhood Development</td>
<td>3</td>
</tr>
<tr>
<td>ED PSY 6030</td>
<td>Instruction, Learning And Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>

Level II

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECH ED 6412</td>
<td>Foundations Of Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>SPEC ED 6412</td>
<td>Psychology Of Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>ED TECH 6135</td>
<td>Technology for Preparing Inquiry-Based Teaching</td>
<td>1</td>
</tr>
<tr>
<td>ELE ED 6337</td>
<td>Teaching and Learning Literacy in Elementary Classrooms</td>
<td>4</td>
</tr>
</tbody>
</table>

Level III

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPEC ED 6325</td>
<td>Advanced Studies in Classroom &amp; Behavior Management</td>
<td>3</td>
</tr>
<tr>
<td>ELE ED 6338</td>
<td>Literacy Assessment for Guided Instruction</td>
<td>3</td>
</tr>
<tr>
<td>ECH ED 6348</td>
<td>Understanding and Supporting Children's Math and Science Inquiry</td>
<td>2</td>
</tr>
<tr>
<td>ECH ED 6535</td>
<td>Assessment Curriculum and Research Based Practice Birth through Grade Three</td>
<td>2</td>
</tr>
<tr>
<td>ECH ED 6536</td>
<td>Early Childhood Pre-Primary Practicum</td>
<td>2</td>
</tr>
<tr>
<td>ECH ED 5989</td>
<td>Practicum I: Early Childhood/Early Childhood Special Education Site Based Experience</td>
<td>2</td>
</tr>
<tr>
<td>ECH ED 5990</td>
<td>Practicum II: Early Childhood/Early Childhood Special Education Site Based Experience</td>
<td>8</td>
</tr>
<tr>
<td>TCH ED 5001</td>
<td>Advanced Mid-Level Clinical Experience: Diverse Learners</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Hours 43

Graduate Certificate in Elementary School Teaching

The Graduate Certificate in Elementary School Teaching prepares those with at least a bachelor's degree, who are not pursuing an M.Ed., for teaching in the Elementary classroom.

This program of study is for individuals with a Bachelor's degree who would like to prepare for teacher certification in Elementary Education.
Graduate Certificate in Elementary and Special Education Teaching

This program of study is for individuals with a Bachelor's degree who would like to prepare for teacher certification in Elementary Education and Special Education. This graduate certificate program option leads to Missouri Initial Teacher Certification in Elementary Teaching 1-6 with an add-on in Mild/Moderate Cross-Categorical Disabilities, K-12 Special Education. These courses are also what DESE requires for the elementary and special education certifications.

Admission Requirements for the Graduate Certificate in Elementary and Special Education School Teaching:

- A passing score on the designated Missouri Content Examination or an approved program of study
- A 2.75 or higher overall GPA
- Approved results of the Family Care Safety Registry
- A clear TB test or chest x-ray, if appropriate
- Students must meet the application deadlines set by the Graduate School

Graduate Certificate in Elementary and Special Education (56 Credit Hours = 41 Elementary + 15 Special Education)

Related Area Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCH ED 6565</td>
<td>Enriching Learning through Multicultural Arts, Music, Physical Education &amp; Health</td>
<td>1</td>
</tr>
<tr>
<td>TCH ED 6566</td>
<td>Cross-Curricular Connections with Multicultural Arts, Music, Physical Education &amp; Health</td>
<td>1</td>
</tr>
</tbody>
</table>

Level I Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED PSY 6222</td>
<td>Advanced Studies in Child and Adolescent Development</td>
<td>3</td>
</tr>
<tr>
<td>TCH ED 5310A</td>
<td>Instructional Design: Lesson Planning for Elementary Education</td>
<td>1</td>
</tr>
</tbody>
</table>

Level II Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELE ED 6337</td>
<td>Teaching and Learning Literacy in the Elementary Classrooms: Reading and Writing</td>
<td>4</td>
</tr>
<tr>
<td>ED PSY 6030</td>
<td>Instruction, Learning And Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ED TECH 6135</td>
<td>Technology for Preparing Inquiry-Based Teaching</td>
<td>1</td>
</tr>
<tr>
<td>SPEC ED 6412</td>
<td>Psychology Of Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>SPEC ED 6315</td>
<td>Understanding/Impirmitting Speech &amp; Interventions that Assist Chldrn w/ Sp Needs</td>
<td>3</td>
</tr>
<tr>
<td>ELE ED 6342</td>
<td>Addressing the Mathematical Needs of Students</td>
<td>3</td>
</tr>
</tbody>
</table>

Level III Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPEC ED 6325</td>
<td>Advanced Studies in Classroom &amp; Behavior Management</td>
<td>3</td>
</tr>
<tr>
<td>SPEC ED 6342</td>
<td>Transition Education for Adult Life</td>
<td>3</td>
</tr>
<tr>
<td>ELE ED 6241</td>
<td>Science Content, Inquiry-Based Instruction, and Assessment: STEM-Integrated Pedagogy</td>
<td>2</td>
</tr>
</tbody>
</table>

ELE ED 6246 Math Content Pedagogy, Inquiry-Based Instruction, and Assessment 3
ELE ED 6253 Teaching Social Studies through Reading, Writing, and English Language Learners 3
ELE ED 6338 Literacy Assessment for Guided Instruction 3
ELE ED 5989 Practicum I: Elementary/Special Education Site Based Experience 2
ELE ED 5990 Practicum II: Elementary/Special Education Site Based Experience 8
SPEC ED 6346 Reading Instruction and Intervention in Special Education 3
SPEC ED 6415 The Law And Special Education 3

Total Hours 56

Graduate Certificate in Secondary School Teaching

The Graduate Certificate in Secondary School Teaching prepares those with at least a bachelor's degree for teaching in high school. Normally this Graduate Certificate is taken by students who are not simultaneously pursuing the M.Ed. and teacher certification.

For more information about our graduation rates, the median debt of students who completed this graduate certificate program, and other important information, please visit our Gainful Employment Disclosure website: http://umsl.edu/go/BqS.

This program of study is for individuals with a Bachelor's degree who would like to prepare for teacher certification in Secondary School Teaching. This graduate certificate program option leads to Missouri Initial Professional Teacher Certification in the specified discipline.

Admission Requirements for the Graduate Certificate in Secondary School Teaching:

- A passing score on the designated Missouri Content Examination or an approved program of study
- A 2.75 or higher overall GPA
- Approved results of the Family Care Safety Registry
- A clear TB test or chest x-ray, if appropriate
- Students must meet the application deadlines set by the Graduate School

Graduate Level Certification Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCH ED 5310</td>
<td>Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td>TCH ED 5311</td>
<td>Foundations Of Education</td>
<td>3</td>
</tr>
<tr>
<td>TCH ED 5312</td>
<td>Differentiated Instruction</td>
<td>3</td>
</tr>
<tr>
<td>ED PSY 6222</td>
<td>Advanced Studies in Child and Adolescent Development</td>
<td>3</td>
</tr>
<tr>
<td>SEC ED 4XXX</td>
<td>Curriculum and Methods of Teaching [Subject area]</td>
<td>3</td>
</tr>
<tr>
<td>SEC ED 5989</td>
<td>Practicum I: Site Based Experience</td>
<td>2</td>
</tr>
<tr>
<td>SEC ED 5990</td>
<td>Practicum II: Site Based Experience</td>
<td>8</td>
</tr>
<tr>
<td>TCH ED 5000</td>
<td>Advanced Early Clinical Experience</td>
<td>3</td>
</tr>
<tr>
<td>TCH ED 5001</td>
<td>Advanced Mid-Level Clinical Experience: Diverse Learners</td>
<td>1</td>
</tr>
</tbody>
</table>
Graduate Certificate in Teaching English to Speakers of Other Languages

The graduate certificate in Teaching English to Speakers of Other Languages (TESOL) is intended for individuals with a bachelor’s degree who would like to advance their knowledge about language learning in culturally and linguistically diverse classrooms. The program is a combination of theory and practice, covering the key concepts, issues and innovative strategies required to apply this knowledge. Students may seek this Graduate Certificate simultaneously with the M.Ed. in Secondary Education with a specialization in TESOL.

For more information about our graduation rates, the median debt of students who completed this graduate certificate program, and other important information, please visit our Gainful Employment Disclosure website: http://umsl.edu/go/Bq7.

Admission

Applicants who wish to earn a Graduate Certificate in TESOL must apply for admission to the certificate program and to the Graduate School at the University of Missouri – St. Louis as a non-degree student or as a Master’s or doctoral student. Applicants must have a 2.75 GPA in undergraduate coursework to be admitted. A background in K-12 or adult education is desirable.

Requirements

Students must maintain a minimum GPA of 3.0 to remain in the certificate program. The certificate is awarded after completion of the courses listed below. A program of study, or M-1, should be filed in the first one-third of the program. Students should file an Intent to Complete a Graduate Certificate at the beginning of their last semester. The Graduate Certificate in TESOL requires 18 credit hours of course work, including an entry course (TCH ED 6210):

**TCH ED 6210** Foundations Of Teaching English To Speakers Of Other Languages

**TCH ED 6220** Principles Of Second/Foreign Language Acquisition

**TCH ED 6230** Cross-Cultural Communication In The Classroom

**TCH ED 6240** Assessment for Teaching English to Speakers Of Other Languages

**TCH ED 6250** Methods and Materials for Teaching English to Speakers Of Other Languages

**TCH ED 6260** Practicum in Teaching English to Speakers Of Other Languages

Total Hours 18

State Certification

For TESOL state certification, the students need to add TCH ED 6224, and ELE ED 6338 for those who have the middle and the secondary school teaching certificates. Those who have the elementary teaching certificates need to add TCH ED 6224 if they are UMSL teacher education graduates. Otherwise, please consult the faculty advisor and/or academic advisor.

**Graduate Certificate in the Teaching of Writing, Gateway Writing Project**

Jointly housed in the Division of Teaching and Learning and the Department of English, this Graduate Certificate prepares teachers at all levels (K-12, college, adult) to improve their students’ performance in writing. The program also emphasizes using writing as a means to promote learning in all content areas. All courses provide opportunities for teachers to write, revise, share feedback, and reflect on their own writing development. Based on the National Writing Project’s core belief that teachers of writing must themselves be writers, the Graduate Certificate in the Teaching of Writing brings together sound pedagogy, composition theory, and writing practice.

For more information about our graduation rates, the median debt of students who completed this graduate certificate program, and other important information, please visit our Gainful Employment Disclosure website: http://umsl.edu/go/Bre.

The Certificate is an 18-hour program through the Gateway Writing Project (GWP); it may also be coordinated with other graduate programs. Certificate courses may be applicable to the M.A. in English with emphasis in composition or to various M.Ed. programs. The GWP Certificate is especially appropriate for post-master’s candidates who wish to pursue a specialization in teaching writing. The Graduate Certificate in the Teaching of Writing requires a 12 semester-hour core of courses developed by the Gateway Writing Project: The GWP invitational institute (6 hrs), a designated “topics” course (3 hrs.), and an exit course (3 hrs.). The Certificate requires a minimum of 12 semester hours at the 5000 or 6000 level or above. Electives (6 semester hours) may be chosen from approved offerings in English or Education.

Admission

Applicants must be admitted to Graduate School and be selected by the faculty admissions committee for the Gateway Writing Project’s Certificate in the Teaching of Writing. The committee will review candidates on the basis of an interview, an application essay, and supporting documentation. Criteria include experience teaching writing at any level and academic record, especially in writing and the teaching of writing.

Prerequisites:

ENGL 4880/SEC ED 4880, “Writing for Teachers” or an equivalent course in teaching writing.

Coursework or competency in basic computer application.

**Required Core Courses (12 semester hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 4850/</td>
<td>Topics In The Teaching Of Writing</td>
<td>1-3</td>
</tr>
<tr>
<td>TCH ED 5850</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL/TCH ED</td>
<td>Gateway Writing Project</td>
<td>3-6</td>
</tr>
<tr>
<td>6880</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TCH ED 6890</td>
<td>Seminar In Professional Writing For Teachers</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

Electives may be chosen from other Gateway Writing Project offerings or from courses offered by the appropriate academic department with advisor’s approval. These electives must include at least one more 5000-6000 level course.

Suggested electives applicable to an MA in English with writing emphasis

ENGL 5800 Modern Linguistics
Early Childhood Education Courses

**ECH ED 3300 Introduction to Early Childhood Education: 3 semester hours**
Prerequisites: Level I. Students will use theoretical bases as well as on site observations to develop an awareness of teaching learning strategies appropriate for the developmental needs of children from birth through age eight. Scheduling, classroom arrangement, and child management practices will be considered. Students will develop their own philosophy of early childhood education.

**ECH ED 3301 Early Childhood Special Education Processes and Trends: 3 semester hours**
Prerequisites: Completion of Level 1 requirements. Focus on the history and federal laws related to the early childhood special education process. Examination of child development theories and assessment to determine if developmental delays exist. Emphasis on the importance of collaboration between teachers and therapists for service delivery, designing effective transition plans and integrating intervention services into a developmentally appropriate curriculum.

**ECH ED 3302 Introduction to Inclusive Early Childhood Education: 3 semester hours**
Prerequisites: Completion of Level I; current and clear background check; current and clear TB screening. This course serves as an introduction to the field of early childhood education including historical, social and psychological foundation, child development, recommended and evidence based-practice appropriate to address developmental needs of children from birth through age 8. Program administration, management, environmental arrangement, and consultation/collaboration are emphasized. The family-centered practice, diversity, early intervention, early childhood special education, ethical and legal issues are addressed to enhance students' knowledge of inclusive education. Additional Field Experience may be required.

**ECH ED 3303 Curriculum and Practice Laboratory: Infant/Toddler: 1 semester hour**
Prerequisites: Completion of Level II; admission to the teacher education program; current and clear background check; current and clear TB screening. Classroom experience in infant/toddler inclusive classrooms under directions of University personnel. Must be taken concurrently with ECH ED 3313 Curriculum and Practice: Infant/Toddler.

**ECH ED 3304 Curriculum and Practice Laboratory: Preschool: 1 semester hour**
Prerequisites: Completion of Level II; admission to the teacher education program; current and clear background check; current and clear TB screening. Classroom experience in inclusive preschool classrooms under direction of university personnel. Must be taken concurrently with ECH ED 3314 Curriculum and Practice: Preschool.

**ECH ED 3313 Curriculum and Practice: Infant/Toddler: 2 semester hours**
Prerequisites: Completion of Level II; admission to the teacher education program. This course addresses how to design and implement integrated, inclusive curriculum for children from birth to 3 years of age. Must be taken concurrently with ECH ED 3303.

**ECH ED 3314 Curriculum And Practice: Preschool Education: 2 semester hours**
Prerequisites: Completion of Level II; admission to the teacher education program. This course addresses how to design and implement integrated, developmentally appropriate curriculum for the inclusive preschool classroom with emphasis on science, social studies, creative activities and technology. Must be taken concurrently with ECH ED 3304.

**ECH ED 3332 Literacy, Learning and Instruction For The Young Child: 3 semester hours**
Prerequisites: Completion of Level I, current and clear background check, and current and clear TB screening required. Attention on the language acquisition and environments (home, school, community) of young children as they construct knowledge of print from birth to age eight. Critical examination of the range of opportunities for early literacy learning available to all children including the use of assistive technology and augmentative communication approaches to support their literacy development. Emphasis on meaningful, culturally, and developmentally appropriate activities for fostering beginning reading and writing. Focus on strategies for involving families and capitalizing on community resources in promoting language and literacy learning for young children. Field experience required.

**ECH ED 3350 Family and Professional Partnerships within School/Community: 3 semester hours**
Prerequisites: Completion of Level I. This course is designed to provide students with the knowledge and skills needed to work successfully with diverse families of young children including those who have children with special needs. The focus is on using a family-systems perspective and family centered approach to strengthen family-professional relationships. Building collaborative partnerships with families and community agencies is emphasized.

**ECH ED 4317 Implementation, Evaluation, and Assessment in Early Childhood Education: 3 semester hours**
Prerequisites: Completion of Level II, admission to the teacher education program, current and clear background check, and current and clear TB screening required. This course is designed to provide students with techniques for observing children and using assessment instruments to collect information and plan and implement individual program plans and curriculum in inclusive early childhood settings. Field experience required.
ECH ED 4320 Classroom Management: 3 semester hours
Same as SEC ED 4320, ELE ED 4320. Prerequisites: Level I and II courses or consent of instructor. Understanding classroom management as the development of engaging instruction that establishes healthy and culturally appropriate teacher-student relationships, builds successful classroom community and enhances student learning. Participants develop a culturally relevant classroom management plan that includes rules, procedures, expected behaviors and uses problem solving strategies to resolve behavior problems. Emphasis is on the teacher developing the social competence of Pre K-12 students within culturally diverse classrooms and engaging families in supportive interactions.

ECH ED 4348 The Acquisition of Mathematical and Science Concepts: 3 semester hours
Prerequisites: MATH 1150 and MATH 2510, completion of Level II courses, current and clear background check, current and clear TB screening, and admission to the Teacher Education Program. Applications of the major theorists to mathematics reasoning and scientific inquiry. Content is appropriate for pre-K to third grade learners. Research and its implications for practice in the areas of logical thinking, pre-number ideas, geometry, topology, arithmetical operations, problem solving, observation, inquiry and documentation are considered. Field experience required.

ECH ED 4989 Practicum I: Early Childhood Education/Early Childhood Special Education Site Based Experience: 3 semester hours
Prerequisites: Completion of Level II; current and clear background check; current and clear TB screening. This course is a two-day per week intensive, collaborative professional experience in diverse K-12 settings with students, emphasizing improving student learning outcomes, data-driven instruction, classroom management, and video use and analysis. Course includes mandatory on-site and on-campus seminars, which could be scheduled outside of normal class time. Concurrent Level III methods course assignments will be completed in Practicum I. Taking the Missouri Content Exam (MOCA) is required during Practicum I. Not available for graduate credit.

