

# EDUCATION (EDUC)

## EDUC 1004 - Internalizing Curriculum I

1 Credit

This course is intended as an introduction to planning from a high-quality curriculum and is focused primarily on English language arts and math. Participants prepare for the school year by internalizing curriculum and standards at the year, unit, and lesson levels. They will recognize the importance of long-range planning and curriculum development and understand the central concepts, structures, and tools of inquiry of the discipline(s). Throughout this course, participants will connect with the Ignatian Pedagogical Paradigm by situating themselves in their specific educational context, understanding and evaluating their current level of subject-area knowledge, and applying new knowledge to their instructional planning. This course can be completed over the summer session and does require access to the school's instructional materials.

## EDUC 1010 - Introduction to Teaching: Sense of Identity

1 Credit

Introduces critical examination of one's own identity in relation to systems of power and privilege as an essential element of critical teaching practice. Explores multiple facets of personal identity, including the privilege that shapes their own behavior and their interactions with others.

**Prerequisite(s):** (EDUC 1015\* or EDUC 1025\*)

\* Concurrent enrollment allowed.

## EDUC 1015 - Teacher Learning Community Seminar (Phase I)

1 Credit (Repeatable up to 5 credits)

Addresses collaborative inquiry and reflective practice as central to a participant's experience in the School of Education. Participants come together to synthesize and make meaning of learning from education courses and field/community-based experiences. With an emphasis on learning through inquiry, reflection, and dialogue, participants will work together to apply this shared learning within their chosen specialty areas to deepen understandings about collaboration while developing content and pedagogical expertise.

**Prerequisite(s):** (EDUC 1010\*, EDUC 1020\*, EDUC 1030\*, EDUC 1040\*, EDUC 1050\*, or EDUC 1100\*)

\* Concurrent enrollment allowed.

## EDUC 1020 - Introduction to Teaching: Sense of Purpose

1 Credit

Introduces the opportunity to grow as reflective scholar-practitioners, and to develop a sense of purpose that helps them identify their goals, motivates them to reach those goals through purposeful action, and lends meaning to their actions in service to others. This sense of purpose is grounded in Jesuit values and evolves through an openness to continuous learning, a willingness to interrogate personal perspectives, and a commitment to engage in and advocate for ethical policies and practices.

**Prerequisite(s):** (EDUC 1015\* or EDUC 1025\*)

\* Concurrent enrollment allowed.

## EDUC 1025 - Teacher Learning Community Seminar with Field Experience (Phase I)

2 Credits (Repeatable up to 8 credits)

Addresses collaborative inquiry and reflective practice as central to a participant's experience in the School of Education. Participants come together to synthesize and make meaning of learning from education courses and field/community-based experiences. With an emphasis on learning through inquiry, reflection, and dialogue, participants will work together to apply this shared learning within their chosen specialty areas to deepen understandings about collaboration while developing content and pedagogical expertise. Field experience included.

## EDUC 1030 - Introduction to Teaching: Sense of Context

1 Credit

Introduces context as an essential element of critical teaching practice. Examines varied systems and settings in which teaching and learning take place with attention to the intersection of context and opportunity.

**Prerequisite(s):** (EDUC 1015\* or EDUC 1025\*)

\* Concurrent enrollment allowed.

**Attributes:** UUC:Identities in Context

## EDUC 1040 - Introduction to Teaching: Sense of Inquiry

1 Credit

Introduces inquiry as an essential element of critical teaching practice. Recognizes teaching as a collaborative and continuous inquiry experience – individually, in settings for learning, and in the community and broader society.

**Prerequisite(s):** (EDUC 1015\* or EDUC 1025\*)

\* Concurrent enrollment allowed.

## EDUC 1050 - Introduction to Teaching: Sense of Praxis

1 Credit

Introduces the belief that each individual can learn, grow, and develop their unique identity and purpose to contribute as citizens of the world, this course introduces participants to "praxis" related to learning that is rooted in foundational theory and professional knowledge to aid in designing, implementing, and accounting for meaningful learning experiences.

**Prerequisite(s):** (EDUC 1015\* or EDUC 1025\*)

\* Concurrent enrollment allowed.

## EDUC 1100 - Reimagining School and Society

2 Credits

Addresses the diverse aspects of culture represented in classrooms and the broader community. Examines purposes of schooling and historical and system-level influences on schooling. Explores legal and ethical aspects of teaching and implications on praxis. Discusses considerations for and steps toward change. Field experience included.

**Prerequisite(s):** (EDUC 1015\* or EDUC 1025\*)

\* Concurrent enrollment allowed.

**Attributes:** Urban-Cities Society & Justice

**EDUC 1104 - Internalizing Curriculum**

2 Credits

This course is intended as an introduction to planning from a high-quality curriculum and is focused primarily on English language arts and math. Participants prepare for the school year by internalizing curriculum and standards at the year, unit, and lesson levels. They will recognize the importance of long-range planning and curriculum development and understand the central concepts, structures, and tools of inquiry of the discipline(s). Throughout this course, participants will connect with the Ignatian Pedagogical Paradigm by situating themselves in their specific educational context, understanding and evaluating their current level of subject-area knowledge, and applying new knowledge to their instructional planning. This course can be completed over Fall session and does require access to the school's instructional materials.

**EDUC 1200 - Growth, Development, and Learning**

3 Credits

Addresses opportunities to understand various principles, theories, and strands of developmental stages of life (including psychological development of the child and adolescents.) Human development will be examined through the lens of education. Address the psychology/ education of the exceptional child and the process of language acquisition. Field experiences included.

