

Teacher Education

Courses

TCH ED 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.

TCH ED 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. Thirty (30) clock hours outside class time are required.

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.

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.

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

Prerequisites: Completion of Level I requirements. 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 3211, TCH ED 3212, TCH ED 3213, TCH ED 3224, and TCH ED 4391. This course integrates knowledge of second language acquisition research in instructional methodologies. Students 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 (may be taken concurrently). 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: 3 semester hours

Prerequisite: 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 standing 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 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: Graduate standing. This course emphasizes the importance of reflective practice, planning for diverse learners, student engagement, and the use of technology. Candidates will produce evidence of learning through the development of instructional materials that encompasses both daily and unit planning. They will learn the components of effective instructional design, including learning standards, objectives, assessment, instructional strategies, and lesson planning.

TCH ED 5310A Instructional Design: Lesson Planning for Teachers: 2 semester hours

Prerequisites: Graduate standing. This course emphasizes effective lesson planning that implements various research-based instructional models. Candidates will produce evidence of learning through the development of instructional materials. Candidates will learn the components of effective instructional design, including learning standards, objectives, assessment, instructional strategies, and lesson planning.

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 Areas: 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 areas. 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 5880 Writing in the Content Areas: 3 semester hours

Same as ENGL 5880. Prerequisites: Graduate standing. This course emphasizes the importance of integrating writing instruction in classrooms across subject areas. Theories of writing and writing instruction will be explored, and students will discuss how to put the theories into practice in their classrooms. Students will learn to explore their own writing process while learning strategies that will help them to teach writing rather than just assign writing. The course examines the tools pre-service and in-service teachers will need to work with diverse learning communities, to utilize best practice in the teaching of writing, and to use writing as a tool for student learning in any content area. Students in this class will be held to professional writing and speaking standards. The course counts toward the Certificate in Writing.

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 6010A Examining History, Community and Social Justice in Education: Culture and Context: 1 semester hour

Prerequisite: Graduate standing. 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.

TCH ED 6010B Examining History, Community and Social Justice in Education: Historical Foundations: 1 semester hour

Prerequisite: Graduate standing. Addresses the issues of equity and social justice from the context of personal and educational history. Students will develop an understanding of the historical foundations of United States education and the role of the teacher as a catalyst for change.

TCH ED 6010C Examining History, Community and Social Justice in Education: Socio-Cultural Framework: 1 semester hour

Prerequisites: Graduate standing. Addresses the issues of equity and social justice from the context of personal and educational history. Students will examine curriculum, instruction, and learning 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 Research and Practice: 3 semester hours

Same as HIST 6115. Prerequisites: Graduate standing or consent of instructor. In this hands-on course, students examine current research and effective teaching strategies that facilitate historical thinking while also broadening content knowledge. Students further design, implement, and assess educational materials and practices that foster historical thinking, reading, and writing.

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 6224, TCH ED 6230, and TCH ED 6240 or consent from instructor. This course requires students to integrate knowledge of second language acquisition research in instructional methodologies, linguistics, assessment models, and awareness of socio-cultural dynamics. Students use this knowledge to design and critique a unit plan, including instructional materials and technology support.

TCH ED 6260 Practicum in Teaching English to Speakers of Other Languages: 3 semester hours

Prerequisites: TCH ED 6250 (may be taken concurrently). This course teaches students to observe and reflect on classroom practices related to teaching English to speakers of other languages. Students 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 6271 Teaching and Learning of Number and Operations from an Advanced Perspective: 3 semester hours

This course will promote understanding of learning and teaching pre-number concepts, counting and cardinality, numbers and operations in base ten. Emphasis will be given to how children think about and learn these concepts and how they fit into the elementary school curriculum. Concurrently enrollment in TCH ED 6281 is required.

TCH ED 6272 Teaching and Learning Rational Numbers from an Advanced Perspective: 3 semester hours

The course is designed to develop an understanding of the learning and teaching of rational numbers and the ratio and proportional relationships. Emphasis will be given to how students think about and learn these concepts and how they fit into the elementary school curriculum. Concurrent enrollment in TCH ED 6282 is required.