ECH ED 4990 Practicum II: Early Childhood Education/Early Childhood Special Education Site Based Experience: 12 semester hours
Prerequisites: Grade of B or higher in ECH ED 4989, completion of Level III courses, and taking the Missouri Content Exam. This course is a four-day per week intensive, collaborative professional experience in diverse K-12 settings with students, emphasizing improving student learning outcomes, data-driven instruction, classroom management, and video use and analysis. Course includes mandatory on-site and on-campus seminars, which could be scheduled outside of normal class time. Certification requirements are successful completion of the Missouri Content Exam (MOCA) and the Missouri Preservice Teacher Assessment (MOPTA).

ECH ED 4991 Student Teaching in Early Childhood Education II: 6 semester hours
Prerequisites: Level II, ECH ED 3313, ECH ED 3314, ECH ED 4989. Must be taken with ECH ED 4991, and must immediately precede ECH ED 4991 in the same semester. Must follow ECH ED 4990 in the same semester. Clinical teaching experience in early childhood education classrooms in the schools under University and school supervision. Assignments will be in different school districts buildings, serving families of different socio-economic and cultural backgrounds, and at different age/grade levels from those of the ECH ED 4990 assignments. Required of all majors in early childhood education. Not available for graduate credit.

ECH ED 5989 Practicum I: Early Childhood/Early Childhood Special Education Site Based Experience: 2-3 semester hours
Prerequisite: Level II requirements and successful Practicum Application. This course is a two –day per week intensive, collaborative professional experience in diverse K-12 settings with students, emphasizing improving student learning outcomes, data-driven instruction, classroom management, and video use and analysis. Course includes mandatory on-site and on-campus seminars, which could be scheduled outside of normal class time. Concurrent Level III methods course assignments will be completed in Practicum I. Taking the Missouri Content Exam (MOCA) is required during Practicum I. Not available for graduate credit.

ECH ED 5990 Practicum II: Early Childhood/Early Childhood Special Education Site Based Experience: 8 semester hours
Prerequisites: Grade of B- or higher in ECH ED 5989 and admission to Teacher Education Program. Clinical teaching experiences, 4 days per week where placements occur with two different age levels (infant/toddler; pre-k; or k-3) within preschool and elementary schools. These sites offer settings where classrooms implement inclusion (combined general education and special education) and/or have pull-out resources room setting and may also have self-contained settings where students with complex disabilities are educated exclusively. Teacher candidates collect data for a research project.

ECH ED 6321 Parent and Community Resources in Early Childhood Education: 3 semester hours
Prerequisite: Graduate Standing. Competencies for working with parents and community agencies will be developed through a study of community and community resources. Procedures for parent participation and use of service agencies in the education of all young children, including those with special needs, will be examined.

ECH ED 6348 Understanding and Supporting Children’s Math and Science Inquiry: 2 semester hours
Prerequisites: ED PSY 6215, ECH ED 6412. Advanced study of current cognitive theory to support the development of children’s inquiry skills. Curriculum development and implications for practice in the areas of logical thinking, pre-number ideas, geometry, topology, arithmetical operations, problem solving, observation, inquiry and documentation are considered. National and state standards in math and science will provide a framework for teaching strategies.

ECH ED 6412 Foundations of Early Childhood Education: 3 semester hours
Prerequisite: A course in child psychology or equivalent. A study of the various types of early childhood programs and the philosophy upon which they are based. Attention will also be directed to the implementation of such programs, problems of parent involvement and the social environment of the children.

ECH ED 6413 Educational Role of Play: 3 semester hours
Prerequisites: ECH ED 3300 or equivalent. Emphasizes play as a constructive process with application to cognitive and social development. Special attention to facilitating play in early childhood classrooms.

ECH ED 6415 Organization and Development of Early Childhood Programs: 3 semester hours
Prerequisites: ECH ED 3300 or equivalent. Strategies for the effective organization and development of programs for children from diverse cultures, ages birth through age eight years, will be studied. Research and theory in funding and budgeting, staffing and professional development, and selection, development, and assessment of program curriculum will be emphasized. Long-range planning for program stability and involvement in advocacy issues will be covered.
**Educational Administration Courses**

**ECH ED 6490 Internship: 1-10 semester hours**
Prerequisite: consent of instructor. Closely supervised experience in a field setting under the direction of a graduate faculty member. An appropriate level of competence and evidence of growth in the professional role must be demonstrated by the intern. The internship will include planning, research, evaluation and related professional activities.

**ECH ED 6497 Problems: 1-10 semester hours**
Prerequisite: Graduate standing. Individual study on topics pertaining to early childhood education.

**ECH ED 6535 Assessment, Curriculum, and Research Based Practice Birth-Grade 3: 2 semester hours**
Prerequisites: ED PSY 6030, ECH ED 6412. Advanced studies in curriculum design, assessment, and research based practice for children from birth through eight years, with primary emphasis on birth through 5 years. Students will learn to develop curriculum based upon observation of children and their interests; child development theory and research; as well as the diverse needs of children by considering culture, context, and family relationships. Must take concurrently with ECH ED 6536.

**ECH ED 6536 Early Childhood Pre-Primary Practicum: 2 semester hours**
Prerequisites: ED PSY 6215, TCH ED 5310A, ECH ED 6412. The focus of this practicum is observation of and participation in classrooms of children birth through five years. Concurrent registration in ECH ED 6535 required.

**ED ADM 6000 Seminar: 1-10 semester hours**

**ED ADM 6201 Knowledge Contexts of Education Administration and Policy: 3 semester hours**
Prerequisites: Admission to master, doctoral, and/or certification programs in Education Administration or consent of instructor. This course is a survey of the various views of knowledge that have influenced the nature of the organizational structures and policies of American educational institutions. The course is framed both by the purposes of American education and the "scientific management" movement of the first quarter of the 20th Century.

**ED ADM 6204 Economic Contexts of Education: 3 semester hours**
Prerequisites: ED ADM 6201, concurrent with ED ADM 6201, or consent of instructor. This course is a critical examination of those aspects of local, state, and national economic structures which influence the nature of education policies and their concomitant practices.

**ED ADM 6205 Legal Contexts of Education: 3 semester hours**
Prerequisites: ED ADM 6201, concurrent with ED ADM 6201, or consent of instructor. This course is a critical examination of both (1) local, state, and federal laws and (2) Western notions of justice within which education policies are constituted and their concomitant practices implemented.

**ED ADM 6301 Ed Admin Policy Analysis: 3 semester hours**
Prerequisite: Graduate Standing. This graduate level course provides an introduction to education policy issues. Additionally, the course provides an overview of the tools and skills necessary to conduct policy analysis and research. The focus of the course is on PK-Post Secondary education policy in the United States. This course is cross-listed as PP ADM 6301 and POL SCI 6301.

**ED ADM 6302 Elementary School Administration: 3 semester hours**
Prerequisites: Completion of at least fifteen credit hours of the M.Ed. in Education Administration or consent of instructor. This course is a comprehensive, systematic study of the elementary school principalship. Emphasis is placed on relating theories of learning, teaching, and organization to effective administration of elementary schools.

**ED ADM 6303 Middle School Administration: 3 semester hours**
Prerequisites: Completion of at least fifteen credit hours of the M.Ed. in Education Administration or consent of instructor. This course is a comprehensive, systematic study of the middle school principalship. Emphasis is placed on relating theories of learning, teaching, and organization to effective administration of middle schools.

**ED ADM 6304 Secondary School Administration: 3 semester hours**
Prerequisites: Completion of at least fifteen credit hours of the M.Ed. in Education Administration or consent of instructor. This course is a comprehensive, systematic study of the secondary school principalship. Emphasis is placed on relating theories of learning, teaching, and organization to effective administration of secondary schools.

**ED ADM 6305 School District Administration: 3 semester hours**
Prerequisite: Enrollment in Advanced Certification Program and/or consent of instructor. Course focuses on current research about school district administration; also deals with major central office issues including: board/superintendent relations, central office organization, the function and authority of assistant superintendents and program directors, and the administrative team approach to school district administration.

**ED ADM 6306 Special Education Administration: 3 semester hours**
Prerequisites: Completion of graduate degree in Special Education, Education Administration or consent of instructor. A study of organizational issues in special education and implications for practices and procedures. Specific attention will be given to special education delivery systems, compliance standards, funding sources, and regulatory standards.

**ED ADM 6307 Integrated Curriculum for Special Education Administrators: 3 semester hours**
Prerequisites: Graduate Standing. Development of skills to understand, supervise and evaluate the integration and differentiation of curriculum. Intended for special education administrators.

**ED ADM 6315 Middle School Educational Philosophy: 3 semester hours**
An in-depth examination of the educational philosophy and historical basis of middle level schools, and the relationship between philosophy and middle school organizational practices. Includes a review of the research, organizational structures, and current trends and practices.

**ED ADM 6317 Supervision and The Middle School Child: 3 semester hours**
The unique developmental characteristics and needs of early adolescents are explored through a variety of supervisory activities involving middle level students, teachers, and administrators. The implications of economic and ethnic diversity for middle level schools will also be addressed.

**ED ADM 6401 School Staff Development and Supervision: 3 semester hours**
Prerequisites: ED ADM 6201, concurrent with ED ADM 6201, or consent of instructor. This course provides an examination of the conceptual bases and practical applications of staff development and supervision in educational settings. It explores relevant conceptual models presented as heuristic devices to consider a variety of administrative techniques to assess needs, plan, deliver, and evaluate staff development and supervision programs in schooling.
ED ADM 6402 School Personnel Administration: 3 semester hours
Prerequisites: Advanced standing and/or consent of instructor. This course is a comprehensive, systematic study of problems in planning, recruitment, selection, induction, and retention relative to school personnel.

ED ADM 6403 Problems in School Public Relations: 3 semester hours
Prerequisites: Advanced standing and/or consent of instructor. This course is an examination of a range both traditional and critical perspectives relevant to home-school-community relations.

ED ADM 6404 Collective Negotiations in Education Organizations: 3 semester hours
Prerequisites: Advanced graduate standing and/or consent of instructor. This course focuses on the concepts, issues, and processes involved with collective negotiations (bargaining) in American educational organizations. The major issues addressed in the course include recognition procedures, bargaining unit determination, the scope of negotiations, the proposal and counterproposal, compromise, impasse procedures, and master contract management.

ED ADM 6407 School Staff Development & Supervision- Special Ed Administration: 3 semester hours
Prerequisites: Completion of graduate degree in Special Education, Education Administration or consent of instructor. This course provides an examination of the conceptual bases and practical application of staff development and supervision for special education settings for staffs serving special education students. It explores relevant conceptual models presented as heuristic devices to consider a variety of administrative techniques to assess needs, plan, deliver, and evaluate staff development and supervision programs serving students with special education needs.

ED ADM 6449 Using Technology in Administration Processes: 3 semester hours
Same as ED TECH 6449. Prerequisites: A course in measurement, statistics, or evaluation, or consent of instructor. The course will explore how the use of data analysis with technology can be applied in the administration of schools or other work settings. Administrators will explore software tools and their implications for making decisions. A case study will be completed on the implementation of a technology in a school or other appropriate setting.

ED ADM 6497 Problems: 1-10 semester hours

ED ADM 6501 Principles of Public School Finance in Missouri: 3 semester hours
Prerequisites: Advanced graduate standing and/or consent of instructor. Course is designed to analyze and study critical areas of public school finance at the local and state levels, highlighting the role of such factors as legislative procedures, principles of local and state support, budgeting and accounting procedures, assessment of property, etc.

ED ADM 6502 School Buildings and Sites: 3 semester hours
Prerequisites: Advanced graduate standing and/or consent of instructor. This course deals with methods and procedures for (1) projecting the future building and facility needs of a public school district, (2) supervising actual planning and construction of educational facilities, (3) optimizing the use of current facilities, and (4) maintenance of buildings, grounds, and equipment.

ED ADM 6503 Organizational Change in Education: 3 semester hours
Prerequisites: Advanced graduate standing and/or consent of instructor. This course deals with (1) developing strategies for assessing educational needs, (2) methods of assessing the school's "organizational health", (3) the designing of educational change strategies involving theory-based models, (4) using systems analysis techniques to implement educational change, and (5) methods of involving students and staff in incorporating meaningful organizational change strategies in educational institutions.

ED ADM 6601 Administration of Adult and Community Education: 3 semester hours
Prerequisites: Graduate standing and consent of instructor. A course designed to familiarize the student with the structure, purpose, and processes of community education with particular emphasis being placed on the administrative theories and functions of adult education.

ED ADM 6602 Programming in Community and Adult Education: 3 semester hours
Prerequisites: ED ADM 6601 and/or consent of instructor. Study and analysis of basic situations in which community and adult educational programming take place. Within this framework, application will be made of a fundamental series of steps essential to sound educational programming.

ED ADM 6701 Leadership for Equity: 3 semester hours
Prerequisites: Graduate standing. Exploration of the concepts of leadership. Instructional activities include creating a personal philosophy of leadership and education and examining leadership in different contexts such as learning organizations, volunteer groups, crisis-response, hierarchical vs. democratic as well as education organizations.

ED ADM 6702 Supervision of Instruction I: 3 semester hours
Prerequisites: Admission to the MEd program in Education Administration. Exploration of the transition challenges in implementation of the Missouri Learning Standards. Emphasis upon effective supervision of observed instruction in multiple subject areas along with actionable methods of improvement. Also explored are the techniques used to conduct difficult conversations regarding practice.

ED ADM 6703 Vision and Mission I: 3 semester hours
Prerequisites: B- or better in ED ADM 6701. Skill development in fostering staff collaboration and development of a shared vision of school purpose. Also explored are means of articulating the mission and goals that derive from the vision and purpose. Emphasis upon incorporating democratic principles in the implementation of the mission and vision.

ED ADM 6704 Data-Driven Instruction and Team Leadership I: 3 semester hours
Prerequisites: B- or better in ED ADM 6701. Preparation to use data as an asset in building high performance in schools, as an analytic tool, and a means of continuous measurement. Significant emphasis upon team building techniques and the use of data. Taken concurrently with ED ADM 6705.

ED ADM 6706 Diagnostic and Strategic Planning: 3 semester hours
Prerequisites: B- or better in ED ADM 6703. Application of skills in developing, communicating and implementing a vision and mission for student success. Acquisition and application of skills used in diagnosing school conditions and data and developing action plans to address challenges in schools. Taken concurrently with ED ADM 6707.

ED ADM 6707 Supervision of Instruction II: 3 semester hours
Prerequisites: B- or better in ED ADM 6702. Acquisition of certification to conduct teacher observations and development of skills in conducting difficult conversations about practice. Evaluation of the quality of curricular practice based on research. Taken concurrently with ED ADM 6706.
ED ADM 6709 School Law and Regulation: 3 semester hours
Prerequisites: Graduate standing. Critical examination of both (1) local, state, and federal laws and (2) notions of justice within which education policies are constituted and their concomitant practices implemented. Includes a review of the compliance issues relative to special education.

ED ADM 6711 Data-Driven Instruction and Team Leadership II: 3 semester hours
Prerequisites: B- or better in ED ADM 6708. Study of a cycle of data collection strategies, analysis and interpretation, all leading to actionable steps supporting teachers in the use of data as a professional tool to improve learning. Uses data from the residency site.

ED ADM 6712 Management of Organizational Systems: 3 semester hours
Prerequisites: B- or better in ED ADM 6708. Reviews the operational systems that provide for the effective management of school operations. Includes study and analysis of safety, budgeting and staffing issues. Taken concurrently with ED ADM 6711.

ED ADM 6900 Internship: 1-10 semester hours
Prerequisite: Consent of instructor. Closely supervised experience in a field setting under the direction of a graduate faculty member. An appropriate level of competence and evidence of growth in the professional role must be demonstrated by the intern. The internship will include planning, research, evaluation, and related professional activities.

ED ADM 6901 Elementary School Principal Field Experience: 3 semester hours
Prerequisites: Completion of 15 credit hours in either the MEd or EdS in Education Administration programs or consent of the instructor. Closely supervised experience in a field setting under the direction of a graduate faculty member. An appropriate level of competence and evidence of growth in the professional role must be demonstrated by the intern. The internship will include planning, research, evaluation, and related professional activities.

ED ADM 6902 Secondary School Principal Field Experience: 3 semester hours
Prerequisites: Completion of 15 credit hours in either the MEd or EdS in Education Administration programs or consent of the instructor. Closely supervised experience in a field setting under the direction of a graduate faculty member. An appropriate level of competence and evidence of growth in the professional role must be demonstrated by the intern. The internship will include planning, research, evaluation, and related professional activities.

ED ADM 6903 Superintendent Field Experience: 3 semester hours
Prerequisites: Completion of 15 credit hours in the EdS in Education Administration program or consent of the instructor. Closely supervised experience in a field setting under the direction of a graduate faculty member. An appropriate level of competence and evidence of growth in the professional role must be demonstrated by the intern. The internship will include planning, research, evaluation, and related professional activities.

ED ADM 6904 Special Education Director Field Experience: 3 semester hours
Prerequisites: Completion of 15 credit hours in either the MEd or EdS in Education Administration programs or consent of the instructor. Closely supervised experience in a field setting under the direction of a graduate faculty member. An appropriate level of competence and evidence of growth in the professional role must be demonstrated by the intern. The internship will include planning, research, evaluation, and related professional activities.

ED ADM 7050 The Research Proc I: Framing Research Questions within the Ed Lit: 3 semester hours
Same as EDUC 7050. Prerequisites: Admission to the Ed.D. or Ph.D. in Education Programs. An overview of the essential elements of research proposals and familiarization with the techniques and tools used to identify important research questions within the education literature. Emphasis is placed on exploring the research literature and both framing and justifying research questions within that literature.

ED ADM 7800 Educational Administration Doctoral Seminar: 1-6 semester hours
Prerequisites: Admission to doctoral program and consent of instructor. Intensive directed study of selected issues related to the administration of educational institutions.

Educational Foundations Courses
ED FND 6200 Demographic Contexts of Education: 3 semester hours
Prerequisites: Graduate Standing. Critical examination of the impact of population changes on schools. Students will have the opportunity to investigate the social and economic dimensions of demographic shifts that affect demand for and organization of education services.

ED FND 6203 Political Contexts of Education: 3 semester hours
Prerequisites: Graduate Standing. This course is a critical examination of those aspects of local, state, and federal politics which significantly influence the political contexts within which education policies are constituted and their concomitant practices implemented.