**Attributes:** UUC:Social & Behavioral Sci**EDUC 1204 - Classroom and Community**

3 Credits

This course provides foundational learning related to creating a trusting learning environment that encourages active engagement, positive social interaction, and self-motivation at the beginning of a school year or teacher-class relationship. Unit topics include initiating positive relationships, establishing norms, and creating routines to create an environment of trust and integrity. These topics provide an introduction to components of positive classroom culture that, when successfully implemented, provide an environment that prioritizes well-being and allows learners to flourish in a classroom. Through this course, participants engage in self-reflection, context-building, and collaboration independently and with their learners.

**EDUC 1300 - Exceptional Learners**

3 Credits

Addresses characteristics of differing abilities related to child development - cognitive, affective, psychological, and psychomotor. Examines historical trends, current issues, and the impact of laws and regulations on educational services, as well as models of service delivery and philosophies that influence educational practices and language acquisition. Focuses on teaching strategies, accommodations, and instructional and assistive technologies that help individual learners succeed. Addresses interdisciplinary collaboration to meet individual learners' needs (child and adolescent). Field experience included.

**Attributes:** UUC:Dignity, Ethics & Just Soc**EDUC 1304 - Instructional Delivery**

3 Credits

This course is focused on the process of delivering content instruction in a way that acknowledges and respects individual learner needs and, ultimately, ensures greater mastery of instructional material. Participants learn how to unpack and monitor learning targets in collaboration with their learners, how to frame, convey, and stamp content instruction to engage and motivate all learners, and how to respond to classroom challenges that disrupt instructional time in an equity-minded way.

**EDUC 1404 - Partnerships with Learners and Caregivers**

3 Credits

Close social relationships build a sense of belonging and well-being for learners and caregivers. When trust is cultivated, growth and transformation become possible. This course builds on previous learning about establishing relationships but focuses on how to build and strengthen relationships with learners and their families as the school year progresses. Effective partnerships require humility, openness, and empathy. In this course, participants reflect and practice these skills as they engage in ongoing, two-way communication with families, leverage meaningful interactions to connect with learners on a deeper level, and provide additional support to a learner that has proven more challenging to reach.

**EDUC 1504 - Inclusive Practices for Learner Support**

3 Credits

Each learner brings a unique set of background knowledge, skills, and strengths to a classroom. This course is focused on ensuring all learners can flourish, including those with diverse needs and backgrounds. Participants learn how to navigate structures within their schools to co-plan with other teachers, scaffold complex tasks, and use flexible grouping to ensure all learners have the support they need to grow and meet content objectives.

**EDUC 1604 - Assessment for Learning and Evaluation**

3 Credits

Assessments are "the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students" (Great Schools Partnership, 2015, para. 1). Educators rely on assessments to provide evidence of student learning and, when done effectively, assessments build trust with learners. The cycle of assessment aligns with the Ignatian Pedagogical Paradigm. This course teaches participants how to purposefully choose assessment methods for their context; scrutinize and, if necessary, improve the quality of tests before administering them; and use results to evaluate past instruction and inform future instruction. Rather than seeing learners simply as data points, this course helps educators use assessment as a tool to help them address the needs of the whole child.

**EDUC 2004 - Foundations for Supporting Exceptional and Bilingual Emergent Learners**

3 Credits

Advancing equity-minded transformation is a moral imperative of education. When educators step into a classroom, they commit to the pursuit of well-being, growth, and improvement for each of their learners. In this course, participants learn about special populations of learners, including learners with disabilities, bilingual emergent learners, and gifted learners, to better understand and serve a diversity of populations. Each unit in the course is structured in the same way to provide 1) an overview of relevant laws and policies, 2) characteristics of identified learners, and 3) methods for inclusively supporting the flourishing of those learners. The unit assessments in this course require participants to summarize their learning for a professional audience and engage in reflection to deepen the understanding of their own learning which, in turn, advances the social justice aims of each participant's classroom.

**EDUC 2015 - Teacher Learning Community Seminar (Phase II)**

1 Credit (Repeatable up to 4 credits)

Addresses collaborative inquiry and reflective practice as central to a participant's experience in the School of Education. Participants come together to synthesize and make meaning of learning from education courses and field/community-based experiences. With an emphasis on learning through inquiry, reflection, and dialogue, participants will work together to apply this shared learning within their chosen specialty areas to deepen understandings about collaboration while developing content and pedagogical expertise. (Focuses on preparation for Phase II culminating event.)

**Prerequisite(s):** EDUC 1025 with a grade of S or higher; (EDUC 2100\*, EDUC 2150\*, EDUC 2200\*, EDUC 2310\*, EDUC 2320\*, EDUC 2330\*, EDUC 2400\*, or EDUC 2410\*)

\* Concurrent enrollment allowed.

**EDUC 2100 - Big Ideas: Literacy and Social Studies (Birth-Grade 12)**

3 Credits

Addresses foundational content (including vertical strands in curriculum) and current issues in language acquisition, Literacy, Language Arts, and Social Studies. Considers literature, writing, and history as sources for inquiry, learning, and knowledge production including critical thinking and problem solving. Explores development of literate and civic identities. Field experience included.

