

EDUC (UG) - Education

<i>Global Citizenship Program Knowledge Areas (....)</i>	
ARTS	Arts Appreciation
GLBL	Global Understanding
PNW	Physical & Natural World
QL	Quantitative Literacy
ROC	Roots of Cultures
SSHB	Social Systems & Human Behavior

<i>Global Citizenship Program Skill Areas (....)</i>	
CRI	Critical Thinking
ETH	Ethical Reasoning
INTC	Intercultural Competence
OCOM	Oral Communication
WCOM	Written Communication
** Course fulfills two skill areas	

EDUC 1050 Outdoor Education (2-3)

An introduction to environmental education that includes environmental living skills, curriculum enrichment through outdoor activities, stress challenge, group dynamics, environmental education and global sustainability.

EDUC 1100 Math Tutoring (1)

This course identifies basic tutoring techniques that encourage a child to think about, verbalize, and solve problems. It will also identify some common K-5 math problem areas, provide video examples of good tutoring techniques and materials, and address classroom etiquette. Successful completion of the course is a requirement for participation in the Webster Math Tutoring Program. **Prerequisite:** Approval of the instructor.

EDUC 2000 Beginning Practicum in Education (1-2)

This practicum provides supervised field experience for students who are beginning their education studies. The focus of this practicum is observation of teachers and students in a specific classroom setting. Taken concurrently with EDUC 2800 Foundations in Education. Must be completed with a grade of B or better. **Co-requisite:** EDUC 2800.

EDUC 2050 Introduction to Global Education (3)

This course provides students from all academic backgrounds the opportunity to explore educational systems in a global context. Students will examine both the foundations of education and human development. They will gain a solid understanding of the similarity and differences in education across culture, class, and ability as well as the impact of political, social and economic factors that impact educational systems.

EDUC 2110 Communication in Education (3)

Students in this introductory communications course focus on learning about communication models and the affective domain. Students work on developing self-awareness and interpersonal communication skills. **GCP Coding: (SSHB) (OCOM).**

EDUC 2140 Writing for Teachers (3)

This course is designed to help prospective teachers develop a sense of themselves as writers as they experience the components of writers' workshop. Through self-evaluation, peer response and teacher evaluation, candidates will strengthen the clarity, efficacy and intentionality of their writing. **GCP Coding: (WCOM).**

EDUC 2180 International Children's Literature (3)

This course is designed to provide students an opportunity to become acquainted with the great wealth of trade books and other media forms available for today's children, preschool through grade eight. Students will utilize literature as a lens for understanding the child's historical and contemporary roles in U.S. and global societies. Extensive and intensive reading and analysis of children's literature will be required. This is a writing intensive course. **GCP Coding: (GLBL) (INTC).**

EDUC 2240 Middle School Philosophy and History (3)

Students examine the history of the middle school movement from the 18th century through the 21st century and its evolving philosophy. Implications for teacher professionalism, school and classroom design, and teaching methodologies are also studied.

EDUC 2300 Child and Adolescent Development (3)

Students in this course are presented with theories of physical, cognitive, emotional, and social development. The emphasis is on developmental processes beginning in early childhood through the teenage years. Theories of development are interrelated and integrated with observations of children and adolescents and discussions of educational applications. Development is studied in the context of family, school, community and society. Intracultural and intercultural variations in development are examined. **GCP Coding: (SSHB) (INTC).**

EDUC 2550 Student Literacy Corps (1-3)

Students in this course learn from tutoring experiences in the greater St. Louis area about the problems caused by and associated with illiteracy. Students receive literacy training during class meetings. Students learn strategies to support literacy as well as become aware of cultural and ethnic differences within their own community. Students are introduced to various reading strategies for tutoring. Students provide 20 hours of tutoring experience per credit hour throughout the semester at community settings within the St. Louis area. May be repeated for credit up to 6 credit hours.

EDUC 2800 Foundations in Education (3)

This course enables teacher candidates to explore diverse values and beliefs about learning and teaching. Candidates will investigate the historical, philosophical, social, political and legal aspects of education and to further their understanding of the various issues that shape and impact the U.S. system of education. This course is designed to challenge candidates to promote individual and group responsibility for education in a democratic and diverse society. Must be completed with a grade of B or better in order to continue in the BA in education and be admitted to teacher certification. **Prerequisite:** EDUC 2140, WRIT

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1010, or WRIT 2000 with a B- or better. **Co-requisite:** EDUC 2000. **GCP Coding:** (SSHB) (CRI).

