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 provides education candidates active and purposeful early clinical experiences with regional community agencies that support youth and/or families. Candidates are required to participate at agencies to meet organization goals and course objectives. Professionalism and effective communication are emphasized as candidates learn to build relationships and support learners' intellectual and social development. A minimum of 20 hours of clinical experience are required. This course must be taken concurrently with TCH ED 2000.

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 introduces candidates to strategies for supporting the intellectual and social-emotional needs of P-12 students. Candidates observe and analyze a variety of classroom environments (a minimum of 20 hours of clinical experience in addition to class meetings) and participate in structured video analysis (10 hours). Development of professional dispositions is emphasized. This course must be taken concurrently with TCH ED 2209. Completion of this course fulfills early clinical experience requirements for teacher certification.

TCH ED 2209 Foundations of Teaching in American Schools: 3 semester hours
Prerequisite(s): Concurrent enrollment in TCH ED 2001. This course examines the historical contexts and current trends that impact education, including the role of state and federal policy on American schools. Teacher candidates also explore equitable learning and teaching practices, legal and ethical responsibilities of educators, professional collaboration and communication, and professional self-analysis and reflection in American education systems.

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. In addition to class meetings, 20 hours of clinical experience is 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 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 Instructional Design and Technology Integration: 3 semester hours
This course explores essential elements of effective instructional design and technology integration. Areas of emphasis include learning standards, formative and summative assessment, data-driven instructional practices, planning for diverse learning needs, and student engagement.

TCH ED 3312 Psychology of Learning, Instruction, and Assessment: 3 semester hours
Prerequisites: ED PSY 2212 or consent of instructor. This course applies educational psychology theories and research to learning, instruction, and assessment. Candidates will learn about the importance of motivation, memory and cognition, and critical thinking skills in the instructional process and how to develop and monitor effective assessments to improve student learning.

TCH ED 3565 Fine Arts Integration for the Elementary Classroom: 2 semester hours
This course explores how elementary schools support the creative growth of children to promote optimal learning environments. This course emphasizes the teacher's role in integrating visual arts, media arts, dance, theater, and music into the elementary curriculum.

TCH ED 3566 Health and Wellness Integration for the Elementary Classroom: 2 semester hours
This course explores the importance of health and wellness concepts in the elementary classroom. This course emphasizes the teacher's role in integrating the development of healthy habits into the elementary curriculum.

TCH ED 4391 Literacy for Adolescent Learners in Content Areas: 3 semester hours
Prerequisites: Admission to the Teacher Education Program. This course examines the teaching of multiple literacies including reading, writing, speaking, and critical thinking in the content areas. It explores implications of diverse cultures and languages and their relationship to reading.

TCH ED 4989 Practicum I for Teacher Certification: 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 in the area of teacher certification. 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. Teacher candidates are required to take the appropriate DESE-mandated content exam during Practicum I.

TCH ED 4990 Practicum II for Teacher Certification: 1-12 semester hours
Prerequisites: TCH ED 4989. This course is a five-day per week intensive, collaborative professional experience in inclusive K-12 settings in the area of teacher certification. 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. Teacher candidates must meet all DESE-mandated requirements by the completion of Practicum II.

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. In addition to class meetings, 20 hours of clinical experience is required.

TCH ED 5310 Instructional Design and Technology Integration for Educators: 3 semester hours
Prerequisites: Graduate standing. This course supports teacher candidates in the learning and application of essential elements of effective instructional design and technology integration. Areas of emphasis include learning standards, formative and summative assessment, data-driven instructional practices, planning for diverse learning needs, and student engagement.

TCH ED 5310T Instructional Design and Technology Integration for Teachers in Residence: 3 semester hours
Prerequisites: Admission to Teach Residency. This course supports teachers in residence in the learning and application of essential elements of effective instructional design and technology integration. Areas of emphasis include learning standards, formative and summative assessment, data-driven instructional practices, planning for diverse learning needs, and student engagement.

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 5312T Teaching Reading in the Content Areas for Teachers in Residence: 3 semester hours
Prerequisites: Admission to Teach Residency. This course for teachers in residence 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 5500 Methods for Teaching Personal Finance: 3 semester hours
This course demonstrates methods for teaching personal finance in a high school classroom. Educators will learn about the use of simulations, cooperative learning, direct instruction, and inquiry for teaching personal finance literacy. They will identify and evaluate resources appropriate for high school personal finance instruction, and create a syllabus and pacing guide for a semester-long high school personal finance course.