**Prerequisite(s):** EDUC 1030 with a grade of C or higher; EDUC 1040 with a grade of C or higher; EDUC 1050 with a grade of C or higher

**Corequisite(s):** EDUC 2015, EDUC 2200

**EDUC 2104 - Instructional Design for Flourishing Learners**

2 Credits

A strong classroom is an environment where learners can flourish. Developing an understanding of practices that strengthen close social relationships through discussion and build positive character traits like collaboration and agency can increase the meaning and purpose that learners derive from classroom instruction. While "student-centered learning" can be used to describe a variety of instructional approaches, for this program of study, it is defined as educational practices that motivate students to be actively engaged in their own learning and require students to perform the majority of the cognitive lifting. This course focuses specifically on inclusive discussions, collaborative learning structures, student agency and voice, and the intentional cultivation of creativity and talent. Cura Personalis 2 will be embedded within this course.

**EDUC 2150 - Environments for Learning 1: Space and Classroom Design**

1 Credit

Addresses how learning spaces are influenced by beliefs, values, and purpose. Explores influences on environmental organization and design. Examines the connections between learning expectations and classroom management. Personal relationships within these spaces are explored. Field experience included.

**Prerequisite(s):** EDUC 1010 with a grade of C or higher; EDUC 1020 with a grade of C or higher

**Corequisite(s):** EDUC 2015

**EDUC 2200 - Big Ideas: Mathematics and Science (Birth-Grade 12)**

3 Credits

Addresses foundational content (including vertical strands in curriculum) and current issues in Science and Math Education. Considers these disciplines as sources for inquiry, learning, and knowledge production including critical thinking and problem solving through productive struggle. Explores development of Science and Math identities. Field experience included.

**Prerequisite(s):** EDUC 1030 with a grade of C or higher; EDUC 1040 with a grade of C or higher; EDUC 1050 with a grade of C or higher

**Corequisite(s):** EDUC 2015

**EDUC 2204 - Equity and Asset-based Pedagogy**

3 Credits

The heart of the work of education is care for the whole person. For learners to flourish in schools, educators must be armed with strategies to ensure the well-being and sense of belonging for all learners in their classrooms. Equality is defined as giving the same things or applying the same rules to everyone; equity instead recognizes that treating every person or situation the same is not always just because it can fail to acknowledge the needs of those who have been underserved due to systemic barriers. In an educational context, equity means recognizing that disparities in achievement among subgroups of learners are the result of opportunity gaps, not capability gaps. In pursuit of equity, educators partner with learners and communities to ensure the flourishing of all learners. This course is designed to increase participants' awareness of equity issues while also informing their practice.

**EDUC 2304 - Foundations of Language and Literacy**

3 Credits

The foundations of language and literacy are essential for learners to flourish. Learning to read is a fundamental skill that impacts a learner's present and future educational access, self-determination, and societal inclusion. Strong literacy instruction is a tool to dismantle instances of institutional and systemic oppression deliberately embedded in society and advance racial and socioeconomic equality through literacy. Reading is a complex cognitive process. Reading requires both the ability to decode the words on the page and the ability to make sense of those words. Word recognition must take place automatically and language comprehension skills must be applied strategically to enable skilled reading. This course is focused on developing an understanding of the components of effective literacy instruction as well as the classroom practices that support them.

**EDUC 2310 - Principles of Early Childhood Education (Birth-Grade 3)**

3 Credits

Explores theories of development and learning for young children birth-age 8. Acquaints participants with historical and philosophical foundations of early childhood education. Emphasis on diversity, equity, and meeting the needs of all children through developmentally appropriate practices. Includes an introduction to play-based and inquiry-based learning. Field experiences included.

**Prerequisite(s):** EDUC 1050 with a grade of C or higher; EDUC 1200 with a grade of C or higher

**Corequisite(s):** EDUC 2015

**EDUC 2320 - Play Across the Curriculum (Birth-Grade 3)**

3 Credits

Addresses play and inquiry-based learning routed in theory, research, and praxis. Instructional strategies for playful learning are explored. Emphasis on children birth through age eight. Field experience included.

**Prerequisite(s):** EDUC 2310\*

\* Concurrent enrollment allowed.

**Corequisite(s):** EDUC 2015

**EDUC 2400 - Literature and the Arts: A Tool for Advocacy, Equity, and Identity (Kindergarten-Grade 8)**

3 Credits

Addresses critical exploration of children's and adolescent literature to promote consideration of identity and culture, including gender, race, class, sexuality, ability, age, region, and religion. Applies art, music, and drama strategies to support critical conversations about justice, equity, race, and bias. Opportunities to develop facilitation skills for critical conversations.

**Prerequisite(s):** EDUC 1010 with a grade of C or higher; EDUC 1020 with a grade of C or higher

**Corequisite(s):** EDUC 2015

**EDUC 2404 - Childhood Development and Learning**

3 Credits

This course provides an overview of the history of pedagogical theory with a focus on the last decade of advances in cognitive psychology. Participants reflect on how these findings can be practically applied in the classroom to better understand and care for their learners as a whole, while also recognizing the aspects of teaching and learning that are still not fully understood. A robust understanding of child development and learning increases a teacher's ability to create an environment for flourishing, where each of their learners' experiences appropriate, deep, and motivating teaching and learning. Due to its heavy focus on theory, this course can be completed over the summer and does not require access to students.

**EDUC 2410 - Language Acquisition and Supports for Learners with Special Needs**

3 Credits

Addresses language development of the exceptional child, as well as developmental sequences of language. Examines how language development affects reading, writing, executive functioning and critical thinking. Explores how culture influences language development, and addresses the role of teachers in differentiating supports for the development of language and literacy.