EDUC 2850 Foundations of Early Childhood Education (3)

Students in this course examine the historical, philosophical, psychological, and social foundations in order to understand and define best practices in early childhood education. By studying various models and approaches to this field, students gain an understanding of the state of the art of early childhood education and the forces shaping its future underscoring legal and ethical responsibilities to children, families, and colleagues with their communities. Topics such as administrative planning of programs, environments, personnel policies, management, maintenance and budget are discussed. Field observation and participation with children and adults in a variety of different local types of programs are required.

EDUC 2900 Education of Students with Exceptionalities (3)

This course is intended for students in education and others interested in the education and counseling of individuals with exceptional and/or disabling conditions. The focus is on the definition, identification, education, and vocational preparation of students with special needs, with specific reference to those disabilities set forth in the Individuals with Disabilities Act (IDEA). **GCP Coding:** (SSHB) (ETH).

EDUC 3000 Practicum: Elementary (1-3)

This practicum is in an elementary setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Passport Tasks 1-5 must be completed before the start of practicum. **Prerequisites:** Eligible for admission to Teacher Certification and filing of appropriate form by the posted deadline. **Co-requisite:** EDUC 3099.

EDUC 3001 Practicum: MDSC Language Arts (1-3)

This practicum is in a middle school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Passport Tasks 1-5 must be completed before the start of practicum. **Prerequisites:** Eligible for admission to Teacher Certification and filing of application one semester prior to placement by the posted deadline. **Co-requisite:** EDUC 3099.

EDUC 3002 Practicum: MDSC Math (1-3)

This practicum is in a middle school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Passport

Tasks 1-5 must be completed before the start of practicum.

Prerequisites: Eligible for admission to Teacher Certification and filing of application one semester prior to placement by the posted deadline. **Co-requisite:** EDUC 3099.

EDUC 3003 Practicum: MDSC Science (1-3)

This practicum is in a middle school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Passport Tasks 1-5 must be completed before the start of practicum.

Prerequisites: Eligible for admission to Teacher Certification and filing of application one semester prior to placement by the posted deadline. **Co-requisite:** EDUC 3099.

EDUC 3004 Practicum: MDSC Social Science (1-3)

This practicum is in a middle school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Passport Tasks 1-5 must be completed before the start of practicum.

Prerequisites: Eligible for admission to Teacher Certification and filing of application one semester prior to placement by the posted deadline. **Co-requisite:** EDUC 3099.

EDUC 3005 Practicum: Secondary English (1-3)

This practicum is in a high school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Passport Tasks 1-5 must be completed before the start of practicum.

Prerequisites: Eligible for admission to Teacher Certification and filing of application one semester prior to placement by the posted deadline. **Co-requisite:** EDUC 3099.

EDUC 3006 Practicum: Secondary Mathematics (1-3)

This practicum is in a high school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Passport Tasks 1-5 must be completed before the start of practicum.

Prerequisites: Eligible for admission to Teacher Certification and filing of application one semester prior to placement by the posted deadline. **Co-requisite:** EDUC 3099.

EDUC 3007 Practicum: Secondary Social Science (1-3)

This practicum is in a high school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom

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Tasks 1-5 must be completed before the start of practicum..

Prerequisites: Eligible for admission to Teacher Certification and filing of application one semester prior to placement by the posted deadline. **Co-requisite:** EDUC 3099.

EDUC 3070 Intro to Sign Language and Deaf Culture (1-3)

This course is designed as an introductory conversational ASL class. Students will learn sign vocabulary, ASL syntax, non-verbal grammatical features, fingerspelling and numbers, with both receptive and expressive activities. In addition, Deaf culture, which is an integral part of learning ASL will be included. Signs will be organized into conversational themes and will be reinforced through various interactive activities that may include interaction with signing Deaf guests and out of class experiences with members of the Deaf community.