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
Prerequisites: Consent of instructor. This course is one of the special topics in the practice of and pedagogy of writing designed for in-service teachers. Topics may include writing at specific grade levels, writing/reading workshops, writing in urban settings, writing across the curriculum, action research, new technology, and classroom and district-level assessment. Course may be repeated for credit if topics differ. This course can be applied to the Graduate Certificate in the Teaching of Writing.

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 5880T Writing in the Content Area for Teachers in Residence: 3 semester hours
Prerequisites: Admission to Teach Residency program. This course for teachers in residence emphasizes the importance of integrating writing instruction in classrooms across subject areas. Theories of writing and writing instruction will be explored; the course also examines the tools teachers in residence 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.

TCH ED 5989 Practicum I: Teacher Certification for Graduate Candidates: 3 semester hours
Prerequisites: Accepted Practicum I application. This course is a two-day per week intensive professional development experience working in K-12 settings in the area of teacher certification. On-site activities include partnering with the classroom teacher in all areas of instruction, assessment, and classroom management. Practicum I includes mandatory on-site and on-campus seminars, which could be scheduled outside of normal class time.

TCH ED 5990 Practicum II: Teacher Certification for Graduate Candidates: 1-8 semester hours
Prerequisites: TCH ED 5889. This course is a five-day per week clinical teaching experience in inclusive K-12 settings in the area of teacher certification. Teacher candidates engage in various capacities to improve student learning within small group instruction, whole class teaching, lesson planning, and data analysis to demonstrate proficiency on all professional teacher standards. Practicum II includes mandatory on-site and on-campus seminars which could be scheduled outside of normal class time. Teacher candidates must meet all DESE-mandated requirements by the completion of Practicum II.

TCH ED 6000T Practicum for Teachers in Residence: 1-2 semester hours
Prerequisites: Admission to Teach Residency program. This course is a full-time clinical teaching experience in a classroom aligned to the emphasis area of teacher certification. Teachers in residence engage 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.

TCH ED 6010 Examining History, Community and Social Justice in Education: 3 semester hours
Prerequisites: Admission to the Graduate School. This course addresses issues of equity and social justice from the perspective of personal and educational history. Participants will develop a cultural understanding of their own previous educational, community and family experiences, and apply that understanding in their current work as educators. They will also develop an understanding of the historical foundations of education and of the role of the educator as a catalyst for change, and of the critical components needed to create positive relationships with learners, coworkers and community members. Curriculum, instruction, and learning will be examined from the perspectives of race, ethnicity, class, gender, ability, sexual orientation, and religion. Finally, participants will examine global perspectives on, and challenges in, social justice education.

TCH ED 6010B Advanced Study of History, Community and Social Justice in Education for Teachers in Residence: 1 semester hour
Prerequisites: TCH ED 6010T or consent of instructor. This course for teachers in residence further explores issues of equity and social justice from the context of personal and educational history. Teachers in residence develop an understanding of the historical foundations of United States education and the role of the teacher as a catalyst for change.

TCH ED 6010T Examining History, Community and Social Justice in Education for Teachers in Residence: 2 semester hours
Prerequisites: Graduate standing. This course for teachers in residence addresses equity and social justice from the context of personal and educational history. Teachers in residence develop a cultural understanding of their previous school, community, and family experiences and generalize those findings to their current work as educators.

TCH ED 6020 Teacher Action, Advocacy and Leadership: 3 semester hours
This course is centered on teacher action, advocacy, and leadership. Candidates develop the leadership skills necessary to sustain an inclusive, just, and caring school, organization, and/or community. The class emphasizes collaboration among educators, students, families, and communities. Course experiences promote the ability of educators to effectively lead, advocate, and take action collaboratively.

TCH ED 6030 Instruction, Learning, and Assessment: 3 semester hours
Prerequisites: Graduate standing. This course applies cognitive psychology theories to learning, instruction, and assessment. Candidates use behavioral and achievement assessment data (formative, diagnostic, and summative) to assess a learner's progress and to plan ongoing instruction. Candidates also learn about the design and use of differentiated high-quality assessments to monitor learner performance, assess the development of learners' global competence, and guide decision making.

TCH ED 6030B Advanced Study of Instruction, Learning and Assessment for Teachers in Residence: 2 semester hours
Prerequisites: TCH ED 6030T or consent of instructor. This course for teachers in residence presents cognitive psychology theories to learning, instruction, and assessment. Teachers in residence use behavioral and achievement assessment data (formative, diagnostic, and summative) to assess learner progress and plan ongoing instruction. Teachers in residence learn about the design and use of differentiated high-quality personal communication and disposition assessments to monitor learner performance, assess the development of learners' global competence, and guide decision making.