TCH ED 6273 Geometry and Measurement for Elementary Mathematics Specialists: 3 semester hours

This course is designed to develop an understanding of the teaching and learning of geometry and measurement. Emphasis will be given to how children think about and learn these concepts and how they fit into an elementary mathematics curriculum. Concurrent enrollment in TCH ED 6283 is required.

TCH ED 6274 Algebraic Reasoning for Elementary Mathematics Specialists: 3 semester hours

Course focuses on the content and complexities of teaching and assessing algebraic reasoning in grades 1-6. Includes examinations of representation and analysis of mathematical situations and structures. Attention is given to patterns, functions, and the transition from arithmetic to algebra. Concurrent enrollment in TCH ED 6284 is required.

TCH ED 6276 Data and Probability for Elementary Mathematics Specialists: 3 semester hours

The course is designed to develop understanding or probabilistic and statistical reasoning and the collection, exploration, and analysis of data. Emphasis will be given to how children think and learn about these concepts and how they fit into the elementary school curriculum. Concurrent enrollment in TCH ED 6277 is required.

TCH ED 6277 Foundations of Mathematics Leadership for Elementary Mathematics Specialists: 2 semester hours

This course provides opportunities for participants to develop knowledge and understanding of leadership principles and roles of mathematics education leaders. Focus on leadership styles; roles, and responsibilities of elementary mathematics specialists; major historical events, documents, and policies that have influenced mathematics education; and research related to effective teaching and learning of mathematics. Concurrent enrollment in TCH ED 6276 is required.

TCH ED 6278 Mathematical Leadership for Elementary Schools Advanced: 3 semester hours

Prerequisites: Successful completion of Elementary Mathematics Specialist certification coursework or consent of instructor. This advanced leadership course focuses on research and practice related to teamwork, interaction, communication, conflict resolution, and leadership in elementary schools. Candidates will examine effective strategies for influencing and facilitating school/district improvement.

TCH ED 6281 Internship - Number and Operations in Elementary Schools: 1 semester hour

A supervised mathematics teaching practicum with online seminars in which the candidate acquires experience working with a range of students and adult learners (parents and teachers) on number and operations concepts. Concurrent enrollment in TCH ED 6271 is required.

TCH ED 6282 Internship - Rational Numbers in Elementary Schools: 1 semester hour

A supervised mathematics teaching internship with online seminars in which the candidate acquires experience working with students and adult learners (teachers and parents) on rational number and proportional thinking concepts. Concurrent enrollment in TCH ED 6272 is required.

TCH ED 6283 Internship-Geometry/Measurement in Elementary Schools: 1 semester hour

A supervised mathematics teaching practicum with online seminars in which the candidate acquires experience working with students and adult learners (teachers and parents) on geometry and measurement concepts appropriate for K-5 students. Concurrent enrollment in TCH ED 6273 is required.

TCH ED 6350 Gender, Language and Identity: 3 semester hours

Same as GS 6350. Prerequisites: Graduate 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 and Health: 1-2 semester hours

Prerequisite: Graduate standing. This course 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 and Health: 1-2 semester hours

Prerequisites: Graduate standing. This course 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: 6 semester hours

Same as ENGL 6880. Prerequisite: Graduate standing. 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. May be repeated for credit, but 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

Same as ENGL 6890. Prerequisites: Prerequisites: TCH ED 6880 and consent of instructor. 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.

TCH ED 6909 Teacher Action Research I: 3 semester hours

Prerequisites: Graduate standing and a minimum of 21 hours of MEd 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 6 hours of the MEd program. This course teaches students to apply research knowledge and skills in the form of an Action Research project. Students identify focused questions, collect and analyze data, using both analytic and practice tools, and review the literature. The project will be shared in a public forum as a capstone for the M.Ed.

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.