**Teacher Education**

**Courses**

**TCH ED 2000 Becoming a Professional Educator: 1 semester hour**
The course serves to ground candidates in the education profession, including its diverse career options and programs offered in the College of Education. Content includes introduction to, and applications of, the performance assessment system utilized throughout all curricular programs and essential to learning to evaluate one's experiences, impact, and coursework.

**TCH ED 2001 Early Clinical Experience: Schools: 1 semester hour**
Prerequisites: Current and clear background check and current and clear TB screening required. This course requires clinical experiences in schools for education candidates to observe and analyze a variety of school and classroom environments. Special emphasis focuses on aligning instructional processes and content knowledge. This course must be taken concurrently with TCH ED 2208. 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 Tchg English to Speakers of Other Languages: 3 semester hours**
Prerequisites: Completion of Level I. An introduction to the historical, legal and pedagogical frameworks relating to Teaching English to Speakers of Other Languages (TESOL), and bilingualism. Students explore principles of language systems including English and the function of language in social and academic settings.

**TCH ED 3211 Basic Principles of Second and Foreign Language Acquisition: 3 semester hours**
Prerequisites: TCH ED 3210. Covers the principles of language acquisition and the factors which influence learning. Students investigate first and second language acquisition processes including socio-cultural and cognitive factors in relation to second language acquisition (SLA). The course analyzes phonology, morphology, syntax, semantics, and discourse, within a communicative framework, which directly relates to instructional strategies.

**TCH ED 3212 Sociolinguistics and Communication in the Classroom: 3 semester hours**
Prerequisites: Admission to Teacher Education Program. Students explore the impact of culture and society on English learners' academic language acquisition. Topics covered in this course include verbal and non-verbal communication, learning styles, and second language acquisition strategies. The course introduces concepts relating to the acculturation process, cross-cultural and intra- and inter-cultural communication and its impact on accommodating the coping strategies for the English learners academic achievement. Students develop strategies to enhance home, school and community relations and impact of culture on perceptions, communication, behaviors, and most importantly, academic learning.

**TCH ED 3213 Performance-based Assessment for TESOL: 3 semester hours**
Prerequisite: TCH ED 3210. By exploring the role of assessment in culturally and linguistically diverse classrooms, this course provides an overview of identifying and placing students at the district and school level. Formal and informal models of assessment are examined as students reflect on the administration and interpretation of equitable measurement strategies and how assessment can reinforce instruction.

**TCH ED 3214 Material Development and Methods for TESOL: 3 semester hours**
Prerequisites: TCH ED 3210, TCH ED 3211, TCH ED 3212, TCH ED 3213, and TCH ED 4391. Students integrate knowledge of second language acquisition research in instructional methodologies in this course. Students will also incorporate theories of linguistics, assessment models, and instructional technology into their material development to meet the needs of diverse English language learners.

**TCH ED 3215 Field Experiences in TESOL: 3 semester hours**
Prerequisites: TCH ED 3210, TCH ED 3212, and TCH ED 3214 or concurrently taking TCH ED 3214. Students observe and reflect on actual classroom practices as well as complete a student's needs analysis and placement tests. The students implement the strategies for advocating an collaborating on behalf of students from diverse language backgrounds. This is a supervised field experience.

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

**TCH ED 3310 Introduction to Methods of Teaching: 2-3 semester hours**
Prerequisites: Admission to Teacher Education Program. Students will create curriculum to inform instruction through use of various teaching methods and educational technologies. This course emphasizes planning and assessment while reflecting on practice.
TCH ED 4299 Linguistically and Culturally-Responsive Teaching Strategies for EFL Students: 3 semester hours
Prerequisites: Senior Status in Undergraduate Program or consent of instructor. This course will lead the senior teacher candidates to learn, explore, develop, and reflect the linguistically and culturally responsive teaching strategies for English as a foreign language (EFL) learners who may not use English as a daily communication media. This is an interactive and reflective course in which the students create their instructional materials that are culturally and academically relevant to the EFL learners. All of the instructional materials need to incorporate the four language domains, i.e., listening, speaking, writing, and reading.

