

Elementary Education

Courses

ELE ED 3338 Teaching Elementary Literacy in Inclusive Settings: Literacy Assessment and Learning: 3 semester hours

Prerequisites: Completion of Level I requirements. 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 requirements 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: Accepted Practicum I application. This course is a two-day per week intensive, collaborative professional experience in inclusive K-12 settings with emphasis in elementary classrooms. This course emphasizes improving student learning outcomes, data-driven instruction, classroom management, and video use and analysis. Practicum I includes mandatory on-site and on-campus seminars which could be scheduled outside of normal class time. Students are required to take the appropriate DESE-mandated content exam during Practicum I.

ELE ED 4990 Practicum II: Elementary/Special Education Site Based Experience: 12 semester hours

Prerequisites: Successful completion of Practicum I. This course is a four-day per week intensive, collaborative professional experience in inclusive K-12 settings with emphasis in elementary classrooms. This course emphasizes improving student learning outcomes, data-driven instruction, classroom management, and video use and analysis. Practicum II includes mandatory on-site and on-campus seminars which could be scheduled outside of normal class time. Students are required to take the appropriate DESE-mandated content exam during Practicum II.

ELE ED 4992 Practicum I: Elementary/Special Education/TESOL Site-Based Experience: 3 semester hours

Prerequisites: Accepted Practicum I application. This course is a two-day per week intensive, collaborative professional experience in inclusive K-12 settings with emphasis in elementary classrooms. This course emphasizes improving 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. Practicum I includes mandatory on-site and on-campus seminars which could be scheduled outside of normal class time. Students are required to take the appropriate DESE-mandated content exam during Practicum I.

ELE ED 4993 Practicum II: Elementary/Special Education/TESOL Site-Based Experience: 12 semester hours

Prerequisites: Successful completion of Practicum I requirements. This course is a four-day per week intensive, collaborative professional experience in inclusive K-12 settings with emphasis in elementary classrooms. This course emphasizes improving 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. Practicum II includes mandatory on-site and on-campus seminars which could be scheduled outside of normal class time. Students are required to take the appropriate DESE-mandated content exam during Practicum II.

ELE ED 4994 Practicum I: Elementary/TESOL Site-Based Experience: 3 semester hours

Prerequisites: Accepted Practicum application. This course is a two-day per week intensive, collaborative professional experience in inclusive K-12 settings with emphasis in elementary classrooms. This course emphasizes improving 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. Practicum I includes mandatory on-site and on-campus seminars which could be scheduled outside of normal class time. Students are required to take the appropriate DESE-mandated content exam during Practicum I.

ELE ED 4995 Practicum II: Elementary/TESOL Site-Based Experience: 12 semester hours

Prerequisites: Successful completion of Practicum I requirements. This course is a four-day per week intensive, collaborative professional experience in inclusive K-12 settings with emphasis in elementary classrooms. This course emphasizes improving 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. Practicum II includes mandatory on-site and on-campus seminars which could be scheduled outside of normal class time. Students are required to take the appropriate DESE-mandated content exam during Practicum II.

ELE ED 5989 Practicum I: Elementary/Special Education Site-Based Experience: 2-3 semester hours

Prerequisites: Director of Clinical Experience approval. This course is a 2 day per week intensive professional development experience working in K-12 settings with students with emphasis in inclusive elementary classrooms. On-site activities include partnering with the classroom teacher in all areas of instruction, assessment, and classroom management. Some methods course assignments may be completed during the practicum day at school sites. Activities to acquire research skills are included.

ELE ED 5990 Practicum II: Elementary/Special Education Site-Based Experience: 8 semester hours

Prerequisites: Successful completion of Practicum I and Director of Clinical Experience approval. This course is a clinical teaching experience 4 days per week in inclusive elementary settings. 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 professional teacher standards. Teacher candidates collect data for a research project.

ELE ED 5992 Practicum I: Elementary/Special Education/TESOL Site-Based Experience: 2-3 semester hours

Prerequisites: Director of Clinical Experience approval. This course is a 2 day per week intensive professional development experience working in K-12 settings with students with emphasis in inclusive elementary classrooms. On-site activities include partnering with the classroom teacher in all areas of instruction, assessment, and classroom management. Particular emphasis is given to differentiated instruction and impacting student achievement for diverse populations. Some methods course assignments may be completed during the practicum day at school sites. Activities to acquire research skills are included.