EDUC 3099 Practicum Seminar (1)

This seminar corresponds to the teacher certification practicum experience. It is designed for teacher candidates and focuses on their attainment of highly effective teaching practices. These include teacher presence, classroom organization and structure, lesson planning and student assessment based on sound data analysis. The course is designed to prepare each teacher candidate to process the activities of the field-based classroom practicum. An overarching goal is the documentation and attainment of Missouri Teacher Standards as measured by the Missouri Educator Evaluation System (MEES). **Prerequisite:** Eligible for admission to teacher certification and filing of appropriate form by the posted deadline. **Co-requisite:** EDUC 3000 or EDUC 3001 or EDUC 3002 or EDUC 3003 or EDUC 3004 or EDUC 3005 or EDUC 3006 or EDUC 3007 or EDUC 3008 or EDUC 3009 or EDUC 3012 or EDUC 3013 or EDUC 3014 or EDUC 3015 or EDUC 3016.

EDUC 3100 Learning, Teaching and Assessment (3)

This course is an in depth study of fundamental concepts and principles that have broad applicability to classroom practice and support the preparation of candidates in education. The course not only emphasizes major concepts of learning theories but also covers relevant topics such as developmental characteristics and milestones of children and adolescents, student differences and diversity, motivation, instructional approaches and assessment.

EDUC 3120 Classroom Assessment (1)

This course prepares students for the demands of assessment, building on the constructs of educational psychology. It covers types of assessments, characteristics of quality assessments, developing scoring guides, asking questions and documenting student learning.

EDUC 3125 Technology in the Classroom (1-3)

This is a hands-on project based course designed to help educators use technology creatively and effectively to support curriculum in PK-12 classrooms. Emphasis is on learning how to use software and the internet in the classroom. The focus is not on the tool, but rather on the pedagogy and how to effectively implement the tools in the classroom to instruct and assess students.

EDUC 3126 Web 2.0 Technologies in the Classroom (1)

This is a hands-on project based course designed to help educators use technology creatively and effectively to support curriculum in PK-12 classrooms. Students will learn the use of the

Inspiration family of software and contribute to a course wiki site based on the SOE goals.

EDUC 3127 Interactive Technologies in the Classroom (1)

This is a hands-on project based course designed to help educators use technology creatively and effectively to support curriculum in PK-12 classrooms. Students will learn how to use United Streaming, Tablet PCs, Clickers and SmartBoards.

EDUC 3128 Multimedia in the Classroom (1)

This is a hands-on project based course designed to help educators use technology creatively and effectively to support curriculum in PK-12 classrooms. Students will learn how to use web cameras, podcasting, PDAs and iMovie software.

EDUC 3129 Assistive Technologies (1)

This course focuses on hardware and software designed for persons with disabilities. Students will carry out a hands-on project designed to provide educators with the tools needed to evaluate a learner characteristics-feature match in order to provide individualized supports.

EDUC 3130 Adventure Education Program (2-6)

Students in this field practicum in adventure education are involved in curriculum development, instruction, and evaluation. The practicum typically involves K-12 students. May be repeated for credit. **Prerequisite:** EDUC 1050 or permission of the instructor.

EDUC 3150 Education in a Diverse Society (3)

Students in this course explore values and beliefs about learning and teaching in a multicultural setting. Typically held in a local K-12 school, the course has a concurrent 1-credit-hour field experience at the site, EDUC 3155. Must be completed with a grade of B or better. **Prerequisites:** College level composition course with a B or better; EDUC 2110. **Co-requisite:** EDUC 3155. **GCP Coding: (SSHB)** (CRI).

EDUC 3155 Early Diversity Practicum (1)

Students in this early practicum are placed in the diverse PK-12 school settings. This early Practicum is designed to accompany EDUC 3150 Education in a Diverse Society and will take place in the diverse school setting in which the course is offered. Students will be assessed using the School of Education Dispositions. Must be completed with a grade of B or better. **Co-requisite:** EDUC 3150.

EDUC 3160 Multimodal Literacies (3)

This course develops future educators' abilities to utilize verbal, visual, musical, and kinesthetic activities in classroom settings. As students explore the potential of specific and integrated modalities they learn how to utilize the visual, performing, and language arts to cultivate executive function, problem-solving in media and literacy skills.

EDUC 3190 Young Adult Literature (3)

Students will explore the transitional aspects of adolescence (physical, cognitive, social, and emotional) through reading texts written for and about young adults. These multi-ethnic and international texts represent the genres and formats of traditional fantasy, modern fantasy, historical fiction, contemporary realistic fiction, nonfiction, poetry, and graphic novels. These readings will support students' understanding of the impact of historical,

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gender, socio-economic and cultural status on the adolescent journey. **GCP Coding:** (SSHB) (INTC).