**Prerequisite(s):** EDUC 1300 with a grade of C or higher

**Corequisite(s):** EDUC 2015

**EDUC 2504 - Historical and Systemic Issues in Education**

3 Credits

This course supports participants in developing a deep understanding of how their personal experiences and beliefs shape their philosophy of education. Participants explore the long history of education in the United States, as well as current systemic issues, to develop deep understanding of the historical and sociological context of their current educational context. This course prioritizes self-examination and research as participants use a framework based on Bronfenbrenner's Ecological Systems Theory to analyze important issues in their educational environment through a layered and systemic lens. Throughout the course, participants will formulate informed positions and develop their agency as they recognize the effects of issues and advocate for positive change. This course is designed to be completed over the summer and does not require access to students.

**EDUC 3000 - Inclusive Practices in Instructional Settings (Birth-Grade 12)**

3 Credits

Addresses the following concepts specific to inclusive practices: curriculum and instructional planning; consultation and collaboration; legal and ethical aspects of teaching; and a cycle of teaching praxis that supports differentiated learning. In addition, participants will explore course concepts and practices that promote human flourishing.

**Prerequisite(s):** (EDUC 3015\* or EDUC 3025\*)

\* Concurrent enrollment allowed.

**EDUC 3004 - Practicum and ELA Methods**

3 Credits

English language arts (ELA) education builds critical thinking skills necessary for questioning and engaging in societal issues that affect learners' lives. By engaging with a diverse range of texts and perspectives, students can learn to identify and challenge social injustices, develop empathy and understanding for people from different backgrounds, and clearly and effectively advocate for their beliefs. This introductory methods course focuses on instructional planning and strategies that include increasing text complexity; grounding reading, writing, and speaking in evidence from texts; and building knowledge through content-rich nonfiction.

**EDUC 3015 - Teacher Learning Community Seminar - Teachers as Researchers (Phase III)**

1 Credit (Repeatable up to 4 credits)

Addresses collaborative inquiry and reflective practice as central to a participant's experience in the School of Education. Participants come together to synthesize and make meaning of learning from education courses and field/community-based experiences. With an emphasis on learning through inquiry, reflection, and dialogue, participants will work together to apply this shared learning within their chosen specialty areas to deepen understandings about collaboration while developing content and pedagogical expertise. (Focuses on preparation for portfolio and action research presentations.)

**Prerequisite(s):** (EDUC 3000\*, EDUC 3150\*, EDUC 3310\*, EDUC 3320\*, EDUC 3330\*, EDUC 3335\*, EDUC 3340\*, EDUC 3350\*, EDUC 3440\*, EDUC 3470\*, EDUC 3480\*, EDUC 3490\*, EDUC 3500\*, EDUC 3550\*, EDUC 3600\*, EDUC 3700\*, or EDUC 3800\*)

\* Concurrent enrollment allowed.

**EDUC 3025 - Teacher Learning Community Seminar - Learners as Researchers (Phase III)**

1 Credit (Repeatable up to 4 credits)

Addresses collaborative inquiry and reflective practice as central to a participant's experience in the School of Education. Participants come together to synthesize and make meaning of learning from education courses and field/community-based experiences. With an emphasis on learning through inquiry, reflection, and dialogue, participants will work together to apply this shared learning within their chosen specialty areas to deepen understandings about collaboration while developing content and pedagogical expertise. (Focuses on preparation for portfolio and action research presentations.)

**Prerequisite(s):** (EDUC 3000\*, EDUC 3150\*, EDUC 3310\*, EDUC 3320\*, EDUC 3330\*, EDUC 3335\*, EDUC 3340\*, EDUC 3350\*, EDUC 3440\*, EDUC 3470\*, EDUC 3480\*, EDUC 3490\*, EDUC 3500\*, EDUC 3550\*, EDUC 3600\*, EDUC 3700\*, or EDUC 3800\*)

\* Concurrent enrollment allowed.

**EDUC 3104 - Practicum and Math Methods**

3 Credits

This introductory methods course is focused on the theory behind equity-minded instructional shifts toward rigor, as well as how to implement them in a math classroom. The college and career readiness standards that emerged in a majority of states—including Missouri—reflect three important shifts: greater focus on fewer topics; coherence or linking topics and thinking across grades; and rigor or pursuing conceptual understanding, procedural skills and fluency, and application with equal intensity. These standards are a focus in this course and aim to ensure that all learners, regardless of their background or socioeconomic status, have access to high quality math education that prepares them for success in college and careers.

**EDUC 3150 - Environments for Learning 2: Intentional Design for Classroom Management**

1 Credit

Addresses classroom management and environmental organization and design to promote flourishing. Focuses on learners' senses of purpose and how to honor learners' multiple and complex identities within daily routines and classroom experiences.

**Prerequisite(s):** EDUC 2150 with a grade of C or higher; (EDUC 3015\* or EDUC 3025\*)

\* Concurrent enrollment allowed.

**EDUC 3204 - Practicum and Science, Social Studies, and Technology Methods**

3 Credits

This course provides an introduction to disciplinary methods, including research-based approaches to science, social studies, and digital literacy instruction. The units explain the theory behind recent shifts in each content area and then require participants to locate evidence of those shifts in instructional plans (science and social studies) or apply best practices in a lesson (technology integration).

**EDUC 3310 - Designing, Delivering, and Documenting Integrated Curriculum for Infants and Toddlers (Birth-Age 3)**

4 Credits

Addresses curriculum and instructional planning specific to infants and toddlers. Focuses on designing and documenting playful learning experiences, observing and assessing young children, and fostering family engagement. Engages in shared exploration of the inquiry process for children and teachers. Field experience included.