TCH ED 6030T Instruction, Learning and Assessment for Teachers in Residence: 1 semester hour
Prerequisites: Graduate standing. This course for teachers in residence applies cognitive psychology theories to learning, instruction, and assessment. Teachers in residence use behavioral and achievement assessment data (formative, diagnostic, and summative) to assess a learner's progress and plan ongoing instruction. Teachers in residence also learn about the design and use of differentiated high-quality selected response, written response, and performance task assessments to monitor learner performance, assess the development of learners' global competence, and guide decision making.

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 6210T Foundations of Teaching English to Speakers of Other Languages for Teachers in Residence: 3 semester hours
Prerequisites: Admission to Teach Residency program. This course for teachers in residence is an introduction to the historical, legal and pedagogical frameworks relating to Teaching English to speakers of Other Languages (TESOL) and bilingualism. Teachers in residence 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 6220T Principles of Second/Foreign Language Acquisition for Teachers in Residence: 3 semester hours
Prerequisites: TCH ED 6210T. This course for teachers in residence is a research-based study of language acquisition and the factors which influence learning. Teachers in residence 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 6224T Integrated Curriculum for Teaching of English Language Learners for Teachers in Residence: 3 semester hours
Prerequisites: TCH ED 6210T and TCH ED 6220T. This course for teachers in residence 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. Teachers in residence will develop and analyze standards-based integrated curriculum and instructional materials with assessment strategies while utilizing World-Class Instructional Design and Assessment (WIDA) descriptors.

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 6230T Cross-Cultural Communication in the Classroom for Teachers in Residence: 3 semester hours
Prerequisites: TCH ED 6210T. This course allows teachers in residence to 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, and cross-cultural and intra-cultural communication. Within this theoretical context, teachers recognize their own socio-cultural identity and its impact on teaching models. Teachers in residence 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 6240T Assessment for Teaching English to Speakers of Other Languages for Teachers in Residence: 3 semester hours
Prerequisites: TCH ED 6210T and TCH ED 6220T. This course provides teachers in residence with an overview of the role of assessment in identifying and placing students at the district and school level. Formal and informal models of assessment are examined as teachers in residence reflect on the administration and interpretation of equitable measurement strategies and how assessment can inform instruction.

TCH ED 6241 Science Content, Inquiry-Based Instruction, and Assessment: STEM-Integrated Pedagogy: 2-3 semester hours
Prerequisites: Graduate standing. This course provides teacher candidates with research-based theories and practices focused upon the teaching and learning of science. Candidates acquire skills to plan and implement lessons that facilitate each learner's ability to conceptualize science concepts. The course integrates related disciplines, such as technology, engineering and mathematics, in order to provide educators with a context for understanding the content of science, how science knowledge is acquired and understood, and how the sciences are connected across disciplines. Course experiences and scholarly reading help candidates become effective teachers through the development of positive attitudes toward learning science, technology, engineering and mathematics; acquiring scientific information; and facilitating learners' construction of scientific understandings.

TCH ED 6241T STEM-Integrated Pedagogy for Teachers in Residence: 2 semester hours
Prerequisites: Admission to Teach in Residency program. This course provides teachers in residence with the skills to plan and implement lessons that facilitate each learner's ability to conceptualize science concepts. The course integrates related disciplines, such as technology, engineering and mathematics, in order to provide educators with a context for understanding the content of science, how science knowledge is acquired and understood, and how the sciences are connected across disciplines.

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 6250T Methods and Materials for Teaching English to Speakers of Other Languages for Teachers in Residence: 3 semester hours
Prerequisites: TCH ED 6220T, TCH ED 6224T, TCH ED 6230T and TCH ED 6240T. This course requires teachers in residence to integrate knowledge of second language acquisition research in instructional methodologies, linguistics, assessment models, and awareness of socio-cultural dynamics. Teachers in residence apply this knowledge to design and critique 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 6260T Practicum in Teaching English to Speakers of Other Languages for Teachers in Residence: 3 semester hours
Prerequisites: TCH ED 6250T (may be taken concurrently). This course guides teachers in residence to observe and reflect on classroom practices related to teaching English to speakers of other languages. Teachers in residence complete a student's needs analysis and placement test, and implement a unit plan in the classroom with reflection.

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: 1-2 semester hours
This course is a supervised mathematics teaching internship with online seminars. 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: 1-2 semester hours
This course is a supervised mathematics teaching internship with online seminars. 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: 1-2 semester hours
This course is a supervised mathematics teaching internship with online seminars. 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 6284 Internship-Algebraic Reasoning in Elementary Schools: 1-2 semester hours
Prerequisite: Must be concurrently enrolled in TCH ED 6274. This course is a supervised mathematics teaching internship with online seminars. The candidate acquires experience working with a range of students and adult learners (teachers and parents) on concepts related to algebraic reasoning appropriate for K-5 students.