EDUC 3225 Education Passport 1 (0)

The Department of Teacher Education Passport is an integral element in the assessment system for initial teacher certification programs. This system is designed to foster the development of knowledge, skills, and dispositions for pre-service teacher candidates in the digital age. Using a self-directed approach, pre-service teachers will upload artifacts in the digital passports. Completion of Passport 1 is required for admission to teacher certification. Admission is granted when candidates successfully submit the four assignments accompanied by highlights, annotations, and/or short reflections and have met the other admissions criteria.

EDUC 3275 Education Passport 2 (0)

The Department of Teacher Education Passport system is an integral element in the assessment system for initial teacher certification programs. This system is designed to foster the development of knowledge, skills, and dispositions for pre-service teacher candidates in the digital age. Using a self-directed approach, pre-service teachers will upload artifacts in the digital passports. Completion of Passport 2 is required prior to apprentice teaching. Candidates must successfully submit the nine assignments accompanied by highlights, annotations, and/or short reflections and have met the other teacher certification criteria.

EDUC 3300 Topics in Education (1-3)

A variety of topics are presented dealing with specialized areas of interest in the field of education. May be repeated for credit if content differs.

EDUC 3375 Behavior Management (3)

Students in this course study the principles and techniques of behavioral management. The purpose of this course is to provide prospective teachers and other professionals with a basic understanding of the social, cultural, emotional, motivational, and environmental factors that influence human behavior and development, and strategies that promote self-esteem, autonomy and self-regulation. **Prerequisites:** Eligible for admission to Teacher Certification and concurrently registered in a practicum.

EDUC 3440 Digital Pedagogy and Assistive Learning Technologies (1-3)

This course utilizes hands-on and project-based activities to teach instructional technology use and integration to students. In the course, students engage with using classroom technologies for teaching learners from prek-12. The use of technologies for instructional planning and design, data gathering and assessment as well as Universal Design for Learning will be demonstrated and practiced. The course explores technology integration based on student engagement with productivity applications, interactive and cloud-based platforms as well as assistive technologies.

EDUC 3500 Methods of Teaching Secondary School (3)

Students in this course explore activities and interactions of teachers and pupils in the development of conditions for learning in secondary schools. Candidates learn the fundamentals of teacher-centered and student-centered instructional and assessment techniques and apply these in developing standards-based lessons and curricular units based on subject specific

competencies. **Prerequisite:** Eligible for admission to Teacher Certification.

EDUC 3650 Instructional Design (3)

In this course, students will examine the use of instructional systems design to create instructional experiences across different learning environments. Practical application of models and theories that employ digital and rich multimedia instruction are emphasized. Focus areas will include learning and design, the ADDIE model and approaches to Design Implementation. Students in this course will acquire the knowledge, skills, and capabilities to design and develop instruction for formal as well as informal learning environments. Using ID in the areas of mobile, e-learning and onsite deployments will be examined.

EDUC 4000 Apprentice Teaching Seminar (1)

This seminar is designed to assist apprentice teachers to focus on multiple factors affecting their classroom experiences, student interactions and curriculum through the creation of an electronic Teacher Work Sample. Through this process each teacher candidate demonstrates knowledge and skills in meeting the MoSPE standards. **Prerequisite:** Concurrent enrollment in apprentice teaching.

EDUC 4020 Health, Nutrition, and Safety (3)

Students in this course learn about the basic factors that affect the health, nutrition, and safety of the young child. Nutritional needs, feeding, health routines, safety hygiene, childhood illnesses, socio-emotional needs and first aid for young children will be examined. This course also addresses program, curriculum for young children, and parent education as it relates to these areas. **Prerequisites:** EDUC 2850, EDUC 2800 and EDUC 2000.

EDUC 4105 Methods of Teaching Middle School Language Arts (3)

Students in this course examine issues, attitudes, and trends in teaching Middle School Language Arts as well as the essential subject matter of the discipline. Strategies, canons, management and philosophy concerning instruction are covered. Methods used to teach and evaluate speaking and listening, writing and reading, and visually representing and viewing are discussed. Assignments similar to those used in typical middle school language arts classrooms are included. **Prerequisites:** EDUC 2240 and eligibility for admission to Teacher Certification.