ED FND 6422 Analysis of Cultural Literacies: 3 semester hours
Prerequisites: Graduate standing. Students will conduct a critical study of community relations, examining strategies that strengthen diversity, relevance and inclusion, tap into community funds of knowledge, promote civil discourse and respectful dialogue, foster healing and resilience, and transform community education contexts.

ED FND 6430 History of American Education through the Lens of Social Justice: 3 semester hours
Prerequisites: Admission to the Ed.D. or Ph.D. in Education Programs. An overview of the essential elements of research proposals and familiarization with the techniques and tools used to identify important research questions within the education literature. Emphasis is placed on exploring the research literature and both framing and justifying research questions within that literature.

ED FND 6430 Ecological Context of Urban Education: 3 semester hours
Prerequisites: Graduate Standing. The issues facing urban education in the 21st century are not limited to what occurs within schools and school districts, but also emanate from the larger socio-historical, political, and economic forces in U.S. society. With its emphasis on the ecology of urban education, this course examines urban schools in relation to the communities they serve, and how other institutions such as businesses and faith-based institutions shape the dynamics of schools and communities. Students will explore critical social, cultural, and policy issues in urban education by taking a macro and an interdisciplinary approach. We will explore the historical, political, and economic factors that have shaped urban education.
**ED FND 6431 History of African American Education: 3 semester hours**
Prerequisites: Graduate Standing. Exploration of the history of education for African Americans. Among the topics investigated will be provision of schooling by the community and/or state; curriculum debates (i.e., vocational vs. classical), and official policies (and informal practices) surrounding segregation, desegregation, and resegregation. Also explores contested interpretations and the myriad ways that memories and meanings intersect through individuals and communities over education and its value.

**ED FND 6497 Problems: 1-10 semester hours**

### Education Courses

**EDUC 1000 Building Community, Culture, and Learning in Education: 1 semester hour**
This course provides an introduction to college life, scholarly endeavors and opportunities for growth available during undergraduate study. It is designed to nurture future educators, support them to be successful in the college environment, and initiate relationships which will continue through their academic and professional careers.

**EDUC 1001 Early Clinical Experience: Community Agency: 1 semester hour**
Prerequisites: Current and clear background check and current and clear TB screening. This course involves education candidates in active and purposeful early clinical experiences with regional community agencies. Candidates are required to participate at agencies to meet organization goals and course objectives. Professionalism and effective communication are emphasized as program standards to build relationships, support learners' intellectual development and academic learning goals. Readings on research and analysis of informal learning, cultural competency in instruction, and curriculum and achievement are required. Completion of this course partially fulfills early clinical requirement for teacher certification. Twenty (20) clock hours outside class time is required.

**EDUC 2002 Social Entrepreneurship: 3 semester hours**
This course examines the mindsets, skills, and approaches that social entrepreneurs use to solve problems in society. Students will explore why social entrepreneurs do what they do, how they create positive change in people’s lives, and how much impact they have at local to global scales. Students will identify sustainable models for social innovation, formulating social entrepreneurship action plans. Previous experience with, or the desire to become a social entrepreneur in the future, is not required.

**EDUC 2204 Special Topics In Education: 1-3 semester hours**
Prerequisite: Completion of 75 hours and consent of instructor. Examination of a special area or topic within the field of education. Topics to be considered will be announced prior to registration and may vary. For elective credit only. This course may be repeated for different topics. Not to exceed a total of six hours credit.

**EDUC 2222 Interpretation: Connecting Audiences and Meaning: 3 semester hours**
Interpretation is a process for forming intellectual and emotional connections between the interests of an audience and the inherent meanings within a resource. This class covers interpretive methods for development and delivery of thematic, non-formal, presentations to various audiences. The class also introduces informal exhibit design, customer service and social media as they relate to interpretation.

**EDUC 2297 Independent Study: 1-3 semester hours**
Prerequisite: Completion of 75 hours and consent of instructor. Independent study through readings, research, reports and conferences designed to provide depth in areas of study previously introduced in education courses. For elective credit only. May be repeated. Not to exceed a total of three hours credit.

**EDUC 3170 Grant Proposal Writing for Educators: 3 semester hours**
Prerequisites: ENGL 1100 or equivalent and junior standing. An introduction to grant proposal writing for educators and other professionals in community agencies, cultural institutions, and childcare centers. Students will practice writing the customary parts of a grant proposal as they learn essential concepts in fundraising, nonprofit management, and social entrepreneurship. Writing assignments include cover letters, problem statements, organizational profiles, project descriptions, budget narratives, and evaluation plans. Collaboration and peer review are required. Emphasis is on clarity, conciseness, format, style, tone, persuasiveness, and evidence basis.

**EDUC 4000 International Education Field Experience: 2-4 semester hours**
Prerequisites: ED PSY 2212, consent of instructor, minimum GPA of 2.5, current and clear background check, and current and clear TB screening. This field experience will be supervised by university faculty. Students will travel to a country to explore the culture and educational system. Prior to the field experience students will receive training that includes familiarization with the culture and educational system of the host country. Students will complete approximately 50 hours per credit hour in travel and cultural exploration as well as designed educational experiences. Course may not be repeated for more than 6 credit hours. This course will satisfy the cultural diversity requirement if the country is appropriate.

**EDUC 4989 Internship I: 3 semester hours**
Prerequisites: Junior Standing, Admission to the Bachelor of Educational Studies Program, or Consent of Instructor. Supervised field experience in educational settings to prepare for planning, research, evaluation, and other professional activities in the student's emphasis area of concentration that will be carried out in EDUC 4990 and EDUC 4991.

**EDUC 4990 Internship II: 6 semester hours**
Prerequisites: B- or better in EDUC 4989, senior standing, or consent of instructor. Supervised field experience in an approved setting.

**EDUC 4991 Internship III: 6 semester hours**
Prerequisites: B- or better or concurrent enrollment in EDUC 4990 or consent of instructor. Supervised field experience in an approved setting.

**EDUC 5006 Graduate Workshop: 1-10 semester hours**
Prerequisite: Consent of instructor.

**EDUC 6142 The History and Practice of Community Education: 3 semester hours**
Prerequisites: Graduate standing. Students will explore the history of community-based education initiatives cultivating the insights, capacities and skill sets required to lead educational innovation, use information, media and technology effectively, strengthen cultural literacies, and engage in leadership and community development.

**EDUC 6308 Graduate Institute: 1-10 semester hours**
Prerequisite: Consent of instructor.

**EDUC 6404 Seminar: 1-10 semester hours**
Seminar on an educational topic or special issue not normally included in the regular curriculum.

**EDUC 6408 Graduate Seminar: 1-10 semester hours**
Prerequisites: Consent of instructor. Intensive study of selected issues in education.
EDUC 6442 Leadership in Community Education: 3 semester hours
Prerequisites: Graduate Standing. Students will explore the leadership skills and capacities required for effective community-development efforts, including social innovation and entrepreneurship, adaptive management, cultural competence, and how to work with community collaborators to plan and implement inclusive projects.

EDUC 6491 Staff Development and Professional Growth: 1-10 semester hours
Designed in conjunction with an individual school district or educational agency and related to problems of education confronting that specific district or agency.

EDUC 6998 Thesis Research: 1-10 semester hours
Prerequisite: Consent of instructor.

EDUC 7050 The Research Process I: Framing Research Questions within Educ Lit: 3 semester hours
Same as ED ADM 7050. Prerequisites: Admission to the Ed.D. or Ph.D. in Education Programs. An overview of the essential elements of research proposals and familiarization with the techniques and tools used to identify important research questions within the education literature. Emphasis is placed on exploring the research literature and both framing and justifying research questions within that literature.

EDUC 7205 Action Research for Educational Practitioners: 1 semester hour
Prerequisites: Admission to an Ed.D cohort or consent of instructor. Study of small-scale simulations that introduce students to the fundamentals of framing relevant questions, working in community, writing field notes, interviewing, technologies to support and help analyze data, and storytelling. Particular attention will be given to representing perspectives of various stakeholders including students, parents, administrators, and colleagues.

EDUC 7210 Survey Design for Educational Practitioners: 1 semester hour
Prerequisites: Admission to an Ed.D. cohort or consent of instructor. Application of relevant theories, research, and pedagogical practices in designing surveys for educational settings. Focus on instrument development and design, forming questions and scales, and sampling methods as well as analysis of results and presentation for various target audiences in educational organizations and settings.

EDUC 7215 Data Analysis for Educational Practitioner: 1 semester hour
Prerequisites: Admission to an Ed.D. cohort or consent of instructor. Guided workshop to conduct quantitative and/or qualitative analysis on data collected by learning communities. Develops specific skills necessary for research, e.g., using software for statistical or qualitative analysis, coding interviews or observation notes for patterns, doing critical discourse analysis, etc.

EDUC 7220 Designing Research for Educational Practitioners: 1 semester hour
Prerequisites: Admission to an Ed.D. cohort or consent of instructor. Guided workshop, applying the principles of research design, to design a study of the research issues selected by the learning community. Course covers how to develop research questions, choose among quantitative and qualitative methods, and consider the best, ethical practices.

EDUC 7225 Ethnography for Educational Practitioners: 1 semester hour
Prerequisites: Admission to an Ed.D. cohort or consent of instructor. The study of ethnography as a methodology to engage in field research and provide the conceptual, theoretical, and empirical knowledge base for action research.

EDUC 7230 Interviewing for Educational Practitioners: 1 semester hour
Prerequisites: Admission to an Ed.D. cohort or consent of instructor. Provides opportunities for developing skills in interviewing individuals and groups to identify, describe, assess and compare educational programs, practices and policies. Emphasis on interviewing experts in the field and research participants in educational research field studies.

EDUC 7295 Inquiry Seminar for Educational Practitioners: 1 semester hour
Prerequisites: Admission to an Ed.D. cohort or consent of instructor. Seminar on a specified approach to inquiry in order to obtain or analyze information of interest to scholar-practitioners leading educational programs through continuous improvement cycles.

EDUC 7305 Representing Data for Educational Practitioners: 1 semester hour
Prerequisites: Admission to an Ed.D. learning community or permission of instructor. Methods for presenting and displaying various types of data to a range of target audiences. Means of assuring accurate representation and the advantages and disadvantages of various methods are reviewed. Displays include tables, graphs, and charts. Current software programs to aid representation are reviewed.

EDUC 7310 Integrating Technology in Learning for Educational: 1 semester hour
Prerequisites: Admission to an Ed.D. cohort or consent of instructor. Appropriate technology tools for carrying out individual or group research and assessment projects will be identified and integrated. The appropriate tools will be learned and applied to present, analyze and complete projects.

EDUC 7315 Project Management for Educational Practitioners: 1 semester hour
Prerequisites: Admission to the Ed.D. program or consent of instructor. Tools for and approaches to managing complex projects in educational organizations, including establishing goals, subdivision of work, formation of work groups, planning and scheduling, establishing and tracking time lines, deployment of resources to complete a project, and addressing constraints. Use of current software for charting and reporting projects.

EDUC 7320 Financial and Budgeting Skills for Educational Practitioners: 1 semester hour
Prerequisites: Admission to an Ed.D. cohort or consent of instructor. Examines budgeting and finance systems of educational institutions, both from the perspective of theory, research and policy development, and from the perspective of actual budgeting and practice. There will also be an emphasis on the impact of federal and state policy regarding the finance of educational institutions, as well as the processes by which budgets are developed and resources allocated.
EDUC 7325 Grant Writing for Educational Practitioners: 1 semester hour
Prerequisites: Admission to an Ed.D. cohort or consent of instructor. Provides hands-on help for current and would-be grant writers. Examines search tools to locate likely request for proposals, explores text and subtext issues, develops a timeline for grant development and submission, provides practice on how a peer review system works, considers issues related to revision and follows the real processes engaged in by successful grant recipients.

EDUC 7330 Human Relations Skills for Educational Practitioners: 1 semester hour
Prerequisites: Admission to Ed.D. program or consent of instructor. Exposure for educational practitioners in a variety of leadership roles to basic human relations skills, effective interventions which can be made with the individual worker, and assessment skills to enable the leader to determine if referral to a mental health professional is warranted. Effective ways of confronting employees because of impaired job performance, giving performance evaluations, providing career development and planning information, identifying work transitions in their employees, and identifying stress and stressors in the work environment, along with identifying substance abusing workers and deciding what to do about them.

EDUC 7395 Tool Seminar for Educational Practitioners: 1 semester hour
Prerequisites: Admission to an Ed.D. cohort or consent of instructor. Seminar on a specified tool used by leaders of educational institutions or programs for organizational improvement or as part of a continuous improvement cycle.

EDUC 7415 Topics in Education: 3 semester hours
Prerequisite: Admission to the doctoral program. Intensive study of a topic in education.

EDUC 7490 Directed Readings in the Education Research Literature: 1-6 semester hours
Prerequisite: Doctoral Standing. Independent study of the education research literature in an area defined in consultation with an advisor.

EDUC 7495 Doctoral Research Tools: 1-6 semester hours
Prerequisites: ED REM 6710. A structured individual or small group instructional or supervised investigative experience in and with a specific research skill and/or procedure that will be needed in the production of a doctoral dissertation. This course may not substitute for any existing graduate courses that cover the same research tool skills.

EDUC 7600 Learning Community of Practice I: 1-6 semester hours
Prerequisites: Admission to an Ed.D. cohort. Application of the scholarship of teaching and learning through asset mapping, inquiry formation, and selected readings. Students explore professional connections, interests, beliefs and reflect on practice.

EDUC 7605 Scholarship of Teaching and Learning in Educational Practice: 2 semester hours
Prerequisites: Admission to an Ed.D. cohort. Exploration of learning through practice and reflection within a community of scholars committed to situated best practice in education.

EDUC 7610 Learning Community of Practice II: 1-6 semester hours
Prerequisites: EDUC 7600. Identifies and examines research problems by developing skills of inquiry, integrating prior knowledge, and evaluating extant research.

EDUC 7615 Evaluation of Educational Programs: 2 semester hours
Prerequisites: Admission to an Ed.D. cohort. Assessment of programs for continuous improvement cycles within educational settings.

EDUC 7620 Learning Community of Practice III: 1-6 semester hours
Prerequisites: EDUC 7610. Selection and definition of a problem of practice to be addressed through research by the learning community members. Includes building relationships within and outside the learning community and designing structure to support inquiry into a problem of practice.

EDUC 7625 Building Socially Just Educational Communities: 2 semester hours
Prerequisites: Admission to an Ed.D. cohort. Examination of the role of culture and the analysis and application of social justice components in learning communities.

EDUC 7630 Learning Community of Practice IV: 1-6 semester hours
Prerequisites: EDUC 7620. Design and pilot of the research, selection of tools of inquiry, location of resources and needed support, and analysis of data.

EDUC 7635 Ethical and Legal Issues in Educational Practice: 2 semester hours
Prerequisites: Admission to an Ed.D. cohort or consent of instructor. Examines legal and ethical perspectives, conflicts and professional practice in education, especially in education leadership. Introduces ethical theories and studies approaches to problem-solving strategies, focusing on anticipating legal issues before they arise; methods and tools to prevent and resolve legal problems will be practiced.

EDUC 7640 Learning Community of Practice V: 1-6 semester hours
Prerequisites: EDUC 7630. Preparation of dissertation proposals, consideration of research tools, establishment of process in research sites and attention to the adherence to high ethical standards.

EDUC 7642 Sociocultural Perspectives In Education: 3 semester hours
Prerequisite: Doctoral standing and consent of instructor. Investigation of sociocultural theory with a focus on educational applications. Topics include the social formation of mind, language as cultural tool, methodological issues in social science research, and dialogic inquiry as pedagogy.

EDUC 7650 Learning Community of Practice VI: 1-6 semester hours
Prerequisites: EDUC 7640. Preparation of dissertation proposals, consideration of research tools, establishment of process in research sites and attention to the adherence to high ethical standards. A continuation of EDUC 7640.

EDUC 7880 Research Internship I: 3 semester hours
Prerequisites: Nine hours of research methods or statistics and consent of instructor. Supervised experience in the conduct of research studies or scholarly inquiry.

EDUC 7881 Research Internship II: 3 semester hours
Prerequisites: EDUC 7880 and consent of instructor. Supervised experience in the conduct of research studies or scholarly inquiry.

EDUC 7882 Research Internship III: 3 semester hours
Prerequisites: EDUC 7881 and consent of instructor. Supervised experience in the conduct of research studies or scholarly inquiry.

EDUC 7889 Laboratory of Practice: 1-6 semester hours
Prerequisites: Admission to an Ed.D. cohort. Field experience that bridges theory and practice in solving complex, situated problems of practice.
EDUC 7950 Preparation for Writing the Dissertation Proposal: 3 semester hours  
Prerequisites: Completion of research method course requirements and EDUC 7880. An in-depth examination of the essential elements of a dissertation proposal. Particular emphasis is placed on examining the validity and reliability or the trustworthiness of the design of proposed research. Tools for identifying strengths and weaknesses are applied to proposals. Critique of proposals is employed. Also reviewed is the process of presenting and defending a proposal.

EDUC 7998 Dissertation in Practice Research: 1-8 semester hours  
Prerequisite: Admission to pre-candidacy in the EdD program.

EDUC 7999 Dissertation Research: 1-12 semester hours  
Prerequisite: Admission to pre-candidacy in the PhD in Education program.

Elementary Education Courses

ELE ED 2192 Educational Laboratory/Field Experience: 1-3 semester hours  
A laboratory/field experience requiring systematic observation and/or participation in appropriate educational settings. To precede student teaching. May be repeated to maximum of three hours.

ELE ED 3338 Teaching Elementary Literacy in Inclusive Settings: Literacy Assessment and Learning: 3 semester hours  
Prerequisites: Completion of Level I. This course explores literacy achievement and assessment to guide developmentally appropriate instruction, including consideration of elementary students' cultural and linguistic backgrounds as well as special education services received. Assessment practices explored include running records, informal reading inventories, orthographic inventories, and analytic writing assessment. Teacher candidates will utilize assessment findings, children's literature, and global technologies to create purposeful, targeted literacy instruction for students.