**Prerequisite(s):** EDUC 2310 with a grade of C or higher; EDUC 2320 with a grade of C or higher; (EDUC 3015\* or EDUC 3025\*)

\* Concurrent enrollment allowed.

**EDUC 3320 - Designing, Delivering, and Documenting Integrated Curriculum for Preschoolers (Ages 3-5)**

4 Credits

Addresses curriculum and instructional planning specific to preschoolers. Focuses on designing and documenting playful learning experiences, observing and assessing young children, and fostering family engagement. Engage in shared exploration of the inquiry process for children and teachers. Field experience included.

**Prerequisite(s):** EDUC 2310 with a grade of C or higher; EDUC 2320 with a grade of C or higher; (EDUC 3015\* or EDUC 3025\*)

\* Concurrent enrollment allowed.

**EDUC 3330 - Curricular Foundations of Language and Literacy (Birth-Grade 3)**

3 Credits

Addresses foundational and emergent literacy concepts and developmental patterns in language and literacy birth through grade three. Includes early reading concepts including vocabulary, comprehension and fluency. Incorporates instructional strategies for reading, writing, and integration of the arts in language and literacy development. Addresses language acquisition in relation to literacy development, and diversity of communication styles in families and cultures. Introduces language acquisition for emergent bilingual learners. Critiques curriculum as a value-laden democratic enterprise. Incorporates equitable teaching practices, adopting an asset-based perspective for all learners that builds on family and cultural resources. Field experience included.

**Prerequisite(s):** EDUC 2100 with a grade of C or higher; (EDUC 3015\* or EDUC 3025\*)

\* Concurrent enrollment allowed.

**EDUC 3335 - Curricular Foundations of Mathematics and Science (Birth-Grade 3)**

3 Credits

Addresses identity and context as foundational in curriculum planning and methods of instruction in specific content areas with an emphasis on individual lesson planning in an integrated curriculum in Math and Science, Birth through Grade Three. Includes approaches to planning, use of appropriate state and professional standards, strategies for instruction and assessment (including connecting mathematics/science to families and communities), and processes for reflection and revision. Prioritizes working with individual learners and small groups. Critiques curriculum as a value-laden democratic enterprise. Incorporates equitable teaching practices, adopting an asset-based perspective for all learners that builds on family and cultural resources. Field experience included.

**Prerequisite(s):** EDUC 2200 with a grade of C or higher; (EDUC 3015\* or EDUC 3025\*)

\* Concurrent enrollment allowed.

**EDUC 3340 - Socially Just Pedagogy in Early Childhood Education (Birth-Grade 3)**

3 Credits

Addresses early childhood science and social studies concepts through a social justice lens. Focuses on caring for the whole child. Explores the role of advocacy from multiple perspectives.

**Prerequisite(s):** EDUC 2310 with a grade of C or higher; (EDUC 3015\* or EDUC 3025\*)

\* Concurrent enrollment allowed.

**EDUC 3350 - Creative Arts for Young Children (Birth-Grade 3)**

3 Credits

Addresses creative arts (art, drama, music, and movement). Development of observation skills to inform the design and documentation of playful experiences in the creative arts. Emphasis on children birth through age eight. Field experience included.

**Prerequisite(s):** EDUC 2310 with a grade of C or higher; (EDUC 3015\* or EDUC 3025\*)

\* Concurrent enrollment allowed.

**EDUC 3404 - Process of Special Education**

2 Credits

In this course, educators assess the strengths and needs of students with disabilities to make educational recommendations, with an emphasis on the skills required for developing and implementing IEPs. Educators collect information on a learner using a variety of formal and informal assessment methods. Educators select and adapt assessments, interpret assessment results, and make instructional decisions based on assessment data. Educators also apply knowledge of best practices for intervention (RTI/MTSS) and identification. Throughout the course, educators engage learners, their caregivers, and other stakeholders as partners by gathering input, communicating assessment results, and collaborating to use assessment data to guide decisions that may lead to building a learner's IEP.

**EDUC 3440 - Assessment to Inform Special Education Programming**

3 Credits

Addresses assessment tools and practices, evaluation of abilities and achievement, interpreting learner data, and data-based decision-making for diagnostic purposes and educational planning. Emphasizes collaboration with stakeholders for Individualized Educational Plans and the special education process.

**Prerequisite(s):** (EDUC 3015\* with a grade of C or higher or EDUC 3025\* with a grade of C or higher)

\* Concurrent enrollment allowed.

**EDUC 3470 - Transition and Independence for Learners with Special Needs**

2 Credits

Addresses transition processes within Individual Education Plans for learners with special needs. Investigates career education, career readiness, person-centered planning, self-advocacy, legal and ethical rights. Explores independent living skills, community resources, play, recreation and leisure. Field experience required.

**Prerequisite(s):** EDUC 1300 with a grade of C or higher; EDUC 3440\*; (EDUC 3015\* or EDUC 3025\*)

\* Concurrent enrollment allowed.

**EDUC 3480 - Developing Strength-Based Class Communities in Specialized Settings**

3 Credits

Addresses classroom management and behavior intervention, with special emphasis on respectful and equitable learning communities, as well as functional behavioral assessment practices and behavioral intervention plans for individual learners. Examines practices that promote social, emotional and mental well-being in school and family settings. Field experience included.

**Prerequisite(s):** (EDUC 3015\* or EDUC 3025\*)

\* Concurrent enrollment allowed.