TCH ED 6411 Curriculum Leadership in Education: 3 semester hours
Prerequisites: Graduate standing. In this course, candidates learn strategies for development and implementation of current curriculum. Using evidence-based theories and current research of innovative programs, candidates develop skills in analyzing and evaluating content area curriculum according to state and national content standards in order to lead curriculum development in an educational setting.

TCH ED 6422 Curriculum Design of K-12 Programs: 3 semester hours
Prerequisites: Graduate standing. In this course, candidates learn principles of curriculum design and development for both formal and informal educational settings. Candidates will compare and contrast curriculum design approaches while connecting curriculum practices to learner performance. Candidates will select a grade level and subject area and then design an integrated and differentiated curriculum using the Missouri and national content standards.

TCH ED 6423 Learning Through Inquiry: 3 semester hours
Prerequisites: Graduate standing. In this course, candidates will improve their teaching effectiveness through the use of various models of instruction that are based on current learning theories and research in teaching methodology to improve the achievement of diverse learners. This course focuses on inquiry models for effectively teaching the state standards as well as college, career, citizenship, and global readiness. Prior instructional experience is recommended. It is recommended that this course be taken concurrently with ED PSY 6030.

TCH ED 6423T Learning Through Inquiry for Teachers in Residence: 3 semester hours
Prerequisites: Admission to Teach Residency program. This course allows teachers in residence to improve their teaching effectiveness through the use of various models of instruction that are based on current learning theories and research in teaching methodology to improve the achievement of diverse learners. This course focuses on inquiry models for effectively teaching the state standards as well as college, career, citizenship, and global readiness.

TCH ED 6445 Integration of Geospatial Resources into K-12 STEM Teaching: 3 semester hours
Prerequisites: Consent of instructor. This course provides teachers and instructional designers with the knowledge and skills to integrate Geographic Information System (GIS) mapping resources into existing instructional plans for the purpose of enhancing instruction and increasing student awareness of GIS. The course demonstrates the power of maps to teach concepts across the curriculum, prepares teachers to manipulate data to customize maps to instruction, and helps teachers instruct students on creating maps from data.

TCH ED 6565 Integrating the Fine Arts into Elementary Classrooms: 2 semester hours
Prerequisite: Graduate standing. This course explores how schools and teachers support the creative growth of children to promote optimal learning environments. This course emphasizes integrating visual arts, media arts, dance, theater, and music into the elementary curriculum.

TCH ED 6565T Multicultural Arts, Music, Physical Education and Health Enrichment for Teachers in Residence: 1 semester hour
Prerequisites: Admission to Teach Residency program. This course for teachers in residence explores the association between academic achievement and student participation in art, music, health, and physical education. Emphasis is placed on how teachers support the creative, physical, social, and emotional health and growth of children to promote optimal learning environments.

TCH ED 6566 Integrating Health and Wellness into Elementary Classrooms: 2 semester hours
Prerequisites: Graduate standing. This advanced course explores how schools and teachers support the development of healthy habits to promote optimal learning environments. This course emphasizes the integration of health and wellness concepts into the elementary curriculum.

TCH ED 6880 Leadership in the Teaching of Writing: 1-6 semester hours
Same as ENGL 6880. Prerequisites: Graduate standing. This course is an intensive study of the writing process and the writing curriculum, designed for in-service teachers and writers interested in writing pedagogy. Readings of current theory and research are explored in relation to participants' experiences as writers and as teachers. May be repeated for credit, but no more than 6 hours may be applied toward the M.Ed. This course counts toward the Graduate Certificate in the Teaching of Writing.

TCH ED 6890 Seminar in Professional Writing for Teachers: 3 semester hours
Same as ENGL 6890. 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. This course provides the foundation for teacher action research and the capstone project required in TCH ED 6910. It requires identifying a problem of practice and designing a solution within an educational context. Candidates are expected to design an action research project by preparing a literature review to understand evidence-based practices, implement interventions as needed, and collect data used for assessment of the interventions in the capstone course.

TCH ED 6910 Teacher Action Research Capstone: 3 semester hours
Prerequisites: TCH ED 6909 and a minimum of 23 hours of completed MEd coursework. This course serves as the master's degree capstone by assessing the interventions identified in the action research project from TCH ED 6909. It requires candidates to analyze data, integrate results, and share findings with relevant stakeholders.

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).