ELE ED 3339 Teaching Elementary Literacy in Inclusive Settings: Literacy Instruction and Learning: 4 semester hours  
Prerequisites: Completion of Level II courses and ELE ED 3338. This course continues to explore developmentally appropriate literacy instruction for elementary students through deep exploration of methods of teaching reading and writing, including reading and writing workshops, guided reading, and word work/phonics. Particular attention will be paid to how these instructional methods might be adapted based upon students' cultural and linguistic backgrounds as well as special education services received. Teacher candidates will utilize a variety of assessments, children's literature, and global technologies to create a series of purposeful, targeted literacy lessons that reflect students evolving abilities over time.

ELE ED 4246 Teaching Elementary Mathematics in Inclusive Settings I: 3 semester hours  
Prerequisites: Completion of mathematics requirements in General Education. This course explores pedagogical techniques and best practices for the creation and delivery of elementary mathematics curriculum to all students, including consideration of elementary students' cultural and linguistic backgrounds as well as special education services received. The mathematical content includes number and operations in base ten, fractions, decimals, percents, and proportional reasoning. Additional field experience may be required.

ELE ED 4253 Teaching Elementary Social Studies in Inclusive Settings: 3 semester hours  
Prerequisites: Admission to Teacher Education Program and completion of social science requirements in general education. This course explores the teaching of current social studies curricular content in elementary settings. Topics include US history, geography, civics and government, economics, culture, and technology, and the appropriate teaching methods and development of related instructional materials. Particular attention will be paid to how these topics and strategies might be adapted based upon students' cultural and linguistic backgrounds as well as special education services received. Ten (10) clinical hours required to complete course assignments.

ELE ED 4341 Teaching Science in Inclusive Elementary Schools: 3 semester hours  
Prerequisite: Admission into Teacher Education Program required. An analysis of teaching science to K-6 students with emphasis on current science education trends, science curricular materials, and strategies of instruction.

ELE ED 4342 Teaching Elementary Mathematics in Inclusive Settings II: 3 semester hours  
Prerequisite: ELE ED 4246. This course explores pedagogical techniques and best practices for the creation and delivery of elementary mathematics curriculum to all students, including consideration of elementary students' cultural and linguistic backgrounds as well as special education services received. The mathematical content of this course includes geometry, measurement, probability, statistics, and data analysis. Additional field experience may be required.

ELE ED 4989 Practicum I: Elementary/Special Education Site-Based Experience: 3 semester hours  
Prerequisites: Completion of Level II and successful practicum application. This course is a two-day per week intensive, collaborative professional experience in diverse school settings with students, emphasizing improving K-12 student learning outcomes, data-driven instruction, classroom management, and video use and analysis. Course includes mandatory on-site and on-campus seminars, which could be scheduled outside of normal class time. Concurrent Level III methods course assignments will be completed in Practicum I. Taking the Missouri Content Exam (MOCA) is required during Practicum I. Not available for graduate credit.

ELE ED 4990 Practicum II: Elementary/Special Education Site Based Experience: 12 semester hours  
Prerequisites: Grade of B or higher in ELE ED 4989, completion of Level III, and taking the Missouri Content Exam (MOCA). This course is a four-day per week intensive, collaborative professional experience in diverse school settings with students, emphasizing improving K-12 student learning outcomes, data-driven instruction, classroom management, and video use and analysis. Course includes mandatory on-site and on-campus seminars, which could be scheduled outside of normal class time. Certification requirements include passing scores on the Missouri Content Exam (MOCA) and the Missouri Preservice Teacher Assessment (MOPTA). Not available for graduate credit.
ELE ED 4992 Practicum I: Elementary/Special Education/TESOL Site Based Experience: 3 semester hours
Prerequisites: Completion of Level II. This course is a two-day per week intensive, collaborative professional experience in diverse school settings with students, emphasizing improving K-12 student learning outcomes, data-driven instruction, classroom management, and video use and analysis. Particular emphasis will be given to differentiated instruction and impacting student achievement for diverse populations. Course includes mandatory on-site and on-campus seminars, which could be scheduled outside of normal class time. Concurrent Level III methods course assignments will be completed in Practicum I. Taking the Missouri Content Exam (MOCA) is required during Practicum I. Not available for graduate credit.

ELE ED 4993 Practicum II: Elementary/Special Education/TESOL Site Based Experience: 12 semester hours
Prerequisites: Grade of B or higher in ELE ED 4992 and taking the Missouri Content Exam (MOCA). This course is a four-day per week intensive, collaborative professional experience in diverse school settings with students, emphasizing improving K-12 student learning outcomes, data-driven instruction, classroom management, and video use and analysis. Course includes mandatory on-site and on-campus seminars, which could be scheduled outside of normal class time. These sites offer settings where classrooms have ESOL and implement inclusion (combined general education and special education), and/or have pull-out resource room settings and may also have self-contained settings where students with complex disabilities are educated exclusively. Certification requirements include passing scores on the Missouri Content Exam (MOCA) and the Missouri Preservice Teacher Assessment (MOPTA). Not available for graduate credit.

ELE ED 4994 Practicum I: Elementary/TESOL Site Based Experience: 3 semester hours
Prerequisites: Completion of Level II. This course is an intensive professional-development experience (2 days per week) working in school settings with students. Activities on site include partnering with the classroom teacher in all areas of instruction, assessment, and classroom management. Particular emphasis will be given to differentiated instruction and impacting K-12 student achievement for diverse populations. Level III methods course assignments will be completed during the practicum day at school sites and Practicum I experiences inform Level III coursework. Practicum I is taken in the semester immediately preceding Practicum II. Not available for graduate credit.

ELE ED 4995 Practicum II: Elementary/TESOL Site Based Experience: 12 semester hours
Prerequisites: Grade of B or higher in ELE ED 4994 and taking the Missouri Content Exam (MOCA). This course is a four-day per week intensive, collaborative professional experience in diverse school settings with students, emphasizing improving K-12 student learning outcomes, data-driven instruction, classroom management, and video use and analysis. Course includes mandatory on-site and on-campus seminars, which could be scheduled outside of normal class time. These sites offer settings where classrooms include ESOL. Certification requirements include passing scores on the Missouri Content Exam (MOCA) and the Missouri Preservice Teacher Assessment (MOPTA). Not available for graduate credit.

ELE ED 5990 Practicum II: Elementary/Special Education Site Based Experience: 8 semester hours
Prerequisites: Grade of B- or higher in ELE ED 5989 and admission to Teacher Education Program. Clinical teaching experiences, 4 days per week where placements occur in K-12 school settings. These sites offer settings where classrooms implement inclusion (combined general education and special education) and/or have pull-out resource room settings and may also have self-contained settings where students with complex disabilities are education exclusively. Teacher candidates collect data for a research project.

ELE ED 5992 Practicum I: Elementary/Special Education/TESOL Site Based Experience: 2 semester hours
Prerequisites: Completion of Level I and Level II requirements. An intensive professional development experience (2 days per week) working in K-12 settings with students. Activities on site include partnering with the classroom teacher in all areas of instruction, assessment, and classroom management. Particular emphasis will be given to differentiated instruction and impacting student achievement for diverse populations. Level III methods course assignments will be completed during the practicum day at school sites and Practicum I experiences inform Level III coursework. Activities to acquire research skills are included. Practicum I is taken in the semester immediately preceding Practicum II.

ELE ED 5993 Practicum II: Elementary/Special Education/TESOL Site Based Experience: 8 semester hours
Prerequisites: Grade of B- or higher in Practicum I and admission to the Teacher Education Program. Clinical teaching experiences, 4 days per week where placements occur in K-12 school settings. These sites offer settings where classrooms have ESOL and implement inclusion (combined general education and special education), and/or have pull-out resource room settings and may also have self-contained settings where students with complex disabilities are education exclusively. Teacher candidates collect data for a research project.

ELE ED 5994 Practicum I: Elementary/TESOL Site Based Experience: 2 semester hours
Prerequisites: Completion of Level I and Level II requirements. An intensive professional development experience (2 days per week) working in K-12 settings with students. Activities on site include partnering with the classroom teacher in all areas of instruction, assessment, and classroom management. Particular emphasis will be given to differentiated instruction and impacting student achievement for diverse populations. Level III methods course assignments will be completed during the practicum day at school sites and Practicum I experiences inform Level III coursework. Activities to acquire research skills are included. Practicum I is taken in the semester immediately preceding Practicum II.

ELE ED 5995 Practicum II: Elementary/TESOL Site Based Experience: 8 semester hours
Prerequisites: Grade of B- or higher in Practicum I and admission to the Teacher Education Program. Clinical teaching experiences, 4 days per week where placements occur in K-12 school settings. These sites offer settings where classrooms include ESOL. Teacher candidates collect data for a research project.
**ELE ED 6241 Science Content, Inquiry-Based Instruction, and Assessment: STEM-Integrated Pedagogy: 2 semester hours**

Prerequisites: Graduate standing, and a passing score on the designated Missouri Content Examination or an approved program of study. The course is designed to provide teacher candidates with research-based theories and practices focused upon the teaching and learning of science. Candidates will acquire skills to plan and implement lessons to facilitate each learner’s ability to conceptualize science concepts. The course will integrate related disciplines, such as technology, engineering and mathematics, in order to provide prospective teachers with a context for understanding the content of science, how science knowledge is acquired and understood, and how the sciences are connected across disciplines. Through course experiences and scholarly readings, prospective teachers will realize that to become an effective teacher one must acquire a positive attitude toward learning science, technology, engineering and mathematics; know how to acquire scientific information; and know how to facilitate learners’ construction of scientific understandings.

**ELE ED 6246 Math Content Pedagogy, Inquiry-Based Instruction, and Assessment: 3 semester hours**

Prerequisites: Graduate standing, and a passing score on the designated Missouri Content Examination or an approved program of study. This course provides the teacher candidate with math content and math pedagogical techniques to lead them to prepare and deliver best practices of teaching that are aligned with the elementary math learning standards and research-based practices. The students are encouraged to adopt interdisciplinary resources including multicultural children’s literature and coping strategies for diverse students in the classroom settings. The students will develop lessons that entail using inquiry-based instructional materials, and reflective practice with assessment data.

**ELE ED 6253 Teaching Social Studies through Reading, Writing, and English Language Learners: 3 semester hours**

Prerequisites: Graduate standing, and a passing score on the designated Missouri Content Examination or an approved program of study. Examines the teaching of social studies through reading elementary children’s literature about U.S. history and examines writing instruction as a complex and dynamic process. The course integrates a standards-based, backward-planning approach; authentic literacy instruction through the lens of social studies; attention to the linguistic and cultural demands of social studies; and differentiation in instruction so that each student has access to meaningful and challenging learning opportunities using Sheltered Instruction Observation Protocol (SIOP). It focuses on essential attributes of effective literacy and content teachers, including the ability to draw upon students’ cultural and linguistic backgrounds, help students make connections between new information and previous knowledge and skills that are research-based, and support students to transfer new information to real-life contexts and environments using critical thinking skills.

**ELE ED 6337 Teaching and Learning Literacy in the Elementary Classrooms: Teaching Reading and Writing: 4 semester hours**

Prerequisites: Level I courses. Emphasizes literacy development, literacy instruction, and children’s literature in the process of teaching reading and writing. Students survey literacy and literacy development as social practices, to focus on methods of teaching reading and writing, and to effectively utilize children’s literature within classroom practice. Instructional practices explored will include reading and writing workshops, guided reading, word work, and phonics alongside matching texts (print and digital) and readers. Includes readings of academic research articles and book chapters that promote critical thinking in the design and implementation of literacy instruction. Particular attention will be given to learning to teach literacy within diverse contexts and with linguistically and culturally diverse students.

**ELE ED 6338 Literacy Assessment for Guided Instruction: 3 semester hours**

Prerequisites: Level I and ELE ED 6337. Addresses assessment issues that include examining the differences and difficulties that may occur in literacy learning processes. Topics covered include the effective use and evaluation of assessment instruments to prevent student literacy difficulties and promote accelerated learning. Students design classroom literacy engagements utilizing a variety of instructional strategies and materials. Includes reading peer-reviewed research articles and book chapters that promote critical thinking in the assessment and evaluation of literacy achievement. Assessment practices explored include running records of oral reading, an observation survey of early literacy behaviors (e.g., phonemic awareness, letter identification), qualitative reading inventories, spelling inventories, and writing assessment. Teacher candidates will learn to assess and create literacy instruction that is multicultural and integrates global technologies.

**ELE ED 6342 Addressing the Mathematical Needs of Students: 3 semester hours**

Prerequisites: Graduate standing and ELE ED 6246. Educators will learn instructional strategies for analyzing and addressing needs of students who have difficulties understanding and becoming proficient in mathematics. Conceptual development and procedural fluency are approached in a diagnostic and prescriptive context. The course will cover research based approaches to help develop assessments and strategies for addressing needs of students who have difficulties understanding and becoming proficient in mathematics.

**ELE ED 6342A Addressing the Mathematical Needs of Students: A: 1 semester hour**

Prerequisites: Graduate Standing. Educators will learn instructional strategies for analyzing and addressing needs of students having difficulties understanding and becoming proficient in mathematics. This course will provide an overview of the current landscape of issues in mathematics education around the topic of learners who struggle, as well as introduce research-based approaches to help develop assessments for addressing needs of students having difficulties understanding and becoming proficient in mathematics.

**ELE ED 6342B Addressing the Mathematical Needs of Students: B: 1 semester hour**

Prerequisites: Graduate Standing. Educators will learn instructional strategies for analyzing and addressing needs of students having difficulties understanding and becoming proficient in mathematics. This course will help students develop strategies for identifying and addressing student error patterns as well as introduce research based strategies to address the needs of students having difficulties understanding and becoming proficient in mathematics.
ELE ED 6387 Literacy Acquisition and Learning for Diverse Students: 3 semester hours
Prerequisite: Graduate Standing. Designed to extend teacher understanding of children's literacy acquisition, development, and learning through the elementary grades. Emphasis on development of a teaching philosophy and skills which include maintaining effective literacy learning environments in diverse classrooms, fostering culturally responsive classroom communities, understanding social and environmental issues that affect the literacy learning of diverse learners, using effective methods and materials to develop engaged and literate students, and fostering children's participation in literacy activities.

ELE ED 6410 Current Research in Early Childhood and Elementary Programs: 3 semester hours
Prerequisite: Graduate Admission. A systematic examination of research related to early childhood and elementary school programs. Student will be expected to become effective consumers of educational research and to utilize appropriate research findings in their decision-making processes when planning instruction.

ELE ED 6411 Curriculum Leadership Elementary Programs: 3 semester hours
Prerequisite: ED PSY 6030. Learn strategies for development and implementation of up-to-date curriculum. Using current research of innovative programs and new approaches, students will develop skills in analyzing and evaluating content area curriculum according to Common Core and national content standards in order to lead curriculum development in an educational setting.

ELE ED 6422 Curriculum Design of Elementary Programs: 3 semester hours
Prerequisites: ED PSY 6030, ELE ED 6411 or consent of instructor. A study of current and classic curricular design models of elementary education. Students will select a grade level or subject area curriculum and develop an integrated or differentiated curriculum based on the Common Core and national content standards. Compare and contrast curriculum design approaches while connecting curriculum and instructional practices to student performance.

ELE ED 6423 Learning Through Inquiry: 3 semester hours
Prerequisites: ED PSY 6030 or consent of instructor. Students will learn to improve their instruction through using various inquiry models of teaching which develop the thinking skills required by the Common Core standards. Prior instructional experience is recommended.

ELE ED 6426 Elementary School Curriculum Reform in the Earth/Space Sciences: 1-4 semester hours
Prerequisites: Graduate standing. Field-based experiences in improving the district-level elementary school science program, with special attention to the earth/space sciences. Emphasis is given to planning and implementing standards-based inquiry on selected science topics that include connections to other curricular areas. This course is organized into 4 non-overlapping modules. Credit hours are determined based on number of modules completed. The course may be repeated for maximum of 4 credit hours.

ELE ED 6428 Elementary School Curriculum Reform in the Life Sciences: 1-4 semester hours
Prerequisite: Graduate Standing. Field-based experiences in improving the district-level elementary school science program, with special attention to the life sciences. Emphasis is given to planning and implementing standards-based inquiry on selected science topics that include connections to other curricular areas. This course is organized into 4 non-overlapping modules. Credit hours are determined based on number of modules completed. The course may be repeated for maximum of 4 credit hours.

ELE ED 6441 Problems and Research in Teaching Elementary School Science: 3 semester hours
Prerequisite: Eight hours of science, ELE ED 6441, ED PSY 6111. A thorough examination of research related to elementary school science instruction with particular emphasis on innovative programs. Includes methods of investigation and techniques for interpreting the professional literature.

ELE ED 6445 Problems of Teaching Mathematics in the Elementary School: 3 semester hours
A study of the mathematics program in the elementary school from the viewpoint of goals, content, techniques, and evaluation.

ELE ED 6447 Problems and Research in Teaching Elementary School Mathematics: 3 semester hours
Prerequisite: ELE ED 6445. A thorough examination of research related to recurrent problems in elementary school mathematics instruction, as well as current problems arising within modern programs. Includes methodology appropriate to investigation of such problems and techniques for assessment of the literature.

ELE ED 6448 Diagnosis and Remediation of Disabilities In Learning Mathematics: 3 semester hours
Prerequisite: ELE ED 6445. Causes of mathematical disabilities. Materials and techniques for diagnoses and corrective programs for children and youth.
A classroom-oriented study of curricular and instructional problems encountered in social studies. Emphasis is placed on development of materials, techniques, and resources.

**ELE ED 6490 Internship: 1-10 semester hours**
Prerequisite: Consent of instructor. Closely supervised experience in a field setting under the direction of a graduate faculty member. An appropriate level of competence and evidence of growth in the professional role must be demonstrated by the intern. The internship will include planning, research, evaluation, and related professional activities.

**ELE ED 6493 Reading Specialist Practicum I: 3 semester hours**
Prerequisites: ELE ED 6684, ELE ED 6686, and ED REM 6707, ED REM 6709, or ED REM 6716. Application of reading theory and research in a supervised setting. Emphasis on assessing literacy strengths, needs, and interests of a range of readers with the goal of improving their reading abilities and attitudes. Focus is on establishing reading support for children with the assistance of formal and informal assessments, reading professionals, educators, and children's families.