**EDUC 3490 - Designing and Implementing Curriculum for Learners with Mild/Moderate Educational Needs**

3 Credits

Addresses curricular and instructional design and planning for mild/moderate special needs, instructional strategies, collecting learner data, assessment and data-based decision making. Emphasizes systematically designed instruction for individualized learning goals through tiered systems of instructional support. Promotes individual learner's flourishing, as well as generalization and maintenance of skills across time and settings. Explores communication and its relationship to effective classroom performance. Investigates educator role as advocate for equity in inclusive perspectives. Explores instructional and assistive technologies that support students with special needs.

**Prerequisite(s):** EDUC 3330 with a grade of C or higher; EDUC 3500 with a grade of C or higher; (EDUC 3015\* or EDUC 3025\*); EDUC 3440\*

\* Concurrent enrollment allowed.

**EDUC 3500 - Curricular Foundations of Disciplinary Literacy (Grades 4-12)**

3 Credits

Addresses identity and context as foundational in curriculum planning and instruction in specific content areas with emphasis on lesson planning in an integrated curriculum, grades 4 through 12. Includes approaches to planning, use of state and professional standards, strategies for instruction and assessment (including relationship building), and processes for reflection and revision. Prioritizes working with individual learners and small groups. Incorporates ways of organizing for learning and consideration of cultural and linguistic resources of families, school, and communities. Critiques curriculum as a value-laden democratic enterprise. Addresses literacy as a tool for inquiry across the disciplines. Field experience included.

**Prerequisite(s):** EDUC 2100 with a grade of C or higher; (EDUC 3015\* or EDUC 3025\*)

\* Concurrent enrollment allowed.

**EDUC 3504 - Educational Foundations and Characteristics of Exceptional Learners**

3 Credits

In this course, educators examine the characteristics of learners with disabilities in the categories specified in the Individuals with Disabilities Education Act (IDEA) to ensure equitable educational access for all learners. Educators first examine the characteristics of learners with high-incidence disabilities to understand their cognitive, physical, social-emotional, and communication strengths and needs. Next, they research effective approaches and strategies for learners to support growth in these domains. Educators then research the characteristics of learners with autism, emotional disabilities, and sensory needs and identify effective approaches and strategies for meaningful support and inclusion. Finally, educators examine the characteristics of learners with a range of other low-incidence disabilities including physical impairment, traumatic brain injury, significant disabilities, multiple disabilities, and other health impairments. Educators research effective approaches and strategies to leverage the strengths and address the needs of these learners with attention to transition and vocational planning.

**EDUC 3550 - Curricular Foundations of Mathematical/Scientific Problem-Solving (Grades 4-12)**

3 Credits

Addresses identity and context as foundational in curriculum planning and methods of instruction in specific content areas with an emphasis on individual lesson planning in an integrated curriculum in Math and Science in Grades 4 through 12. Includes approaches to planning, use of appropriate state and professional standards, strategies for instruction and assessment (including relationship building), and processes for reflection and revision. Prioritizes working with individual learners and small groups. Critiques curriculum as a value-laden democratic enterprise. Incorporates equitable teaching practices, adopting an asset-based perspective for all learners that builds on family and cultural resources. Field experience included.

**Prerequisite(s):** EDUC 2200 with a grade of C or higher; (EDUC 3015\* or EDUC 3025\*)

\* Concurrent enrollment allowed.

**EDUC 3560 - Promoting Health and Wellness Across the Elementary**

2 Credits

Addresses topics related to general health and physical education in an integrated curriculum for learners, kindergarten through grade 6. Explores factors contributing to healthy living and wellness for individuals and communities.

**Prerequisite(s):** EDUC 2100 with a grade of C or higher; EDUC 2200 with a grade of C or higher; (EDUC 3015\* or EDUC 3025\*)

\* Concurrent enrollment allowed.

**EDUC 3600 - Designing, Delivering, and Documenting Integrated Mathematics/Science Curriculum (Kdg-Grade 12)**

3 Credits

Addresses curriculum development, delivery, and documentation of unit level teaching in specific content areas with an emphasis on integrated curriculum in Math and Science in Kindergarten through Grade 12. Includes approaches to curriculum design, use of appropriate state and professional standards, strategies for instruction and assessment (including relationship building), and processes for reflection and revision. Prioritizes working with small groups and whole class learning experiences. Addresses use of classroom data in decision-making and differentiation. Focuses on lived experiences and identity in preparation to participate in democracy to harness the power of Math and Science to address real-world problems. Field experience.

**Prerequisite(s):** (EDUC 2330 with a grade of C or higher, EDUC 3335 with a grade of C or higher, or EDUC 3550 with a grade of C or higher); (EDUC 3015\* or EDUC 3025\*)

\* Concurrent enrollment allowed.

**EDUC 3604 - Methods of Teaching Exceptional Learners**

3 Credits

Exemplar teachers take ownership of the well-being, growth, and improvement of all of their learners, including those with special rights. In this course, educators learn to plan and implement individualized instruction for learners with disabilities in a variety of settings. Educators first plan instruction that meets the needs of all learners in a general education classroom using universal design, and then implement and monitor strategies to help individual learners access grade-level instruction and build independence. Educators support learners with disabilities in literacy by implementing research-based specialized literacy instruction that addresses learner needs in foundational skills, vocabulary, and comprehension. Educators also support learners with disabilities in math by applying understanding of grade-level and prerequisite standards to identify learner needs and by designing, implementing, and monitoring specialized math instruction.

