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 3330 Literacy, Literature And The Learner: 3 semester hours
Prerequisites: Level II requirements. Exploration of literature and literacy-related resources available to teachers for children and young people. Emphasis on critical reading of literature for a variety of purposes, including communication, instruction, information, and recreation. Focus on the development of criteria for evaluating and selecting culturally and developmentally appropriate materials for motivating students to read in school and at home, as well as strategies for using literature to build family and school partnerships around reading. Twelve hours of participation in a school classroom setting are required. This course may be applied toward a Literacy Minor.

ELE ED 3336 Communication Arts Learning And Instruction: 3 semester hours
Prerequisites: Level I and Level II requirements. Analysis of the six communication arts (listening, speaking, viewing, visually representing, writing, and reading) across content areas. Attention on understanding children's home language and how children learn and develop communication skills. Special emphasis on strategies for assessing and teaching reading and writing, including workshop models, spelling, grammar, and grand conversations to meet the needs of every child. This course may be applied toward a Literacy Minor.

ELE ED 3337 Teaching and Learning Literacy in the Elementary Classroom: 4 semester hours
Prerequisite: Level I. The course, emphasizing literacy development, literacy instruction and children's literature, is the first in a sequence of two courses on teaching reading and writing. The purposes of this course are to survey literacy and literacy development as social practices, to focus on methods of teaching reading and writing, and to 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. Assessment strategies that inform these instructional practices will be introduced. Particular attention will be given to learning to teach literacy within diverse contexts and with multicultural groups of student.s.

ELE ED 3338 Literacy Assessment and Learning: 3 semester hours
Prerequisites: Level II and ELE ED 3337. The purposes of this course are to address issues of the differences and difficulties that may occur in literacy processes, evaluation of students' literacy skills, analysis of texts for their use by readers, and to design classroom literacy engagements that utilize a variety of instructional strategies and materials. Assessment practices explored will include running records, 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 3389 Classroom Based Assessment To Guide Literacy Instruction: 3 semester hours
Prerequisites: TCH ED 3315 or TCH ED 4391 or equivalent reading methods course. Analysis of strategies for differentiating instruction for a range of readers and writers across content areas. Focus on cultural and language considerations in the assessment of students' literacy skills. Emphasis on meeting the needs of individual readers and writers in the context of whole class instruction. This course may be applied toward a Literacy Minor.

ELE ED 4246 Teaching Mathematics In The Elementary School: 3 semester hours
Prerequisite: Junior standing and completion of mathematics requirements in General Education. Organization and implementation of a modern elementary school mathematics program. If taken concurrently with internship, field hours will be combined within the internship experience. If this course is taken separately, then K-6 based field experiences are required in addition to scheduled course time.

ELE ED 4253 Teaching Of Social Studies In The Elementary School: 3 semester hours
Prerequisite: Junior standing and completion of social science requirements in general education. Study of elementary school social studies emphasizing the 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, the K-6 based field experiences are required in addition to scheduled course time.

ELE ED 4320 Classroom Management: 3 semester hours
Same as ECH ED 4320, SEC 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.

ELE ED 4341 Teaching Science In The Elementary School: 3 semester hours
Prerequisites: Level I and Level II requirements. An analysis of teaching science to K-6 students with emphasis on current science education trends, science curricular materials, and strategies of instruction. If taken concurrently with internship, field hours will be combined within the internship experience. If this course is taken separately, then K-6 based field experiences are required in addition to scheduled course time.

ELE ED 4342 Addressing Needs In Mathematics Teaching And Learning: 3 semester hours
Prerequisite: ELE ED 4246. 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. Course requires that students participate in K-12 classrooms for a minimum of 10 hours, in addition to university class schedule.
ELE ED 4989 Practicum I: Elementary/Special 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 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 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.

ELE ED 4990 Practicum II: Elementary/Special Education Site Based Experience: 12 semester hours  
Prerequisites: Grade of C or higher in ELE ED 4989 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 educated exclusively. Not available for graduate credit.

ELE ED 4991 Elementary School Student Teaching II: 6 semester hours  
Prerequisite: Completion of Level III courses. Clinical teaching experience in elementary school classrooms under university and school supervision. Required for all majors in elementary education. Not available for graduate credit.

ELE ED 4992 Practicum I: Elementary/Special Education/TESOL Site Based Experience: 3 semester hours  
Prerequisites: Completion of Level I and Level II requirements. This course is 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. Practicum I is taken in the semester immediately preceding Practicum II. Not available for graduate credit.

ELE ED 4993 Practicum II: Elementary/Special Education/TESOL Site Based Experience: 12 semester hours  
Prerequisites: Grade of C 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 educated exclusively. Not for graduate credit.

ELE ED 4994 Practicum I: Elementary/TESOL Site Based Experience: 3 semester hours  
Prerequisites: Completion of Level I and Level II requirements. This course is 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. 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 C 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. Not for graduate credit.

ELE ED 5989 Practicum I: Elementary/Special Education Site Based Experience: 1-2 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 include ESOL. Not for graduate credit.

ELE ED 5992 Practicum I: Elementary/Special Education Site Based Experience: 3 semester hours  
Prerequisites: Completion of Level I and Level II requirements. This course is 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 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. 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 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 include ESOL. Not for graduate credit.

ELE ED 5994 Practicum I: Elementary/TESOL Site Based Experience: 2 semester hours  
Prerequisites: Completion of Level I and Level II requirements. This course is 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 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
Prerequisites: Graduate Admission. A systematic examination of research related to early childhood and elementary school programs. Students 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 a 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 6429 Elementary School Curriculum Reform In The Physical 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 physical sciences. Emphasis is given to planning and implementing standards-based inquiry science activities that include connections to other curricular areas. The 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 6436 Children's Literature I: Survey And Analysis: 3 semester hours
Prerequisite: ELE ED 3330 or equivalent. A survey of children's literature published in the last ten years. Special emphasis will be placed on the relationship between children's literature and contemporary issues of society. Students will experience the materials themselves rather than reading about books. In addition, students will begin to study the literary elements that make literature interesting and meaningful for children.

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.

ELE ED 6450 Problems Of Teaching Social Studies In The Elementary School: 3 semester hours
A classroom-oriented study of curricular and instructional problems encountered in social studies. Emphasis is placed upon development of materials, techniques, and resources.
ELE ED 6482 Problems And Research In Teaching Elementary School: 3 semester hours
This is the capstone course for the Master of Elementary Education-Emphasis in Reading. To be taken in the last 9 hours of Masters Program. The three foci for this course are (1) systematic study of research as it focuses on the problems of teaching reading in the elementary school, (2) innovations in the field, and (3) action research. Each student designs and completes 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 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 and analyzing the 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.