**ELE ED 6494 Reading Specialist Practicum II: 3 semester hours**
Prerequisite: ELE ED 6493. Application of reading theory and research in a supervised setting. Emphasis on using appropriate materials and providing effective instructional techniques to address children's assessed literacy strengths, needs, and interests with the goal of improving their reading abilities and attitudes. Focus is on sustaining reading support for children with the assistance of other reading professionals, educators, and children's families.

**ELE ED 6495 Supervision of Practicum in Clinical Reading: 3 semester hours**
Prerequisites: ELE ED 6486, ELE ED 6494, ED REM 6716 or consent of instructor. Supervising graduate students in diagnosis and remedial process within the reading clinic.

**ELE ED 6497 Problems: 1-10 semester hours**
Selected problems to meet the needs of individual students.

**ELE ED 6684 Instructional Strategies for Teaching Reading: 3 semester hours**
Prerequisites: Graduate standing. Designed to extend teacher knowledge of effective instructional strategies for teaching reading. Emphasis on development of a teaching philosophy which acknowledges children gain considerable knowledge about reading from their families and communities, long before they encounter formal reading instruction. Focus on fostering culturally responsive classrooms using children's prior experiences, their language systems, cross-cultural literature, authentic texts, and other print materials familiar to children's home environments, as well as on teaching effective strategies to promote children's reading success.

**ELE ED 6686 Analysis and Correction of Reading Disabilities: 3 semester hours**
Prerequisites: ED REM 6707, ED REM 6709, or ED REM 6716 and at least one graduate level literacy course. Designed to develop teacher understanding of the roles and responsibilities of the teacher of reading, Reading Specialist, and Literary Coach. Emphasis on the nature of specific reading difficulties, distinguishing reading difficulty/disability from language difference, becoming familiar with a range of tools for assessing reading skills and strategies, and developing a critical orientation for evaluating the purpose and utility of various literacy assessment tools. Teachers will use informal and formal literacy assessment tools to guide instructional planning for children in the UMSL Reading Center.

**ELE ED 6688 Literacy Assessment to Guide Instruction: 3 semester hours**
Prerequisites: ED REM 6707, ED REM 6709, or ED REM 6716 and ELE ED 6686. Designed to apply teacher knowledge of the roles and responsibilities of the teacher of reading, Reading Specialist and Literary Coach. Emphasis on using literacy assessment tools and techniques to guide instruction for a range of children, especially in the areas of writing, comprehension, and vocabulary. Teachers will use informal and formal literacy assessment tools to guide instructional planning for children in the UMSL Reading Center.

### Health and Physical Education Courses

**HLTH PE 3275 Psychological Aspects of Physical Education: 3 semester hours**
Prerequisite: PSYCH 1003. A study of the psychological processes underlying the learning and performance of motor skills and participation in physical activity. Covers how humans learn skilled actions, how principles of motor performance and learning can be applied to teaching, and how teachers can create positive motivational climates.

**HLTH PE 3277 Foundations of Health and Physical Education Programs: 2 semester hours**
Prerequisites: Junior standing. A study of the historical, philosophical, and cultural influences and issues related to health education and physical education programs.

**HLTH PE 3280 Human Anatomy and Physiology: 5 semester hours**
Prerequisite: BIOL 1012 and BIOL 1013 or consent of instructor, Junior standing. Study of the basic aspects of human anatomy and physiology and their relationship to concepts in sport and physical activity. Two hours laboratory per week.

**HLTH PE 3284 Physiology of Human Exercise: 3 semester hours**
Prerequisite: HLTH PE 3280. Study of the physiological effects of human exercise, training, and sport activities upon the human body; emphasis also given to factors of work, fatigue, nutrition, gender, and environment.

**HLTH PE 3285 Safety and Emergency Care for Health & Physical Education: 3 semester hours**
Prerequisites: HLTH PE 3280 or equivalent. A study of safety issues relating to health and physical education, including prevention and treatment of physical activity-related injuries. Emphasis will be given to emergency responses, including CPR certification.

**HLTH PE 3380 Introduction to Nutrition for Health and Performance: 3 semester hours**
Prerequisites: Junior standing or consent of instructor. Study of human nutrition and its relationship to healthy lifestyles and exercise performance. Includes study of nutrients, food sources, healthy weight and body composition, energy intake and expenditure, fluid and electrolyte balance, and ergogenic aids.
HLTH PE 3432 Teaching Health and Physical Education in the Elementary School: 3 semester hours
Prerequisites: Admission to the Teacher Education Program. A study of health and physical education programs in the elementary school. Emphasis is given to the teacher's roles and responsibilities as they relate to the content and services found in the coordinated school health program.

HLTH PE 3433 Health Education Concepts and Skills: 3 semester hours
Prerequisites: Junior Standing. A study of health concepts and lifestyle skills found in K-12 health education strands, including mental health, sexuality education, drug education, nutrition, personal health and disease prevention.

HLTH PE 3434 Teaching of Health and Wellness: 4 semester hours
Prerequisites: HLTH PE 3280 or the equivalent, or consent of the instructor. Study of concepts and issues related to health and active lifestyle behavior development, with emphasis given to the design and preparation of appropriate instructional experiences and techniques.

HLTH PE 4989 Practicum I: Site-Based Experience in Physical Education: 3 semester hours
Prerequisites: Completion of Level II and successful practicum application. This course is a two-day per week intensive, collaborative professional experience in diverse school settings with students, emphasizing improving K-12 student learning outcomes, data-driven instruction, classroom management, and video use and analysis. Course includes mandatory on-site and on-campus seminars, which could be scheduled outside of normal class time. Concurrent Level III methods course assignments will be completed in Practicum I. Taking the Missouri Content Exam (MOCA) is required during Practicum I. Not available for graduate credit.

HLTH PE 4990 Practicum II: 12-Week Site-Based Experience in Health and Physical Education: 9 semester hours
Prerequisites: HLTH PE 4989, completion of Level III, and taking the Missouri Content Exam (MOCA). This course is a five-day per week intensive, collaborative professional experience in diverse school settings with students, emphasizing improving K-12 student learning outcomes, data-driven instruction, classroom management, and video use and analysis. Course includes mandatory on-site and on-campus seminars, which could be scheduled outside of normal class time. Certification requirements include passing scores on the Missouri Content Exam (MOCA) and the Missouri Preservice Teacher Assessment (MOPTA). Not available for graduate credit.

HLTH PE 4991 Practicum II: Health and Physical Education Grades 5-9: 6 semester hours

HLTH PE 4992 Practicum II: 4-Week Site-Based Experience in Health and Physical Education: 3 semester hours
Prerequisites: HLTH PE 4989. This course is taken concurrently with HLTH PE 4990 as a five-day per week intensive, collaborative professional experience in diverse school settings with students, emphasizing improving K-12 student learning outcomes, data-driven instruction, classroom management, and video use and analysis. Course includes mandatory on-site and on-campus seminars, which could be scheduled outside of normal class time. Certification requirements include passing scores on the Missouri Content Exam (MOCA) and the Missouri Preservice Teacher Assessment (MOPTA). Not available for graduate credit.

HLTH PE 5989 Physical Education Professional Internship: 2 semester hours
Prerequisites: Level II designated course requirements. An intensive professional development experience (equivalent of 6 hours per week for 14 weeks) working in a school setting with students. Activities on site include assisting the health and physical education teacher in all areas of instruction, assessment, and classroom management. This course is to be taken prior to student teaching, ideally during the semester immediately preceding student teaching. Assignments from allied courses (PHY ED 3422, PHY ED 3423, PHY ED 3424, HLTH PE 3434) are carried out in the Internship, and Internship experiences inform the activities and discussions in these courses. Activities to acquire research skills will be included.

HLTH PE 5990 Practicum II: Health and Physical Education, Grades PK-6: 4 semester hours
Prerequisites: A grade of B- or higher in HLTH PE 4989. Clinical teaching experience in physical education settings in the schools under university and school supervision. Required for all majors in physical education receiving certification in Health and Physical education. Teacher candidates collect data for a research project.

HLTH PE 5991 Practicum II: Health and Physical Education Grades 5-9: 4 semester hours
Prerequisites: A grade of B- or higher in HLTH PE 4989. Clinical teaching experiences in Health and Physical Education settings in schools under university and school supervision. Required of all majors in Physical Education receiving certification in Health Education and Physical Education, K-9. Teacher candidates collect data for a research project.

HLTH PE 5992 Practicum II: Health and Physical Education Grades 9-12: 4 semester hours
Prerequisites: A grade of B- or higher in HLTH PE 4989. Clinical teaching experience in Health and Physical Education settings in schools under university and school supervision. Required of all majors in Physical Education receiving certification in Health Education and Physical Education, K-12. Teacher candidates collect data for a research project.

Middle Education Courses

MID ED 4246 Teaching Mathematics in the Middle School: 3 semester hours
Prerequisites: Level 1 and Level 2 and completion of mathematics area of concentration. A study of the middle school math curriculum with state standards and appropriate instructional strategies, materials, and assessments.
MID ED 4253 Teaching Social Studies in the Middle School: 3 semester hours
Prerequisites: Completion of level 1 and level 2 courses. Study of middle school social studies emphasizing current social studies curricular content, methods of teaching, and instructional materials. If taken concurrently with internship, field hours will be combined within the internship experience. If this course is taken separately, middle school based field experiences are required in addition to scheduled course time.

MID ED 4315 The Middle Level School: 3 semester hours
Prerequisites: level 1 and admission to teacher education program. An in-depth study of the philosophical and historical basis of the goals and organization of middle level schools, including a review of research as the basis for current trends and practices.

MID ED 4316 Middle Level Curriculum and Instruction: 3 semester hours
Prerequisites: Completion of level 1 and MID ED 4315. Preparation for teaching and learning in a middle school, grades 5-9. Content focuses on curriculum development, methods, techniques, materials, planning, organization, and assessment in middle level education for early adolescents.

MID ED 4317 The Middle-Level Child: 3 semester hours
Prerequisites: Completion of level 2. Developmental characteristics and needs of early adolescents are studied through field experience in middle school classrooms. The relationship between needs and behavior is explored and skills for effective student teacher relationships are highlighted. This course to be taken concurrently with MID ED 4989.

MID ED 4350 Teaching Science in the Middle School: 3 semester hours
Prerequisites: Level I and Level 2 or equivalent preparation. Students will analyze both methodology and content, apply appropriate teaching and learning strategies, and become acquainted with technological advances in teaching science. Students will use informal and formal assessment as well as design and implement original science activities and instruction for all areas of science. If taken concurrently with internship, field hours will be combined within the internship experience. If this course is taken separately, then middle school based field experiences are required in addition to scheduled course time.

MID ED 4989 Practicum I: Middle Level Education Site Based Experience: 3 semester hours
Prerequisites: Level I and Level II requirements. This course is an intensive professional development experience (2 days per week) working in grades 6-8 settings with students. Activities on site include partnering with the classroom teacher in all areas of instruction, assessment, and classroom management. Particular emphasis will be given to impacting students achievement for diverse populations and differentiated instruction. Level III methods course assignments will be completed during the practicum day at school sites and Practicum I experiences inform Level III coursework. Practicum I is taken in the semester immediately preceding Practicum II. Not available for graduate credit.

MID ED 4990 Practicum II: Middle Level Education Site Based Experience: 12 semester hours
Prerequisites: Grade of C or higher in MID ED 4989 and admission to Teacher Education Program. Clinical teaching experiences, 4 days per week where placements occur in grades 6-8 school settings in the subject area of certification. Not available for graduate credit.

MID ED 4994 Practicum I/TESOL: Site-Based Experience: 3 semester hours
Prerequisites: Completion of Level I and Level II. This course is an intensive professional development experience (2 days per week) working in a middle-level school setting with the English learners and other diverse students. Activities on site include partnering with the classroom teacher in all areas of instruction, assessment, and classroom management. Particular emphasis will be given to impacting student achievement for linguistically and culturally diverse populations and differentiated instruction. Level III methods course assignments will be completed during the practicum day at school sites and Practicum I experiences inform Level III course work. Practicum I/TESOL is taken in the semester immediately preceding Practicum II.

Physical Education Courses

PHY ED 1124 Principles & Practice In 1St Aid & Cardiopulmonary Resuscitation: 1 semester hour
The course provides theory and supervised practice in first aid and cardiopulmonary resuscitation leading to American Red Cross certification in those areas.

PHY ED 2134 Personal Physical Fitness: 3 semester hours
Prerequisite: Consent of instructor. A study of the relationship between vigorous physical activity and individual well-being. Emphasis will be placed on an individualized analysis of health fitness, resulting in a prescribed program to develop optimal levels of physical fitness, including aerobic fitness, strength, muscular endurance, flexibility, body composition, and lifetime sports considerations.

PHY ED 3204 Special Topics in Physical Education: 1-3 semester hours
Prerequisite: Consent of instructor. Independent study through readings, reports, field study or research.

PHY ED 3261 Physical Activity for the Exceptional Learner: 2 semester hours
Prerequisite: SPEC ED 3311 and TCH ED 3313. A study of the special physical activity and exercise needs, interests, and problems of the exceptional learner, with considerable emphasis on the development of methods and competencies, in modifying physical activities.

PHY ED 3282 Physical Growth and Motor Development: 3 semester hours
Prerequisite: PSYCH 2270 and PHY ED 3465. An examination of the physical growth and aging, and motor development of the human being over the life span. Emphasis on evaluative tools, techniques and studies of research findings. Laboratory field experience for observing individuals. Attention is directed toward acquisition of basic skills, perceptual-motor development, fitness development, and age-related changes in information processing. A Required course for Physical Education majors; an elective course for early childhood, special, and Elementary Education majors.

PHY ED 3283 Kinesiology: 3 semester hours
Prerequisite: HLTH PE 3280 and math proficiency. Study of the biomechanics of human motion with particular application to performance in sport activities.

PHY ED 3287 Seminar in Exercise Science: 1-3 semester hours
Prerequisites: HLTH PE 3284 or consent of instructor. Study of current topics in the research and practice of exercise science, especially those required for certifications in the field. An emphasis will be placed on application of research to professional situations. Some field experience may be required. May be repeated as long as the topic is different for a maximum of 6 credit hours.
**PHY ED 3330 Designing Physical Activity Programs: 3 semester hours**
Prerequisite: HLTH PE 3284 or consent of instructor. Designing physical activity regimes for individualized and group programming based upon physical fitness assessment. Health, nutrition, age, physical fitness, and testing aspects are considered in developing specialized exercise programming based upon current research and best practices.

**PHY ED 3422 Teaching of Skills: Grades Pk-4: 4 semester hours**
Prerequisites: Completion of 15 hours of level II courses. Study of developmental movement activities and appropriate learning experiences found in PK-4 grade level programs, with emphasis on developmental sequencing and the design of appropriate learning activities, materials, and effective pedagogical skills.

**PHY ED 3423 Teaching of Skills: Grades 5-9: 3 semester hours**
Prerequisites: Completion of 15 hours of Level II courses. Study of sports and physical activities commonly found in the curriculum for grades 5-9, with emphasis on critical cue analysis, developmental sequencing, and the design of appropriate learning activities, materials, and pedagogical skills.

**PHY ED 3424 Teaching of Skills: Grades 9-12: 3 semester hours**
Prerequisites: Completion of 15 hours of Level II courses. Study of sport and physical activities predominateily found in physical education programs at these grade levels, with emphasis given to critical cue analysis, developmental sequencing, and the design of appropriate learning activities, materials, and pedagogical skills.

**PHY ED 3425 Teaching Skills: Movement, Dance, and Rhythms: 3 semester hours**
Prerequisites: Completion of 15 credit hours of Level II courses. Study of movement analysis and techniques of teaching fundamental movement skills, rhythmic activities, creative movement, and dance forms commonly taught in school settings. Emphasis will be given to developmental sequencing and the design of appropriate learning activities, materials, and pedagogical skills.

**PHY ED 3468 Curriculum and Methods of Teaching Physical Education: 3 semester hours**
Prerequisite: PHY ED 101 or TCH ED 3213. Study of the scope and sequence of the school program in physical education with emphasis on planning processes, content selection, management procedures, instructional strategies, and program assessment.

**PHY ED 3931 Adult Exercise Leadership: 3 semester hours**
Prerequisites: HLTH PE 3284 or equivalent. Study of the roles, functions, and skills necessary for those entering careers that promote fitness and regular exercise in adults.

**PHY ED 5380 Nutrition for Human Performance: 3 semester hours**
A study of human nutrition and its relationship to human performance. Consideration is given to nutrients - function, food source, health concerns and implications energy intake and expenditure; special considerations - body composition including weight gain and loss ergogenic aids competitive athletes, older adults, children and teens, pregnant women, disease risk, fluid and electrolyte balance, and specific sport activities.

**PHY ED 6462 The Physical Education Curriculum: 3 semester hours**
Prerequisite: Consent of instructor. A study of current practices, problems, trends and research involved in the analysis and development of the physical education curriculum.

**PHY ED 6478 Problems and Research in Physical Education: 3 semester hours**
A study of potential research problems and research processes in specific physical education subdisciplines. A research project will be completed in the student's physical education subdiscipline interest area.

**PHY ED 6497 Problems: 1-10 semester hours**
Selected problems to meet the needs of individual students.

**PHY ED 7492 Directed Readings in Curriculum and Instruction: 1-6 semester hours**
Prerequisites: Graduate Standing, one graduate course in Curriculum and Instruction, and permission of the instructor. Independent study into the current research, literature, and issues in the areas of physical education curriculum and instruction.

**PHY ED 7494 Directed Readings in Motor Behavior: 1-6 semester hours**
Prerequisites: Graduate standing, one graduate course in motor behavior, and permission of the instructor. Independent study into the current research, literature, and issues in the area of motor behavior.

---

### Secondary Education Courses

**SEC ED 2010 Introduction to Inquiry Approaches to STEM Education (STEP I): 1 semester hour**
Same as CHEM 2010, PHYSICS 2010, MATH 2010, and BIOL 2010. Prerequisites: Concurrent enrollment BIOL 1821, BIOL 1831, CHEM 1111, CHEM 1121, PHYSICS 2111, PHYSICS 2112, MATH 1800, or MATH 1900 or have a declared STEM major. Students who want to explore teaching careers become familiar with lesson plan development by writing, teaching and observing lessons in a local school class. Students build and practice inquiry-based lesson design skills and become familiar with and practice classroom management in the school setting. As a result of the STEP I experiences students should be able to decide whether to continue to explore teaching as a career and ultimately finishing the remainder of the WE TEACH MO curriculum leading to teacher certification. The classroom observations and teaching represent a major field component and requires at least one two hour block of free time during the school day once a week.