**EDUC 3700 - Designing, Delivering, and Documenting Integrated Literacy/Social Studies Curriculum (Kdg-Grade 12)**

3 Credits

Addresses content specific methods in Literacy and Social Studies for unit design and types of classroom assessment, utilizing content specific strategies for promoting vocabulary development, critical thinking and problem solving relative to content specific learning outcomes and standardized assessment data. Includes the role of technology in multimedia, multimodal text comprehension and production. Addresses use of classroom data in decision-making and differentiation. Adopts an inquiry perspective on student learning and curriculum design. Prioritizes working with small groups and whole class learning experiences. Focuses on lived experiences and identity in preparation to participate in democracy. Field experience included.

**Prerequisite(s):** (EDUC 3330 with a grade of C or higher or EDUC 3500 with a grade of C or higher); (EDUC 3015\* or EDUC 3025\*)

\* Concurrent enrollment allowed.

**EDUC 3704 - Professionalism and Collaboration for Educators Working with Exceptional Learners**

2 Credits

Working in partnership with others is essential for learner success. In this course, educators develop the skills for building relationships and collaborating professionally with learners, caregivers, school-based staff, and other stakeholders to improve support and enhance opportunities for learners with disabilities. Special educators create opportunities for asset-based collaboration within a community of caregivers, school-based staff, and other stakeholders. Educators then establish a co-teaching relationship to improve support for all learners, including individualized support for learners with disabilities. The course culminates with an opportunity for educators to advocate for the unique needs of a learner with a disability by building a compelling case for change and leveraging systems and stakeholder relationships to promote learner success.

**EDUC 3800 - Middle School Organization and Philosophy**

2 Credits

Addresses effective teaching and learning strategies for the middle school learners including comprehension of the developmental and academic needs of learners. Explores questions such as: Who are middle schoolers? How do their developmental needs guide instructional practice? How do teachers incorporate exploration and inquiry into middle school curricula?.

**Prerequisite(s):** (EDUC 3015\* or EDUC 3025\*)

\* Concurrent enrollment allowed.

**EDUC 3939 - Collaborative Inquiry**

1-3 Credits (Repeatable for credit)

Collaborative Inquiry Special Topics.

**Prerequisite(s):** (CORE 1000 or UUC Ignite Seminar Waiver with a minimum score of S); CORE 1500\*; Minimum Earned Credits of 60

\* Concurrent enrollment allowed.

**Attributes:** UUC:Collaborative Inquiry

**EDUC 4000 - Collaboration in Education: Families and Communities**

3 Credits

Addresses and promotes collaborative partnerships among learners, educators, and families. Emphasizes the role of consultation among professionals and families to promote well-being and learners' success. Highlights the importance of family engagement and strategies to link families with community resources.

**Prerequisite(s):** EDUC 3015 with a grade of C or higher; EDUC 3025 with a grade of C or higher

**Corequisite(s):** EDUC 4015

**EDUC 4015 - Teacher Learning Community Seminar (Phase IV)**

1 Credit (Repeatable up to 4 credits)

Addresses collaborative inquiry and reflective practice as central to a participant's experience in the School of Education. Participants come together to synthesize and make meaning of learning from education courses and field/community-based experiences. With an emphasis on learning through inquiry, reflection, and dialogue, participants will work together to apply this shared learning within their chosen specialty areas to deepen understandings about collaboration while developing content and pedagogical expertise. (Focuses on internship experiences.)

**Prerequisite(s):** EDUC 3015 with a grade of C or higher; EDUC 3025 with a grade of C or higher; EDUC 4000\*; EDUC 4200\*; (EDUC 4310\*, EDUC 4150\*, or EDUC 4400\*)

\* Concurrent enrollment allowed.

**EDUC 4025 - Teacher Learning Community - Senior Seminar (Phase IV)**

1 Credit (Repeatable up to 4 credits)

Addresses collaborative inquiry and reflective practice as central to a participant's experience in the School of Education. Participants come together to synthesize and make meaning of learning from education courses and field/community-based experiences. With an emphasis on learning through inquiry, reflection, and dialogue, participants will work together to apply this shared learning within their chosen specialty areas to deepen understandings about collaboration while developing content and pedagogical expertise. Focused group events, mock interviews, and the completion of a professional teaching portfolio will enable continuous growth. Field experience included.

**Prerequisite(s):** EDUC 3015 with a grade of C or higher; EDUC 3025 with a grade of C or higher

**Corequisite(s):** EDUC 4500

**EDUC 4104 - Student Teaching and Advanced ELA Methods**

3 Credits

This course builds on Practicum: ELA Methods, providing deeper learning on the topics of planning, speaking and writing instruction, and assessment. It prepares participants to effectively implement high-quality ELA curriculum and develop targeted, engaging, and effective lessons tailored to the needs of their learners. Effective instruction in speaking and writing, supported by well-designed units, lessons, and assessments, helps students develop skills in communication, analysis, and critical thinking, which are essential components of success in academic and professional settings and important for learners to meet their full potential. High-quality planning and analysis enables participants to differentiate instruction to meet the diverse needs of their learners and effectively identify areas of strength and growth.



**EDUC 4150 - Environments for Learning 3: Creating Culturally Sustaining Learning Environments**

1 Credit

Addresses learning environments with a focus on individual and group needs. Examines the role culture and diversity plays in classroom settings and how classrooms support the uniqueness of all learners.