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

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

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

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

TCH ED 5310 Instructional Design: 3 semester hours
Prerequisites: Graduate standing, TCH ED 5311, participation in an initial teacher preparation program, and consent of instructor. Students learn to design instruction using different teaching models, plan a teaching unit, select content, design assessment, and develop classroom climate and management strategies. Professional skills are developed through reflecting on one’s own practice, using educational technology, and developing a professional portfolio. Ten hours of field experience are required outside of class time.

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 5311C 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
Prerequisites: Graduate standing. Students will learn the history of public education, the role of the teacher as a change agent, the influence of technology, and the impact of diversity of American classrooms. Ten clock hours of field work required.

TCH ED 5312 Teaching Reading in the Content Area: 3 semester hours
Prerequisites: Graduate Standing. Explores differentiated instruction as an approach to meeting the diverse literacy needs of all students in the classroom—including identifying students with reading difficulties and supporting their literacy in the content area. This differentiated instruction approach will be used to enhance literacy developments of adolescent learners in functional literacy, content literacy, technological literacy and creative/innovative literacy.

TCH ED 5800 Building Excellence in STEM Talent Professional Seminar: 1 semester hour
Prerequisites: Special consent required. A weekly professional seminar for the purpose of exploring how STEM content and pedagogical knowledge can embody the principles of instructional creativity. The seminar will use best practices engineering to produce a series of STEM lessons that use knowledge of subject concepts and project-based instruction relevant to students in local high-need schools. These lesson prototypes will be developed through the process of 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. Repeateable up to 4 credit hours.

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

TCH ED 6010 Examining History, Community and Social Justice in Education: 3 semester hours
Addresses the issues of equity and social justice from the context of personal and educational history. Students will develop a cultural understanding of their own previous school, community and family experiences and generalize those findings to their current work as educators. They will develop an understanding of the historical foundations of American education and the role of the teacher to be a catalyst for change. Curriculum, instruction and learning will be examined through a variety of lenses including race, class, gender, ability, sexual orientation and religion to become culturally responsive teachers.
**TCH ED 6020 Teacher Action, Advocacy and Leadership: 3 semester hours**
Investigates the relationships among students, general and special education teachers, counselors, principals, parents, and other support and specialist personnel typically present in schools in Missouri and the changing roles of all these individuals as a consequence of general and special education reform initiatives. Develop systemic action plans and become advocates and leaders within the school and larger community for children, families, and the profession. Assists teachers to analyze and improve their management, planning and record keeping systems and professional development planning.

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

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

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

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

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

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

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

**TCH ED 6240 Assessment for Teaching English to Speakers of Other Languages: 3 semester hours**
Prerequisites: TCH ED 6210 and TCH ED 6220 are recommended. By exploring the role of assessment in culturally and linguistically diverse classrooms, this course provides an overview of identifying and placing students at the district and school level. Formal and informal models of assessment are examined as students reflect on the administration and interpretation of equitable measurement strategies and how assessment can inform instruction.

**TCH ED 6250 Methods and Materials for Teaching English to Speakers of Other Languages: 3 semester hours**
Prerequisites: TCH ED 6220, TCH ED 6230, and TCH ED 6240, or consent from instructor. Students integrate knowledge of second language acquisition research in instructional methodologies, linguistics, assessment models, and awareness of socio-cultural dynamics, in order to design and critique a unit plan including materials and needed technology support.

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

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

**TCH ED 6440 Innovation in Education: 3 semester hours**
Prerequisites: Graduate Standing. Addresses facets of community education beginning with the theoretical background. Reflection will be examined as a key component of community education and reflective questioning techniques developed and practiced. Students will develop an understanding of community education.
TCH ED 6444 Environmental Education: 3 semester hours  
Activity-oriented coursework in developing environmental awareness, field and/or laboratory skills and techniques, and the use of environmental curricula. Materials and activities appropriate for a variety of educational settings, including outdoor locales, will be developed. This course is designed to give educators experience in developing and implementing environmental education curricula, especially in an outdoor setting.

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

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

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

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

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

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

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

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

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