**SEC ED 2011 Designing Inquiry-Based STEM Experiences (STEP II): 1 semester hour**
Same as CHEM 2011, PHYSICS 2011, MATH 2011, and BIOL 2011. Prerequisites: BIOL 1821, BIOL 1831, CHEM 1111, CHEM 1121, PHYSICS 2111, PHYSICS 2112, MATH 1800, or MATH 1900. Students explore teaching careers, become familiar with STEM school setting through observing and discussing the school environment and by developing and teaching inquiry-based lessons.

**SEC ED 4011 The Curriculum and Methods of Teaching History and Social Studies: 3 semester hours**
Prerequisites: Admission to the Teacher Education Program and completion of all Level II courses. Must be taken concurrently with SEC ED 4989. A study of the scope and sequence of history and social studies courses in the school curriculum, with emphasis on the selection and organization of materials and methods of instruction and evaluation. May not count toward history hours required for history major. Must be completed prior to student teaching. This course must be completed in residence. Not available for graduate credit.

**SEC ED 4012 Social Studies Teaching Seminar: 1 semester hour**
Prerequisites: SEC ED 4989. Must be taken concurrently with student teaching. Addresses the application of teaching strategies and instructional technology in the classroom setting. Offered concurrently with Secondary School Student Teaching, SEC ED 4990. Not available for graduate credit.
**SEC ED 4013 United States History for the Secondary Classroom: 3 semester hours**
Prerequisites: Admission to the Teacher Education Program. TCH ED 3310 or consent of the instructor. This course is required for Social Studies certification. Adapts the themes and subject matter of American history to the secondary classroom and trains teachers in techniques particularly designed to maximize the use of primary sources, foster critical inquiry, and encourage knowledge of subject matter. Particular emphasis will be placed on defining the broad and connecting themes of American history, on expanding bibliography, and on choosing methods of inquiry for use in an interactive classroom. Cannot be counted towards the minimum 39-hour history major requirement, but can be counted towards the 45 hour maximum and for Social Studies certification. Not available for graduate credit.

**SEC ED 4090 American Government for the Secondary Classroom: 3 semester hours**
Same as POL SCI 4090. Prerequisites: POL SCI 4090/ SEC ED 4090 must be taken concurrently with SEC ED 4011 except with special consent of the School Studies Coordinator. Adapts the themes and subject matter of American Government to the secondary classroom and trains teachers in techniques particularly designed to maximize the use of primary sources, foster critical inquiry, and encourage knowledge of subject matter. Particular emphasis will be placed on defining the broad and connecting methods of inquiry for use in an interactive classroom. Can be counted towards the Political Science major requirement, but not the American Politics subgroup. Counts towards Social Studies certification. Not available for graduate credit.

**SEC ED 4240 Curriculum and Methods of Teaching Physical Sciences: 3 semester hours**
Prerequisites: TCH ED 3310 or TCH ED 5310 and a near major in the subject area. A study of the scope and sequence of the physical science courses in the school curriculum, with emphasis on the selection and organization of materials and methods of instruction and evaluation. Attention is also directed toward teaching the techniques and research tools of the scholar in the field of science. To be taken concurrently with Practicum I. This course must be completed in residence.

**SEC ED 4320 Classroom Management: 3 semester hours**
Same as ECH ED 4320, ELE ED 4320. Prerequisites: Level I and II courses or consent of instructor. Understanding classroom management as the development of engaging instruction that establishes healthy and culturally appropriate teacher-student relationships, builds successful classroom community and enhances student learning. Participants develop a culturally relevant classroom management plan that includes rules, procedures, expected behaviors and uses problem solving strategies to resolve behavior problems. Emphasis is on the teacher developing the social competence of Pre-K to 12 students within culturally diverse classrooms and engaging families in supportive interactions.

**SEC ED 4589 Curriculum and Methods of Teaching Foreign Languages: 3 semester hours**
Same as FGN LANG 4589. Prerequisites: TCH ED 3310 or TCH ED 5310 and passing the departmental language skill test. A study of the scope and sequence of the foreign language courses in the school curriculum with emphasis on the selection and organization of materials and methods of instruction and evaluation. Attention is also directed toward teaching the techniques and research tools of the scholar in the field of foreign language. To be taken prior to student teaching. This course must be completed in residence. Not available for graduate credit.

**SEC ED 4590 Foreign Language Teaching Seminar: 2 semester hours**
Same as FGN LANG 4589. Prerequisite: Concurrent enrollment in SEC ED 4990 or consent of instructor. A practicum course in the teaching of foreign languages. Review and explanation of drills, dialogues, and a variety of classroom techniques, oral and written. A continuation of SEC ED 4589, Curriculum & Methods, with an emphasis on specific practical skills. To be taken concurrently with SEC ED 4990, Student Teaching. Not available for graduate credit.

**SEC ED 4646 The Curriculum and Methods of Teaching Math: 3 semester hours**
Prerequisites: Admission to the Teacher Education Program and completion of all Level II courses. Must be taken concurrently with SEC ED 4989. A study of the scope and sequence of the mathematics courses in the school curriculum with emphasis on the selection and organization of materials and methods of instruction and evaluation. Attention is also directed toward learning the techniques and research tools of the scholar in the field of mathematics. To be taken prior to student teaching. This course must be completed in residence. Not available for graduate credit.

**SEC ED 4648 Mathematics Teaching Seminar: 2 semester hours**
Prerequisites: SEC ED 4989. Must be taken concurrently with SEC ED 4990. A seminar in the integration of mathematics curricula, Educational philosophy, teaching strategies, and instructional technology in the classroom setting. Not available for graduate credit.

**SEC ED 4837 Chemistry/Physics Teaching Seminar: 2 semester hours**
Prerequisites: SEC ED 4240 and SEC ED 4989. A seminar to accompany practice teaching covering integration of physical science curricula and methods into the classroom setting. To be taken concurrently with SEC ED 4990. Two-hour discussion per week.

**SEC ED 4880 Writing for Teachers: 3 semester hours**
Prerequisite: ENGL 3090 or junior level English. Same as ENGL 4880. Writing for Teachers is an English-education course that supports writing across the curriculum for both pre-service English and content area teachers. Teacher candidates learn writing theories and literacy strategies to help their future students construct meaning from their discipline. The course works best for those who are completing level II or beginning level III education courses. The course counts toward the Certificate in Writing.

**SEC ED 4885 The Curriculum and Methods of Teaching English: 3 semester hours**
Prerequisites: Completion of Level II education courses and a near major in English. A study of the scope and sequence of the English courses in the school curriculum with emphasis on the selection and organization of materials and methods of instruction and evaluation. The course prepares students for reflective teaching by relating course readings to field experiences and theory to practice. To be taken prior to student teaching and concurrently with Practicum I, SEC ED 4989.

**SEC ED 4886 The Curriculum and Methods of Teaching Speech and Theatre: 3 semester hours**
Same as THEATR 4886. Prerequisites: TCH ED 3310 or TCH ED 5310; students must be within three hours of completing a major in either Communications or Theatre, with 15-18 hours completed in the other subject area. A study in the scope and sequence of the Speech and Theatre courses in the school curriculum with emphasis on the selection and organization of materials and methods of instruction and evaluation. The course prepares students for reflective teaching by relating course readings to field experience and theory to practice. To be taken prior to student teaching and concurrently with SEC ED 4989; Secondary Education Professional Internship. This course must be completed in residence. Not available for graduate credit.
**SEC ED 4888 English Teaching Seminar: 2 semester hours**
Prerequisites: SEC ED 4885 and a near major in the subject area. A seminar in the integration of English curricula, educational philosophy, teaching strategies, and instructional technology in the classroom setting. To be taken concurrently with Practicum II, SEC ED 4990. Not available for graduate credit.

**SEC ED 4984 Practicum I/TESOL: Site-based Experience: 3 semester hours**
Prerequisites: Completion of Level I and Level II courses. This course is an intensive professional development experience (2 days per week) working in a secondary school setting with the English learners and other students. Activities on site include partnering with the classroom teacher in the areas of designated content instruction, assessment, and classroom management. Particular emphasis will be given to impacting student achievement for linguistically and culturally diverse populations and differentiated instruction with language anchors. Practicum I/TESOL is taken in the semester immediately preceding Practicum II. This course must be taken in conjunction with methods of instruction course in specific content area. The assignments from the methods course(s) may be completed in the Practicum setting, and experiences in the school guide the methods course activities and discussions.

**SEC ED 4985 Curriculum And Methods Of Teaching Life Sciences: 3-4 semester hours**
Prerequisites: TCH ED 3310 or TCH ED 5310 and a near major in biology. A study of the scope and sequence of the life science courses in the school curriculum, with emphasis on the selection and organization of materials and methods of instruction and evaluation. The analysis of teaching/learning and field experience observations in secondary school classrooms will be integrated into classroom activities and discussions. Take concurrently with SEC ED 4989. This course must be completed in residence.

**SEC ED 4989 Practicum I: Site-Based Experience: 3 semester hours**
Prerequisites: Completion of Level II courses and successful practicum application. This course is a one-day per week intensive, collaborative professional experience in diverse K-12 settings with students, emphasizing improving student learning outcomes, data-driven instruction, classroom management, and video use and analysis. Course includes mandatory on-site and on-campus seminars, which could be scheduled outside of normal class time. Concurrent Level III methods course assignments may be completed in Practicum I. The Missouri Content Exam (MOCA) is required during Practicum I. Not available for graduate credit.

**SEC ED 4990 Practicum II: Site-Based Experience: 12 semester hours**
Prerequisites: SEC ED 4989, appropriate curriculum and methods content course, and taking of the Missouri Content Exam (MOCA). This course is a five-day per week intensive, collaborative professional experience in diverse K-12 settings with students, emphasizing improving student learning outcomes, data-driven instruction, classroom management, and video use and analysis. Course includes mandatory on-site and on-campus seminars, which could be scheduled outside of normal class time. Certification requirements are successful completion of the Missouri Content Exam (MOCA) and the Missouri Pre-service Teacher Assessment (MOPTA).

**SEC ED 4992 Practicum I: Site-Based Experience in Music: 3 semester hours**
Prerequisites: MUS ED 3570, MUS ED 3680 (instrumental only), MUS ED 3710 (choral only), PRACTM 2180. Practicum I provides clinical observation and instructional experience in the elementary general music classroom setting. The students gain first-hand experience in preparing and teaching lessons, managing students within the classroom, and receiving mentoring from the clinical teachers.

**SEC ED 4993 Practicum II: 12-Week Site-Based Experience in Music: 9 semester hours**
Prerequisites: Completion of Level I and Level II Education courses, MUS ED 3570, PRACTM 2180 (instrumental), PRACTM 3290 (vocal), MUS ED 3680 or MUS ED 3690, MUS ED 3700 or MUS ED 3710, approval of Coordinator of Music Education. Intensive clinical teaching experience under university supervision, 5 days per week for a minimum of 12 weeks at one location, with seminar included. Must be taken concurrently with SEC ED 4994. Not available for graduate credit.

**SEC ED 4994 Practicum II: 4-Week Site-Based Experience in Music: 3 semester hours**
Prerequisites: Completion of Level I and Level II Education courses, MUS ED 3570, PRACTM 2180 (instrumental), PRACTM 3290 (vocal), MUS ED 3680 or MUS ED 3690, MUS ED 3700 or MUS ED 3710, approval of Coordinator of Music Education. Intensive clinical teaching experience under university supervision, 5 days per week for a minimum of 4 weeks at one location, with seminar included. Must be taken concurrently with SEC ED 4993. Not available for graduate credit.

**SEC ED 4995 Practicum I: Site-Based Experience in Art: 3 semester hours**
Prerequisites: Completion of Level II courses and successful practicum application. This course is a one-day per week intensive professional development experience working in diverse K-12 settings with students, emphasizing improving student learning outcomes, data-driven instruction, classroom management, behavior management strategies, and video use and analysis. Course includes mandatory on-site and on-campus seminars, which could be scheduled outside of normal class time. This course is to be taken during the semester immediately preceding Practicum II. Assignments from the methods course may be completed in the Practicum setting, and experiences in the school guide the methods course activities and discussions. Concurrent enrollment in ART ED 4273 is required. Not available for graduate credit.

**SEC ED 4996 Practicum II: 12-Week Site-Based Experience in Art: 9 semester hours**
Prerequisites: Completion of Level I and Level II Education courses, MUS ED 3570, PRACTM 2180 (instrumental), PRACTM 3290 (vocal), MUS ED 3680 or MUS ED 3690, MUS ED 3700 or MUS ED 3710, approval of Coordinator of Music Education. Intensive clinical teaching experience under university supervision, 5 days per week for a minimum of 12 weeks at one location, with seminar included. Must be taken concurrently with SEC ED 4996. Not available for graduate credit.

**SEC ED 4997 Practicum II: 4-Week Site-Based Experience in Art: 3 semester hours**
Prerequisites: Completion of Level II courses and successful practicum application. This course is a one-day per week intensive professional development experience working in diverse K-12 settings with students, emphasizing improving student learning outcomes, data-driven instruction, classroom management, behavior management strategies, and video use and analysis. Course includes mandatory on-site and on-campus seminars, which could be scheduled outside of normal class time. This course is to be taken during the semester immediately preceding Practicum II. Assignments from the methods course may be completed in the Practicum setting, and experiences in the school guide the methods course activities and discussions. Concurrent enrollment in ART ED 4273 is required. Not available for graduate credit.
SEC ED 4999 Biology Science Teaching Seminar: 3 semester hours
Prerequisites: SEC ED 4985 and SEC ED 4986. The application of
educational philosophy, science curriculum, teaching strategies and
instructional technology in the classroom setting. Offered concurrently
with Secondary School Student Teaching. SEC ED 4990. Not available for
graduate credit.

SEC ED 5000 Teacher Practicum Research: 1 semester hour
Prerequisites: Admission into Student Teaching. Students conduct
research on their own teaching in order to modify their instruction,
curriculum and assessment practices. Concurrent enrollment in SEC ED
4990, Secondary Student Teaching.

SEC ED 5012 Social Studies Teaching Advanced Seminar: 2
semester hours
Prerequisites: SEC ED 5989. An advanced seminar in the analysis and
synthesis of current research and best practice of social studies curricula,
educational philosophy, teaching strategies, and instructional
technology in the classroom setting. To be taken concurrently with SEC ED
5990, Practicum II.

SEC ED 5374 Foreign Language Teaching Advanced Seminar: 2
semester hours
Prerequisites: SEC ED 5989. An advanced seminar in the analysis and
synthesis of current research and best practice of foreign language
curricula, educational philosophy, teaching strategies, and instructional
technology in the classroom setting. To be taken concurrently with SEC ED
5990, Practicum II.

SEC ED 5648 Mathematics Teaching Advanced Seminar: 2 semester
hours
Prerequisites: SEC ED 5989. An advanced seminar in the analysis and
synthesis of current research and best practice of mathematics curricula,
educational philosophy, teaching strategies, and instructional
technology in the classroom setting. To be taken concurrently with SEC ED
5990, Practicum II.

SEC ED 5888 English Teaching Advanced Seminar: 2 semester
hours
Prerequisites: SEC ED 5989. An advanced seminar in the analysis and
synthesis of current research and best practice of English curricula,
educational philosophy, teaching strategies, and instructional
technology in the classroom setting. To be taken concurrently with SEC ED
5990, Practicum II.

SEC ED 5995 Practicum I: Site-Based Experience in Art: 2 semester
hours
Prerequisites: ART ED 5260 and ART ED 5228. A professional
development experience (1 day per week for 14 weeks) working in
diverse K-12 settings with students, emphasizing improving student
learning outcomes, data-driven instruction, classroom management,
behavior management strategies, and video use and analysis.
Activities on site include assisting the classroom teacher in all areas
of instruction, assessment, and classroom management. This course
is to be taken during the semester immediately preceding Practicum II
(student teaching). Concurrent enrollment in ART ED 5273 is required.
Assignments from the methods course(s) may be completed in the
Practicum setting, and experiences in the school guide the methods
course activities and discussions. Activities to acquire research skills will
be included.

SEC ED 5996 Practicum II: Site-Based Experience in Art: 8 semester
hours
Prerequisites: ART ED 5273 and SEC ED 5995. Intensive clinical teaching
experience under university and school supervision 5 days per week for
a minimum of 12 weeks at one location and an additional 4 weeks at a
second location, with seminar included. Teacher candidates spend time
in schools engaged in various capacities to improve student learning
within small group instruction, whole class teaching, lesson planning and
special programs to demonstrate proficiency on all MoSPE standards.
Teacher candidates collect data for a research project. An elementary and
a secondary placement are required.

SEC ED 5999 Biology Teaching Advanced Seminar: 2 semester
hours
Prerequisites: SEC ED 5989. An advanced seminar in the analysis and
synthesis of current research and best practice of science curricula,
educational philosophy, teaching strategies, and instructional
technology in the classroom setting. To be taken concurrently with SEC ED
5990, Practicum II.

SEC ED 6404 Seminar: 1-10 semester hours

SEC ED 6415 Curriculum Leadership in Education: 3 semester hours
Prerequisites: ED PSY 6030 or consent of instructor. Strategies for
developing and implementing up-to-date curriculum. Using current
research of innovative programs and new approaches, students will
develop skills in analyzing and evaluating content area curriculum
according to Common Core and national content standards in order to
lead curriculum development in an educational setting.

SEC ED 6416 Curriculum Design for Educational Programs: 3
semester hours
Prerequisites: ED PSY 6030, SEC ED 6415 or consent of instructor.
Principles of curriculum design and development for a formal or informal
educational setting. Students may choose to develop an integrated or
differentiated curriculum using the Common Core or national content
standards. Compare and contrast curriculum design approaches while
connecting curriculum and instruction practices to learner performance.