**Prerequisite(s):** EDUC 3015 with a grade of C or higher; EDUC 3025 with a grade of C or higher; EDUC 3150 with a grade of C or higher

**Corequisite(s):** EDUC 4015

**EDUC 4200 - Internship**

3-5 Credits

Addresses real-world teaching experiences in a birth-grade 12 setting that bridges the worlds of theory and practice. Participants will be provided extended teaching opportunities while collaboratively teaching with a cooperating teacher and coached by a university supervisor. Field experience included.

**Prerequisite(s):** EDUC 3015 with a grade of C or higher; EDUC 3025 with a grade of C or higher

**Corequisite(s):** EDUC 4015

**EDUC 4204 - Student Teaching and Advanced Math Methods**

3 Credits

This course builds on Practicum: Math Methods, providing deeper learning on the topics of assessment, mathematically productive discussions, and analysis of student work. It prepares participants to effectively implement high-quality math curriculum. Analyzing summative and formative math assessments allows teachers to understand the strengths and weaknesses of their learners' mathematical understanding and tailor instruction to address specific needs of their learners. Facilitating productive discussions enables learners to share and learn from one another, promoting critical thinking amongst a community of learners who value and respect each other's perspectives. Analyzing student work allows teachers to adjust their instruction to better meet the needs of their learners. The units in this course ensure that teachers are meeting the needs of their learners and promoting rigorous instruction.

**EDUC 4300 - Understanding and Responding to All Literacy Learners (Kindergarten-Grade 12)**

3 Credits

Addresses assessment and differentiation for all learners in Literacy with an emphasis on the impact of cultural, linguistic, educational, contextual factors that influence learning. Emphasis on learner literate identity as it impacts learning success. Prioritizes developing a case study of one learner while also differentiating for small groups within whole class learning experiences. Addresses use of school and classroom data in decision-making. Addresses the inclusiveness of democracy in valuing each individual's lived experiences, goals, and intersectional identities as they impact learning opportunities. Celebrates diverse representation in texts and ways of making meaning. Field experience included.

**Corequisite(s):** EDUC 4025

**EDUC 4304 - Student Teaching and Advanced Science Methods**

3 Credits

This course builds on Practicum: Introduction to Science, Social Studies, and Technology Integration Methods and provides deeper learning on integrating science and engineering practices, facilitating productive science discussions, and supporting learners in the science classroom through effective assessment. It prepares participants to effectively implement high-quality science curriculum.

**EDUC 4310 - Leadership in Early Childhood Education**

3 Credits

Addresses leadership practice in early childhood education. Participants will explore child care and curriculum models; foundations of behavioral guidance; program development and evaluation; and staff professional development through a leadership lens. Participants will align the philosophies of early childhood to policies and procedures of program administration and management.

**Prerequisite(s):** EDUC 3340 with a grade of C or higher; EDUC 3015 with a grade of C or higher; EDUC 3025 with a grade of C or higher

**Corequisite(s):** EDUC 4015

**EDUC 4400 - Understanding and Responding to All Mathematics Learners (Kindergarten-Grade 12)**

3 Credits

Addresses assessment and differentiation for all learners in Kindergarten through Grade 12 in Math with an emphasis on the impact of cultural, linguistic, educational, contextual factors that influence student learning. Emphasis on student Math identity as it impacts learning success. Prioritizes developing a case study of one student while also differentiating for small groups within whole class learning experiences. Addresses uses of school and classroom data in decision-making. Field experience included.

**Prerequisite(s):** EDUC 3015 with a grade of C or higher; EDUC 3025 with a grade of C or higher; EDUC 3600 with a grade of C or higher

**Corequisite(s):** EDUC 4015

**EDUC 4404 - Student Teaching and Advanced Social Studies Methods**

3 Credits

This course builds on Practicum: Introduction to Science, Social Studies, and Technology Integration Methods, providing deeper learning on implementation of the inquiry arc in social studies. The first unit focuses on source analysis and the disciplinary methods that support rigorous historical inquiry and contemporary media literacy. The second unit focuses on argumentation within social studies and how to support learners to communicate effectively in speaking and writing. The final unit recognizes that students arrive to the social studies classroom with different needs and provides methods for ensuring learners are able to access the content and improve their literacy skills.

**EDUC 4500 - Student Teaching**

8 Credits

Addresses real-world teaching experiences in birth-grade 12 settings. Participants will be under the direction of a certified teacher, who has a minimum of three years of teaching experience, and a university supervisor certified in the participant's content area. Participants will continually reflect, gradually increasing responsibilities, knowledge, skills, and dispositions in the classroom for a minimum of two weeks of solo teaching. This 15 week culminating clinical experience is a part of the Missouri teacher certification requirement. Field experience included.

**Prerequisite(s):** EDUC 4200 with a grade of C or higher

**Corequisite(s):** EDUC 4025

**EDUC 4804 - Student Teaching and Advanced Methods of Teaching the Exceptional Learner**

3 Credits

Educators have the responsibility to maintain classrooms that support the academic, social, emotional, behavioral, and communication needs of all of their learners, including learners with special rights. Inclusive practices ensure that learners have the ability to actively participate in classroom activities. In this course, educators extend their ability to plan and implement individualized instruction for learners with special rights in a variety of settings. Educators first implement strategies for promoting active engagement and countering disproportionality in discipline through universal design and inclusive and trauma-informed classroom practices. Educators then implement research-based strategies to provide additional behavioral and social-emotional support to learners that require additional intervention. Educators also more deeply consider how to leverage assistive technology tools to support learner independence and provide equitable access to learning opportunities.