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. This course is a clinical teaching experience 4 days per week in inclusive elementary settings. 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 professional teacher standards. Particular emphasis is given to differentiated instruction and impacting student achievement for diverse populations. Teacher candidates collect data for a research project.

ELE ED 5994 Practicum I: Elementary/TESOL Site Based Experience: 2-3 semester hours

Prerequisites: Director of Clinical Experience approval. This course is a 2 day per week intensive professional development experience working in K-12 settings with students with emphasis in elementary classrooms. On-site activities include partnering with the classroom teacher in all areas of instruction, assessment, and classroom management. Particular emphasis is given to differentiated instruction and impacting student achievement for diverse populations. Some methods course assignments may be completed during the practicum day at school sites. Activities to acquire research skills are included.

ELE ED 5995 Practicum II: Elementary/TESOL Site-Based Experience: 8 semester hours

Prerequisites: Successful completion of Practicum I and Director of Clinical Experience approval. This course is a clinical teaching experience 4 days per week in elementary settings. 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 professional teacher standards. Particular emphasis is given to differentiated instruction and impacting student achievement for diverse populations. Teacher candidates collect data for a research project.

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 6246T Math Content Pedagogy, Inquiry-Based Instruction, and Assessment for Teachers in Residence: 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 in residence with math content and pedagogical techniques to prepare and deliver high quality math instruction and assessment aligned with learning standards and research-based practices.

ELE ED 6253 Teaching Social Studies through Reading, Writing, and English Language Learning: 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 6253A Teaching Social Studies through Reading, Writing, and English Language Learning: A: 1 semester hour

Prerequisites: Admission to Teach For America or Alternative Certification Program; must be practicing teacher with Bachelor Degree. 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. There is an emphasis on essential attributes of effective literacy and content teachers, including the ability to draw upon students' cultural and linguistic backgrounds, the ability to help students make connections between new information and previous knowledge, and support students to transfer new information to real-life contexts and environments using critical thinking skills.

ELE ED 6253B Teaching Social Studies through Reading Writing and English Language Learning: B: 1 semester hour

Prerequisites: Admission to Teach For America or Alternative Certification Program; must be practicing teacher with Bachelor Degree. 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. There is an emphasis on essential attributes of effective literacy and content teachers, including the ability to draw upon students' cultural and linguistic backgrounds, the ability to help students make connections between new information and previous knowledge, and support students to transfer new information to real-life contexts and environments using critical thinking skills.

ELE ED 6253C Teaching Social Studies Through Reading, Writing, and English Language Learning: C: 1 semester hour

Prerequisites: B- or better in ELE ED 6253B. This course 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. There is an emphasis 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 to support students to transfer new information to real-life contexts and environments using critical thinking skills. Must be practicing teacher with a bachelor's degree.

ELE ED 6337 Teaching and Learning Literacy in the Elementary Classrooms: Teaching Reading and Writing: 3-4 semester hours

Prerequisites: Admission to Teacher Education Program (TEP): Teach in 12. This course emphasizes literacy development, literacy instruction, and children's literature in the process of teaching reading and writing within diverse contexts and with linguistically and culturally diverse students. Candidates survey literacy development as a social practice, learn to effectively use children's literature to focus on methods of teaching reading and writing, and explore evidence-based practices related to phonemic awareness, phonics, fluency, vocabulary, comprehension, and written composition.

ELE ED 6337T Teaching Literacy: Reading and Writing for Teachers in Residence: 3 semester hours

Prerequisites: Admission to Teach Residency. This course for teachers in residence emphasizes literacy development, literacy instruction, and children's literature in the process of teaching reading and writing within diverse contexts and with linguistically and culturally diverse students. Teachers in residence survey literacy development as a social practice, learn to effectively use children's literature to focus on methods of teaching reading and writing, and explore evidence-based practices related to phonemic awareness, phonics, fluency, vocabulary, comprehension, and written composition.