SEC ED 6420 Improving Teaching and Learning: 3 semester hours
Prerequisites: ED PSY 6030, or consent of instructor. Students will learn
to improve their teaching effectiveness through the use of various models
of instruction that are based on current learning theories and research in
teaching methodology to improve the achievement of diverse learners.
Focus on inquiry models that prepare educators for effectively teaching the
Common Core standards. Prior instructional experience is recommended.
SEC ED 6428 Secondary School Curriculum Reform in the Life Sciences: 1-4 semester hours
Prerequisites: Graduate Standing. Field-based experiences in improving the district-level secondary school science program, with special attention to the life sciences. Emphasis is given to planning and implementing standards-based inquiry on selected science topics that include connections to other curricular areas. The course is organized into 4 non-overlapping modules. Credit hours are determined based on the number of modules completed. To reflect the number of modules selected by the student, this course may be repeated for a maximum of 4 credit hours.

SEC ED 6431 STEM Instruction in Secondary Education: 3 semester hours
Prerequisites: TCH ED 6010 and TCH ED 6020; or consent of instructor. This course will integrate related Science, Technology, Engineering and Math (STEM) disciplines through examination, analysis, and application of the national science standards (NGSS) for secondary education and scholarly readings. In the course, students will develop STEM curriculum and instruction teaching units that facilitate the learners' construction of scientific understandings.

SEC ED 6441 Problems and Research in Teaching Secondary School Science: 3 semester hours
Prerequisites: Graduate Standing & science education experience. A thorough examination of research related to middle and secondary school science instruction with particular emphasis on innovative programs. Includes methods of investigation and techniques for interpreting the professional research literature.

SEC ED 6485 Secondary School Curriculum Reform in the Physical Sciences: 1-4 semester hours
Prerequisite: Graduate Standing. Field-based experiences in improving the district-level secondary school science program, with special attention to the physical sciences. Emphasis is given to planning and implementing standards-based inquiry on selected science topics that include connections to other curricular areas. The course is organized into 4 non-overlapping modules. Credit hours are determined based on the number of modules completed. To reflect the number of modules selected by the student, this course may be repeated for a maximum of 4 credit hours.

SEC ED 6490 Internship: 1-10 semester hours
Prerequisite: Consent of instructor. Closely supervised experience in a field setting under the direction of a graduate faculty member. An appropriate level of competence and evidence of growth in the professional role must be demonstrated by the intern. The internship will include planning, research, evaluation, and related professional activities.

SEC ED 6497 Problems: 1-10 semester hours

Special Education Courses

SPEC ED 3318 Inclusive Classrooms: 3 semester hours
Prerequisites: Completion of Level I courses. This class is an introductory overview of inclusive education, the characteristics of special populations in diverse classrooms, and issues related to compliance with state and federal law in serving students with varying needs. In addition, Individualized Education Plans (IEPs) and the eligibility process will be emphasized. Applicable strategies for the successful inclusion of all students that enhance collaboration among relevant stakeholders will be provided.

SPEC ED 3346 Literacy Assessment and Reading for Students with Special Needs: 3 semester hours
Prerequisites: Admission to the Teacher Education Program, completion of all Level II education courses. Must be taken during the same semester as SPEC ED 4989. Examination of current research and issues specific to educating students with disabilities in the area of reading. Topics include historical and contemporary perspectives on reading instruction and assessment, and implementation of evidence-based practice to improve phonological awareness, decoding, word recognition, fluency, comprehension, and vocabulary. Written language will also be addressed as it pertains to reading instruction.

SPEC ED 3349 Cross-Categorical Special Education: 3 semester hours
Prerequisites: Admission to the Teacher Education Program, completion of all Level II education courses. Study of research-based instructional, behavior, and IEP writing strategies used to assist students with cross-categorical disabilities. Students take this during the same semester as their Practicum I course.

SPEC ED 4315 Language and Communication of Children with Special Needs: 3 semester hours
Prerequisites: SPEC ED 3318 and Admission to the Teacher Education Program. This course focuses on language acquisition of children with special needs and the techniques employed by classroom teachers. Emphasis on meaningful culturally responsive strategies to support children's language and communication development. Focus on use of assistive technology and alternative and augmentative communication. Clinical hours required to complete course assignments.

SPEC ED 4323 Classroom Management and Positive Behavioral Supports in Inclusive Educational Settings: 3 semester hours
Prerequisites: Admission to Teacher Education Program or consent of instructor. This course establishes healthy and culturally appropriate teacher-student relationships that build successful classroom community and enhance student learning. Teacher candidates develop a culturally appropriate classroom management plan that includes rules, procedures, and expected behaviors and uses problem-solving strategies to resolve behavior problems. In addition, teacher candidates will develop skills to assess, design and implement extensive, individualized, positive behavioral supports. Emphasis is on the candidates developing the social competence of PreK-12 students within diverse inclusive classrooms and engaging families in supportive interactions.

SPEC ED 4342 Transition Issues and Planning: 3 semester hours
Prerequisites: SPEC ED 3318 and admission to the Teacher Education Program; or consent of the instructor. This course provides information to teachers and human service professionals who work closely with adolescents and young adults with disabilities. Emphasis is placed on understanding and planning for the transition from school to adult life for students with disabilities. Transition outcomes include employment, residential options, and other developmental concerns. Topics include self-determination, career education and planning, interagency collaboration, vocational and residential issues and resources, and family support and involvement.
SPEC ED 4989 Special Education Professional Internship: 3 semester hours
Prerequisites: Level I & Level II requirements and ELE ED 4989. This course is an intensive professional development experience (9 hours per week for 14 weeks) working in a school setting with students with disabilities. Activities on site include assisting the classroom teacher in all areas of instruction, assessment, and classroom management. This course is to be taken during the semester immediately preceeding student teaching. This course is to be taken in conjuction with SPEC ED 3349. Assignments from this course are carried out in the Internship, and Internship experiences inform the activities and discussions in this course. Not available for graduate credit.

SPEC ED 4990 Special Education Student Teaching I: 6 semester hours
Prerequisites: Completion of Level I, II & III coursework. Must enroll in both SPEC ED 4990 and SPEC ED 4991. Clinical teaching experience in elementary level special education program under university and school supervision. Required of all special education majors; must be taken during the same semester as SPEC ED 4991. Not available for graduate credit.

SPEC ED 4991 Special Education Student Teaching II: 6 semester hours
Prerequisites: Completion of all Level I, II and III coursework. Must enroll in both SPEC ED 4990 and SPEC ED 4991. Clinical teaching experiences in secondary school classrooms under university and school supervision. Must be taken during the same semester as SPEC ED 4990. Required for all majors in special education. Not available for graduate credit.

SPEC ED 6315 Understanding/Implementing Speech & Language Interventions that Assist Children w/ Sp Needs: 3 semester hours
Prerequisites: Graduate Standing. Study of speech and language development for students with exceptional needs and the techniques employed by classroom teachers to support their learning.

SPEC ED 6315A Understanding/Implementing Speech & Language Interventions for Special Needs A: 1 semester hour
Prerequisites: Admission to Teach For America or Alternative Certification program and must be a practicing teacher with Bachelor Degree. Study of speech and language development for students with exceptional needs and the techniques employed by classroom teachers to support their learning.

SPEC ED 6315B Understanding/Implementing Speech & Language Interventions for Special Needs B: 1 semester hour
Prerequisites: Admission to Teach For America or Alternative Certification program. Must be practicing teacher with Bachelor Degree. Study of speech and language development for students with exceptional needs and the techniques employed by classroom teachers to support their learning.

SPEC ED 6325 Advanced Studies in Classroom & Behavior Management: 3 semester hours
Prerequisite: Graduate Standing. Advanced study of classroom management and applied behavior analysis strategies. Focus on teacher as decision maker in the design, implementation, and evaluation of individual and group management programs with emphasis on functional assessment and positive behavior support.

SPEC ED 6342 Transition Education for Adult Life: 3 semester hours
Prerequisites: Graduate standing and completion of Level I and Level II courses. Educators who may work closely with adolescents and young adults with disabilities will learn about planning for the transition from school to adult life for students with disabilities. Transition outcomes may include employment, residential options, and postsecondary education. Advanced topics include self-determination, self-advocacy, career education and planning, interagency collaboration, vocational and residential issues and resources, postsecondary education options and family support and collaboration.

SPEC ED 6345 Characteristics and Education of Students with High-Incidence Disabilities: 3 semester hours
Prerequisites: TCH ED 3313 or an equivalent course in psychology of the exceptional child. Advanced study of characteristics of students with high-incidence and cross categorical disabilities and other pertinent issues including inclusion, assessment, and evaluation practices.

SPEC ED 6346 Reading Instruction and Intervention in Special Education: 3 semester hours
Prerequisites: Graduate Standing. This course examines current research and issues specific to educating students with disabilities in the area of reading. Topics will include historical and contemporary perspectives on reading instruction and assessment, and implementation of evidence-based practice to improve phonological awareness, decoding, word recognition, fluency, comprehension, and vocabulary. Written language will also be addressed as it pertains to reading instruction. (No credit earned if credit previously earned from SPEC ED 3346).

SPEC ED 6349 Screening And Diagnosis Of Developmental Delays: Birth To 5 Years: 3 semester hours
Prerequisite: ED REM 3721. This course addresses the content, techniques, and special problems related to the assessment of children at risk for developmental delays in the birth to five year age range. Students gain experience in construction, administration and interpretation of assessment tools used with young children. Required for certification in severe handicaps and early childhood-special education.

SPEC ED 6412 Psychology of Exceptional Children: 3 semester hours
An in-depth analysis of the unique psychological problems of exceptional children and youth. Current psychological theories and research emphasized.

SPEC ED 6412A Psychology of Exceptional Children: Legislation: 1 semester hour
Prerequisites: Must hold a completed Bachelor Degree. Students will learn the laws governing Special Education including use of the Individual Education Plan (IEP).

SPEC ED 6412B Psychology of Exceptional Children: Inclusive Classrooms: 1 semester hour
Prerequisites: SPEC ED 6412A. This class is an introductory overview of inclusive education, the characteristics of special populations in diverse classrooms, and issues related to compliance with state and federal law in serving students with varying needs. Applicable strategies for the successful inclusion of all students that enhance collaboration among relevant stakeholders will be provided.
SPEC ED 6415 The Law and Special Education: 3 semester hours
Prerequisite: Graduate Standing. Special education is governed by an elaborate and extensive body of statutes, regulations, and court decisions. This course will focus on the requirements, history, and evolution of laws impacting special education services; current legal requirements in providing a free appropriate public education (FAPE) to students with disabilities and the procedures to obtain legal information in law libraries and on the Internet; and how to conduct legal research using a variety of sources.

SPEC ED 6430 Characteristics and Education of Individuals with Low-Incidence Disabilities: 3 semester hours
Prerequisites: TCH ED 3313 or equivalent course in psychology of the exceptional child; graduate standing. An advanced study of the theoretical and methodological problems related to autism and developmental (low-incidence) disabilities. Particular emphasis on the application of current research findings to issues confronting individuals with autism and developmental disabilities, and family-and community-systems dynamics. Required course for concentration area: Autism and Development Disabilities.

SPEC ED 6437 Applied Behavior Analysis: Functional Assessment and Interventions: 3 semester hours
Prerequisites: SPEC ED 6620 with a grade of B or better (or as a co-requisite) or consent of instructor. Study of the evidence-based, best practice principles and interventions of applied behavior analysis strategies. Exploration of approaches that prove effective when designing and implementing functional behavior assessments, positive behavior support techniques, and behavior intervention plans.

SPEC ED 6443 Characteristics and Education of Students with Learning Disabilities: 3 semester hours
Prerequisites: TCH ED 3313 or an equivalent course in psychology of exceptional children; graduate standing. Advanced study of the theoretical and methodological problems related to learning disabilities. Particular emphasis on the application of current research findings to the problems confronting learners with learning disabilities.

SPEC ED 6450 Characteristics and Education of Students with Emotional/Behavioral Disorders: 3 semester hours
Prerequisites: TCH ED 3313 or an equivalent course in psychology of exceptional children; graduate standing. Advanced study of the problems and characteristics of learners with emotional/behavioral disorders. Particular emphasis on the application of current research findings to problems confronting learners with emotional/behavioral disorders.

SPEC ED 6462 Introduction to Early Childhood Special Education: 3 semester hours
Prerequisites: SPEC ED 3313 or equivalent. Study of issues and concepts central to special education of young children with disabilities, and at-risk for disabilities, and their families. Focus on program models, screening and assessment procedures, and curriculum concepts. An ecological perspective is emphasized.

SPEC ED 6463 Curriculum, Methods, and Materials for Early Childhood Special Ed: 3 semester hours
Prerequisites: SPEC ED 6462. In-depth study of integrated assessment-based curriculum development for learners in early childhood special education. Emphasis on individualized educational planning and implementation for learners and their families.

SPEC ED 6492 Practicum in Special Education: 3-6 semester hours
Prerequisites: Two courses in the area of concentration (developmental disabilities, early childhood special education, emotional/behavioral disorders, or learning disabilities). Supervised experience in the education of learners with disabilities in a school or other appropriate setting.

SPEC ED 6497 Problems: 1-10 semester hours
Prerequisites: TCH ED 3313 or equivalent and consent of instructor. Investigation of a selected problem related to the education of learners with disabilities. To be conducted under the direction of a graduate faculty member.

SPEC ED 6510 History of Disability and Special Education: 3 semester hours
Prerequisite: Consent of Instructor. Provides a historical context for approaching contemporary issues in the education and support of people with disabilities and their families. Requires students to become familiar with methods of retrieval and analysis of historical material.

SPEC ED 6510 Foundations of Autism Spectrum Disorder: Research to Practice: 3 semester hours
Prerequisites: Teaching Certificate and SPEC ED 6437 with a grade of B or higher, or Consent of Instructor. The course focuses on characteristics of children and youth with autism spectrum disorders (ASD); trends and issues connected with ASD; and effective practices and strategies for structuring, managing, and promoting functional/behavioral skills development and interaction among children and youth with ASD.

SPEC ED 6620 Assessment and Interventions for Children and Youth with Autism Spectrum Disorder: 3 semester hours
Prerequisites: SPEC ED 6610 with a grade of B or higher and Teaching Certificate, or Consent of Instructor. The course reviews functions of behavior as a foundation for understanding and completing functional behavior assessments; entails interpreting and graphing collected data; and incorporates intervention practice and applied curriculum modifications.

SPEC ED 6630 Principles of Applied Behavior Analysis: 3 semester hours
Prerequisites: SPEC ED 6620 with a grade of B or higher or Consent of Instructor. Provides a detailed look at the theories, philosophy, and principles of applied behavior analysis. Focus is on applying these principles to assess behavior and develop and implement best practice interventions for reducing problem behaviors and teaching new behaviors to individuals with autism and other developmental disabilities in a variety of settings. Partially meets requirements of national Board Certified Behavior Analyst licensure exam preparation.

SPEC ED 6650 Practicum I in Applied Behavior Analysis: 3 semester hours
Prerequisites: SPEC ED 6630 with a grade of B or higher or Consent of Instructor. Provides the opportunity for students to practically apply the principles and standards of ABA in applied settings. Focus is on students actively demonstrating skills in the areas of behavior assessment, behavior intervention development, and implementation, consultation, ongoing evaluation, and training others in a variety of settings with a variety of clients. Access to field site required. Partially meets requirements of National Board Certified Behavior Analyst licensure exam preparation.

SPEC ED 6660 Advanced Applications of Applied Behavior Analysis: 3 semester hours
Prerequisites: SPEC ED 6630 and SPEC ED 6650, each with a grade of B or higher or Consent of Instructor. Provides a detailed look at methods of data collection, teaching new skills, and evaluating teaching strategies. Focus is on applying these methods to develop and implement best practice strategies that teach new behaviors to individuals with autism and other developmental disabilities, and evaluating the efficacy of these methods. Partially meets requirements of national Board Certified Behavior Analyst licensure exam preparation.
**Teacher Education Courses**

**TCH ED 2000 Becoming a Professional Educator: 1 semester hour**

The course serves to ground candidates in the education profession, including its diverse career options and programs offered in the College of Education. Content includes introduction to, and applications of, the performance assessment system utilized throughout all curricular programs and essential to learning to evaluate one’s experiences, impact, and coursework.

**TCH ED 2001 Early Clinical Experience: Schools: 1 semester hour**

Prerequisites: Current and clear background check and current and clear TB screening required. This course requires clinical experiences in schools for education candidates to observe and analyze a variety of school and classroom environments. Special emphasis focuses on aligning instructional processes and content knowledge. This course must be taken concurrently with TCH ED 2209. Completion of this course partially fulfills early clinical requirement for teacher certification.

**TCH ED 2209 Foundations of Teaching in American Schools: 2 semester hours**

Students explore the multiple roles and functions of professional teaching including communication, leadership, management skills, use of technology, identification of needs of diverse populations and an examination of ethics, law, and other selected concepts and philosophies underlying American public education. This course must be taken concurrently with TCH ED 2001.

**SPEC ED 6675 Ethics and Professionalism in Applied Behavior Analysis: 3 semester hours**

Prerequisites: SPEC ED 6670 with minimum grade of B. The course prepares students in the BCBA Program for the ethical and professional practice of Applied Behavior Analysis. Students will learn about the foundations of professional and ethical behavior that ensures high quality of practice in behavior analysis. The course will prepare students for the national Behavior Analyst Certification Board Exam. Students will primarily receive instruction in Ethical Considerations (Content Area #1), but also Behavioral Assessment, Experimental Evaluation of Interventions, and Selecting Intervention Outcomes and Strategies (Content Areas #4, 5, and 8) of the Behavior Analysis Task List-Third Edition.

**TCH ED 3001 Mid-Level Clinical Experience: Diverse Learners: 1 semester hour**

Prerequisites: Current and clear background check, current and clear TB screening, and admission into the Teacher Education Program. This course involves education candidates in active and purposeful mid-level clinical experiences with regional community agencies that include and support individuals with disabilities and their families. Candidates are required to participate at agencies to meet organization goals and course objectives. This course requires the study of research and analysis of cultural competency in instruction, curriculum and achievement. Completion of this course partially fulfills mid-level clinical requirement for teacher certification. 20 clock hours outside class time are required.

**SPEC ED 6670 Practicum II in Applied Behavior Analysis: 3 semester hours**

Prerequisites: SPEC ED 6670 with minimum grade of B. Provides a detailed look at B.F. Skinner's analysis of verbal behavior and the behavior analytic and functional approach to teaching language. Focuses on the behavior analytic view of speaking, thinking, writing, feeling, reading, and other verbal behavior. In addition, provides information on how to assess and teach verbal behavior to individuals with developmental disabilities.

**TCH ED 3210 General Linguistics in Tchg English to Speakers of Other Languages: 3 semester hours**

Prerequisites: Completion of Level I. An introduction to the historical, legal and pedagogical frameworks relating to Teaching English to Speakers of Other Languages (TESOL), and bilingualism. Students explore principles of language systems including English and the function of language in social and academic settings.

**TCH ED 3211 Basic Principles of Second and Foreign Language Acquisition: 3 semester hours**

Prerequisites: TCH ED 3210. Covers the principles of language acquisition and the factors which influence learning. Students investigate first and second language acquisition processes including socio-cultural and cognitive factors in relation to second language acquisition (SLA). The course analyzes phonology, morphology, syntax, semantics, and discourse, within a communicative framework, which directly relates to instructional strategies.

**TCH ED 3212 Sociolinguistics and Communication in the Classroom: 3 semester hours**

Prerequisites: Admission to Teacher Education Program. Students explore the impact of culture and society on English learners' academic language acquisition. Topics covered in this course include verbal and non-verbal communication, learning styles, and second language acquisition strategies. The course introduces concepts relating to the acculturation process, cross-cultural and intra- and inter-cultural communication and its impact on accommodating the coping strategies for the English learners academic achievement. Students develop strategies to enhance home, school and community relations and impact of culture on perceptions, communication, behaviors, and most importantly, academic learning.

**TCH ED 3213 Performance-based Assessment for TESOL: 3 semester hours**

Prerequisite: TCH ED 3210. By exploring the role of assessment in culturally and linguistically diverse classrooms, this course provides an overview of identifying and placing students at the district and school level. Formal and informal models of assessment are examined as students reflect on the administration and interpretation of equitable measurement strategies and how assessment can reinforce instruction.

**TCH ED 3214 Material Development and Methods for TESOL: 3 semester hours**

Prerequisites: TCH ED 3210, TCH ED 3211, TCH ED 3212, TCH ED 3213, and TCH ED 4391. Students integrate knowledge of second language acquisition research in instructional methodologies in this course. Students will also incorporate theories of linguistics, assessment models, and instructional technology into their material development to meet the needs of diverse English language learners.
TCH ED 3215 Field Experiences in TESOL: 3 semester hours
Prerequisites: TCH ED 3210, TCH ED 3212, and TCH ED 3214 or concurrently taking TCH ED 3214. Students observe and reflect on actual classroom practices as well as complete a student's needs analysis and placement tests. The students implement the strategies for advocating an collaborating on behalf of students from diverse language backgrounds. This is a supervised field experience.

TCH ED 3224 Curriculum Development for Content Teaching of English Language Learners: 3 semester hours
Prerequisites: TCH ED 3210 required; TCH ED 3211, TCH ED 3212, and TCH ED 3213 recommended. This course explores teachers' first, second, and/or dual language acquisition as well as language structures, learning styles, and the effects of cross-culture competencies on English learners' (ELs') content areas (English Language Arts, Science, Mathematics, Social Studies, etc.). Linguistically and culturally responsive teaching (LCRT) strategies will be covered. Standards-based integrated curriculum and instructional materials with assessment strategies will be developed and analyzed along with World-Class Instructional Design and Assessment (WIDA) descriptors based on ELs' language proficiency levels to ensure success.

TCH ED 3310 Introduction to Methods of Teaching: 2-3 semester hours
Prerequisites: Admission to Teacher Education Program. Students will create curriculum to inform instruction through use of various teaching methods and educational technologies. This course emphasizes planning and assessment while reflecting on practice.

TCH ED 4299 Linguistically and Culturally-Responsive Teaching Strategies for EFL Students: 3 semester hours
Prerequisites: Senior Status in Undergraduate Program or consent of instructor. This course will lead the senior teacher candidates to learn, explore, develop, and reflect the linguistically and culturally responsive teaching strategies for English as a foreign language (EFL) learners who may not use English as a daily communication media. This is an interactive and reflective course in which the students create their instructional materials that are culturally and academically relevant to the EFL learners. All of the instructional materials need to incorporate the four language domains, i.e., listening, speaking, writing, and reading.

TCH ED 4391 Literacy for Adolescent Learners in Content Areas: 3 semester hours
Prerequisites: Current and clear background check, current and clear TB screening, and admission to the Teacher Education Program. Examines the teaching of multiple literacies including reading, writing, speaking and critical thinking in the content areas. Implications of diverse cultures and languages and their relationship to reading will be explored. Twenty (20) clinical hours required to complete course assignments.

TCH ED 4988 Teaching and Learning in Urban Schools: 3 semester hours
Prerequisites: Enrollment in the Minor in Urban Education or permission of the instructor. The capstone course for the Minor in Urban Education. Students design and implement a classroom-based, action research project in an urban school that integrates differentiated instruction, culturally relevant and sensitive teaching strategies, assessing children's learning to meet individual needs, and implementing inquiry-based projects.

TCH ED 5000 Advanced Early Clinical Experience: 1 semester hour
Prerequisites: Graduate Standing and current and clear background and TB screening required. This course requires clinical experiences for those wishing to explore teaching as a career. Includes regularly scheduled on-site teaching as outlined by instructor. Required for secondary candidates seeking accelerated entry into teacher certification program and must be taken prior to Practicum 1. Completion of this course partially fulfills early clinical requirement for teacher certification.

TCH ED 5001 Advanced Mid-Level Clinical Experience: Diverse Learners: 1 semester hour
Prerequisites: Admission into the Teacher Education Program and graduate standing. This course involves education candidates in active and purposeful advanced mid-level clinical experiences with regional community agencies that include and support individuals with disabilities and their families. Candidates are required to participate at agencies to meet organization goals and course objectives. This course requires the study of research and analysis of cultural competency in instruction, curriculum and student learning outcomes. Completion of this course partially fulfills mid-level clinical requirement for teacher certification. Current and clear background and TB screening required. 20 clock hours outside class time are required.

TCH ED 5310 Instructional Design: 3 semester hours
Prerequisites: Admission into the Teacher Education Program and graduate standing. This course involves education candidates in active and purposeful advanced mid-level clinical experiences with regional community agencies that include and support individuals with disabilities and their families. Candidates are required to participate at agencies to meet organization goals and course objectives. This course requires the study of research and analysis of cultural competency in instruction, curriculum and student learning outcomes. Completion of this course partially fulfills mid-level clinical requirement for teacher certification. Current and clear background and TB screening required. 20 clock hours outside class time are required.

TCH ED 5310B Instructional Design: High-Yield Instructional Strategies: 1 semester hour
Prerequisites: Graduate Standing. Educators will develop skills in planning teaching units, instructing lessons, selecting content and using various teaching methods appropriate for use in classrooms. Students will learn to use high yield instructional strategies appropriately matched to learning goals.

TCH ED 5310C Instructional Design: Instructional Models: 1 semester hour
Prerequisites: Graduate Standing. Educators will develop skills in planning teaching units, instructing lessons, selecting content, and using various teaching methods appropriate for use in classrooms. Students will learn various models for teaching and apply each model selectively based on instructional goals and learner characteristics.

TCH ED 5311 Foundations of Education: 3 semester hours
Prerequisite: Graduate standing. Students will learn the history of public education, the role of the teacher as a change agent, the influence of technology, and the impact of diversity of American classrooms. Ten clock hours of field work required.

TCH ED 5312 Teaching Reading in the Content Area: 3 semester hours
Prerequisites: Graduate Standing. Explores differentiated instruction as an approach to meeting the diverse literacy needs of all students in the classroom—including identifying students with reading difficulties and supporting their literacy in the content area. This differentiated instruction approach will be used to enhance literacy developments of adolescent learners in functional literacy, content literacy, technological literacy and creative/innovative literacy.
TCH ED 5800 Building Excellence in STEM Talent Professional Seminar: 1 semester hour
Prerequisites: Special consent required. A weekly professional seminar for the purpose of exploring how STEM content and pedagogical knowledge can embody the principles of instructional creativity. The seminar will use best practices engineering to produce a series of STEM lessons that use knowledge of subject concepts and project-based instruction relevant to students in local high-need schools. These lesson prototypes will be developed through the process of a cross-disciplinary InnoLab and improved upon during the internships in the schools. The seminar will take place in the ED Collabitat and be attended by a series of academic, community, and corporate resources. Repeatable up to 4 credit hours.

TCH ED 5850 Topics in the Teaching of Writing: 1-3 semester hours
Same as ENGL 4850. Prerequisite: ENGL 3100 or equivalent.

TCH ED 6010 Examining History, Community and Social Justice in Education: 3 semester hours
Addresses the issues of equity and social justice from the context of personal and educational history. Students will develop a cultural understanding of their own previous school, community and family experiences and generalize those findings to their current work as educators. They will develop an understanding of the historical foundations of American education and the role of the teacher to be a catalyst for change. Curriculum, instruction and learning will be examined through a variety of lenses including race, class, gender, ability, sexual orientation and religion to become culturally responsive teachers.

TCH ED 6020 Teacher Action, Advocacy and Leadership: 3 semester hours
Investigates the relationships among students, general and special education teachers, counselors, principals, parents, and other support and specialist personnel typically present in schools in Missouri and the changing roles of all these individuals as a consequence of general and special education reform initiatives. Develop systemic action plans and become advocates and leaders within the school and larger community for children, families, and the profession. Assists teachers to analyze and improve their management, planning and record keeping systems and professional development planning.

TCH ED 6115 Historical Thinking in Theory and Practice I: 3 semester hours
Same as HIST 6115. Prerequisites: Graduate Standing or consent of instructor. This course explores theoretical and research literature on historical thinking. It further examines effective teaching strategies and curriculum materials that facilitate historical thinking and reading skills while also broadening content knowledge. It will familiarize students with text and web-based resources available for instruction.

TCH ED 6116 Historical Thinking in Theory and Practice II: 3 semester hours
Same as HIST 6116. Prerequisites: HIST 6115 / TCH ED 6115 or consent of instructor. Building upon HIST 6115 / TCH ED 6115, this course emphasizes the design, implementation, and assessment of teaching materials and practices that foster historical thinking and reading. In this hands-on, action research course, students will focus on their own teaching materials and practices to improve their capacity to teach and assess students’ historical thinking.

TCH ED 6200 Building Character and Competence with Diverse Learners: 3 semester hours
Prerequisites: Graduate Standing. This course introduces theories and offers research-based strategies, materials, and resources designed to meet the needs of diverse learners in elementary school settings, including those with special needs and English language learners. Students will also learn ways to promote character and citizenship development, cross-cultural communication, and positive behavior supports.

TCH ED 6210 Foundations of Teaching English to Speakers of Other Languages: 3 semester hours
Prerequisites: Graduate Standing. This course is an introduction to the historical, legal and pedagogical frameworks relating to Teaching English to speakers of Other Languages (TESOL) and bilingualism. Students explore current issues, trends and influential factors in second language acquisition (SLA) instructional and assessment models.

TCH ED 6220 Principles of Second/Foreign Language Acquisition: 3 semester hours
Prerequisite: TCH ED 6210. This course is a research-based study of language acquisition and the factors which influence learning. Students investigate first and second language acquisition processes including socio-cultural and cognitive factors, as well as linguistic research about second language acquisition (SLA). The course analyzes phonology, morphology, syntax, semantics and discourse, within a communicative framework, which directly relates to instructional strategies.

TCH ED 6224 Integrated Curriculum Development for Content Teaching of English Language Learners: 3 semester hours
Prerequisites: TCH ED 6210 required; TCH ED 6220, TCH ED 6230, and TCH ED 6240 recommended. Explores research-based first, second, and/or dual language acquisition as well as language structures, learning styles, and the effects of cross-culture competencies on English Learners’ (ELs’) content areas. Linguistically and culturally responsive teaching strategies will be covered. Standards-based integrated curriculum and instructional materials with assessment strategies will be developed and analyzed along with World-Class Instructional Design and Assessment (WIDA) descriptors based on ELs’ language proficiency levels to ensure success.

TCH ED 6230 Cross-Cultural Communication in the Classroom: 3 semester hours
Prerequisite: TCH ED 6210. Students explore the impact of culture and society on verbal and non-verbal communication, learning styles, and second language acquisition. The course introduces concepts relating to the acculturation process, cross-cultural and intra-cultural communication. Within this theoretical context, students recognize their own socio-cultural identity and its impact on teaching models. Students develop strategies to enhance home, school and community relations.

TCH ED 6240 Assessment for Teaching English to Speakers of Other Languages: 3 semester hours
Prerequisites: TCH ED 6210 and TCH ED 6220 are recommended. By exploring the role of assessment in culturally and linguistically diverse classrooms, this course provides an overview of identifying and placing students at the district and school level. Formal and informal models of assessment are examined as students reflect on the administration and interpretation of equitable measurement strategies and how assessment can inform instruction.
TCH ED 6250 Methods and Materials for Teaching English to Speakers of Other Languages: 3 semester hours
Prerequisites: TCH ED 6220, TCH ED 6230, and TCH ED 6240, or consent from instructor. Students integrate knowledge of second language acquisition research in instructional methodologies, linguistics, assessment models, and awareness of socio-cultural dynamics, in order to design and critique a unit plan including materials and needed technology support.

TCH ED 6260 Practicum in Teaching English to Speakers of Other Languages: 3 semester hours
Prerequisites: TCH ED 6220, TCH ED 6230, TCH ED 6240, and TCH ED 6250 or concurrently taking TCH ED 6250. Students observe and reflect on actual classroom practices, complete a student's needs analysis and placement test, and implement a unit plan in the classroom with reflection. This is a supervised field experience.

TCH ED 6350 Gender, Language and Identity: 3 semester hours
Same as GS 6350. Prerequisites: Graduate level standing. An interdisciplinary look at the ways gendered and racial identities are developed and shaped through language and culture. Readings will address the complex, yet sometimes invisible, ways that identity, language and gender intersect, creating and assigning roles, responsibilities, and possible selves to individuals and groups in a global world.

TCH ED 6440 Innovation in Education: 3 semester hours
Prerequisites: Graduate Standing. Addresses facets of community education beginning with the theoretical background. Reflection will be examined as a key component of community education and reflective questioning techniques developed and practiced. Students will develop an understanding of community education.

TCH ED 6444 Environmental Education: 3 semester hours
Activity-oriented coursework in developing environmental awareness, field and/or laboratory skills and techniques, and the use of environmental curricula. Materials and activities appropriate for a variety of educational settings, including outdoor locales, will be developed. This course is designed to give educators experience in developing and implementing environmental education curricula, especially in an outdoor setting.

TCH ED 6565 Enriching Learning through Multicultural Arts, Music, Physical Education & Health: 1 semester hour
Prerequisite: Graduate standing. Surveys the association between academic achievement and student participation in art, music, health, and physical education. Review research pertaining to the relationship between participation in the arts and physical education and language development, memory, creativity and learning in other subject areas.

TCH ED 6566 Cross-Curricular Connections with Multicultural Arts, Music, Physical Education & Health: 1 semester hour
Prerequisites: Graduate standing. Surveys research-based methods and strategies for implementing cross-curricular learning activities between the core subject areas and the arts, health, and physical education.

TCH ED 6880 Gateway Writing Project: 3-6 semester hours
Same as ENGL 6880. An intensive course in the writing process and the writing curriculum, designed for experienced teachers. Readings of current theory and research will be related to participants' experience as writers and as teachers. Topics may vary, may be repeated for credit. No more than 6 hours may be applied toward the M.Ed. Counts toward the Graduate Certificate in Teaching Writing.

TCH ED 6890 Seminar in Professional Writing for Teachers: 3 semester hours
Prerequisites: TCH ED 6880 and near completion of Graduate Certificate in the Teaching of Writing. Capstone seminar for the Graduate Certificate in the Teaching of Writing. Participants will pursue the dual role of writer/writing teacher by designing individual projects with one of these emphases: (1) research writing based on a classroom inquiry into the teaching of writing; (2) expository and creative writing based on an inquiry into the teacher's own evolution as a writer. Seminar meetings will include both face-to-face and online communication.

TCH ED 6909 Teacher Action Research I: 3 semester hours
Prerequisites: Graduate Standing. Minimal of 21 hours of M.Ed coursework completed. Students learn the knowledge, skills, and tools for systematic reflective practice in preparation for completing the Masters Capstone Action Research project in TCH ED 6910.

TCH ED 6910 Teacher Action Research Capstone: 3 semester hours
Prerequisites: TCH ED 6909 for teachers and all but the last 6 hours of the M.Ed. program or TCH ED 6909 or ED REM 6040 for non-teachers. Students apply research knowledge, skills, and dispositions developed in TCH ED 6909 to an Action Research project, reflecting on and evaluating an aspect of one's own practice within a situated context. Students identify focused questions, collect and analyze data, using both analytic and practice tools, and review literature to research multiple factors in order to improve student learning. The research findings and insights will be shared in a public forum as a capstone for the M.Ed.

TCH ED 7100 Research in Literacy Studies: 3 semester hours
Prerequisites: Admission to the doctoral program. Participants will critically examine foundational, theoretical and historical work in the intersection of language, literacy and culture. An analysis of seminal research will explore related traditions and contemporary theories in literacy (K-12).

TCH ED 7200 Historical and Theoretical Foundations of Curriculum and Instruction: 3 semester hours
Prerequisites: Admission to the doctoral program. Examines foundational, theoretical and historical work in the field of Curriculum and Instruction. Students will read and analyze key texts, engage in discussions with peers and divisional faculty, build coherent and well-informed arguments, and apply new understandings to problems of practice.

TCH ED 7210 Issues And Trends in Content and Language Acquisition for English Language Learners: 3 semester hours
Prerequisites: Doctoral Standing. Analysis of current issues on simultaneous development of academic content and English language learning. Current trends in teaching English to Speakers of Other Languages (TESOL) include Sheltered Instruction Observation Protocol (SIOP), Teaching and Learning Cycle, Teaching Proficiency through Reading and Story Telling (TPRS), and English as an international language. Students will identify an area of inquiry, and design and complete a research project.