ELE ED 6338 Literacy Assessment for Guided Instruction: 3-4 semester hours

Prerequisites: ELE ED 6337. This course addresses the effective use and evaluation of assessment instruments to prevent student literacy difficulties and promote accelerated learning. Candidates learn to administer and interpret formative assessments to design classroom literacy engagements using evidence-based instructional strategies and materials. Candidates continue to develop their knowledge base of literacy development, research, and practice through critical reading and writing, while also implementing literacy instruction that is responsive and integrates global technologies. This course includes a field component.

ELE ED 6338T Literacy Assessment for Guided Instruction for Teachers in Residence: 4 semester hours

Prerequisites: ELE ED 6337T. This course for teachers in residence addresses the effective use and evaluation of assessment instruments to prevent student literacy difficulties and promote accelerated learning. Teachers in residence learn to administer and interpret formative assessments to design classroom literacy engagements using evidence-based instructional strategies and materials.

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

Prerequisites: Graduate standing. This course extends candidate understanding of students' literacy acquisition, development, and learning across the K-12 learning continuum. Emphasis is on development of a teaching philosophy and skills which include maintaining effective literacy learning environments in diverse classrooms, fostering culturally and linguistically responsive classroom communities, understanding social and environmental issues that affect the literacy learning of diverse learners, connecting with students' family and community language and literacy practices, using effective methods and materials to develop engaged and literate students, and fostering students' engagement in literacy activities.

ELE ED 6411 Curriculum Leadership Elementary Programs: 3 semester hours

Prerequisite: TCH ED 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 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 6431 STEM Instruction in Elementary Education: 3 semester hours

Prerequisites: TCH ED 6010, 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) and scholarly readings. In the course, students will develop STEM curriculum and instruction that facilitate the learners' construction of scientific understandings.

ELE ED 6448 Diagnosis and Remediation of Disabilities in Learning Mathematics: 3 semester hours

Prerequisites: Graduate standing. This course explores the materials and techniques used in diagnosis and correction of mathematical disabilities in K-12 educational settings.

ELE ED 6482 Problems and Research in Teaching Elementary School: 3 semester hours

Prerequisites: Graduate standing. This is the capstone course for the Masters of Education in Reading and is taken in the last 9 hours of the master's program. The three foci for this course are (1) systematic study of research as it focuses on the problems of teaching literacy in K-12 classrooms, (2) innovations in the field, and (3) action research. Candidates design and complete an action research project related to literacy.

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 6686. This course is an application of literacy theory and research in a supervised setting. The emphasis is on assessing and analyzing the literacy strengths, needs, and interests of a range of readers with the goal of improving their literacy abilities and attitudes. The focus is on establishing reading support for K-12 students with the assistance of formal and informal assessments, reading professionals, educators, and students' families.

ELE ED 6494 Reading Specialist Practicum II: 3 semester hours

Prerequisites: ELE ED 6493. This course is an application of evidence-based literacy instruction in a supervised setting. The emphasis is on using appropriate print and digital materials and providing effective instructional techniques to address K-12 students' assessed literacy strengths, needs, and interests with the goal of improving their literacy abilities and attitudes. Family and community knowledge and practices will be integrated into literacy sessions in ways that enhance literacy learning. The focus is on the roles of the literacy specialist and leader in a range of settings, including online.

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. This course extends candidate knowledge of effective instructional designs and strategies for teaching literacy. Emphasis is on development of a teaching philosophy which acknowledges students gain considerable knowledge about reading and writing from their families and communities. Emphasis is placed on integrating research-based components of reading, including: phonemic awareness, phonological awareness, comprehension, fluency, and decoding within culturally- and linguistically-responsive instructional designs. Focus is on effective instructional design and strategies to promote students' writing and reading success within face-to-face and online classrooms.

ELE ED 6686 Analysis and Correction of Reading Disabilities: 3 semester hours

Prerequisites: Graduate standing. This course develops students' understanding of the roles and responsibilities of the teacher of reading, reading specialist, and literacy coach. Emphasis is on the nature of specific reading difficulties, distinguishing reading difficulty/disability from language and literacy diversity and variation, 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. Candidates will use informal and formal literacy assessments to guide instructional planning and case study writing.