EDUC 4110 Methods of Teaching Secondary English (3)

Students in this course examine issues, attitudes, and trends in teaching English as well as the essential subject matter of the discipline. Strategies, canons, management and philosophy concerning instruction are covered. Methods used to teach and evaluate speaking and listening, writing and reading, and visually representing and viewing are discussed. Assignments similar to those used in typical English classrooms are included. **Prerequisites:** EDUC 3500 and eligible for admission to Teacher Certification.

EDUC 4115 Methods of Teaching Middle School Social Studies (3)

This course focuses on materials, techniques, and resources for teaching social studies to students in middle school settings. It also explores instructional strategies to help middle school students develop historical, political, geographical, social and cultural understanding. Students will be prepared to work with

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middle school students from a variety of multicultural groups as well as teachers in other subject areas to support the integration of social studies across the curriculum. **Prerequisites:** EDUC 2240 and eligibility for admission to Teacher Certification.

EDUC 4120 Methods of Teaching Secondary Social Studies (3)

This course studies curricular and instructional objectives for teaching social studies to students in secondary school. It also explores instructional strategies to help secondary students develop historical, political, social and cultural understanding. This includes working with students from a variety of multicultural groups as well as learning how to work with teachers in other subject areas in order to integrate curriculum. Social Science Standards for social studies are also of particular importance. Emphasizes materials, techniques, and resources. **Prerequisites:** EDUC 3500 and eligible for admission to Teacher Certification.

EDUC 4130 Writing Instruction (3)

Students examine current theories and practices for writing instruction. Students discuss elements such as the history of rhetoric, writing traits, writing forms and writing for different purposes as well as audiences. Based on contemporary theories and digital applications used in today's classrooms, students practice designing writing assignments. Other key topic areas include multimodal writing, creating writing curriculum and assessment of writing. Students practice the composition process by designing a digital writing process project. **Prerequisite:** Eligible for admission to Teacher Certification.

EDUC 4180 Elementary Arts and Humanities Methods (3)

Students in this course apply curricular and instructional objectives for teaching K-6 students Arts, Humanities and Social Studies. Materials, techniques and resources are emphasized. Arts and Humanities are broad and encompassing areas of elementary classroom teaching. Content areas that focus on the language arts and social studies are richly integrated with art history, art techniques and many forms of visual art. This includes working with students from a variety of multicultural groups as well as learning how to work with teachers in other subject areas in order to integrate curriculum. Social Science Content Standards for social studies are also of importance. **Prerequisite:** Eligible for admission to Teacher Certification.

EDUC 4190 Elementary STEM Methods (3)

In this course students learn and apply effective practices for teaching elementary science and mathematics using integrated STEM approaches. Instructional methods that are based on inquiry-based learning, number talks, scientific thinking as well as varied interactive activities and discussion protocols. Topics that will be covered include mathematics learning and Next Generation Science Standards. Candidates will create an integrated unit plan that applies critical thinking, STEM principles and learning standards. **Prerequisite:** Eligible for admission to Teacher Certification.

EDUC 4200 Methods in Middle School Curriculum and Instruction (3)

Students in this course examine curricular and instructional strategies for middle school grades 5-9. Interdisciplinary curriculum personalization of learning, instructional technologies, and other teaching strategies for the early adolescent are discussed.

Prerequisites: EDUC 2240 and eligible for admission to Teacher Certification.

EDUC 4220 Differentiated Mathematics Instruction (3)

This course is designed to explore the literature and current practices in differentiating math instruction in K-12 classrooms. The primary objective of this class is for students to advance their professional knowledge, skills and practice for effectively teaching mathematics through differentiated instruction. An additional emphasis will be placed on response to intervention and students will learn how to assess mathematics formatively and develop strategies and interventions and target specific math difficulties. **Prerequisite:** A grade of B- or better in a college-level mathematics course.

EDUC 4250 Economics and Geography for Global Sustainability (3)

This course is designed to provide elementary, middle and secondary educators the information they need to understand and be able to teach the fundamentals of economics, geography and global sustainability. Economic content includes: economic systems, concepts, and institutions; economic change over time; modern global economics; and the relationship between producers, consumers, and the government. Geography content includes: physical geography skills (apply and use geographic representations, tools, and resources such as maps, atlases, aerial photographs, globes, etc.) and concepts; locales, regions, nations, and the world relative to location, size, climate, and geology; and how individuals and groups are affected by events on an international and global scale. Sustainability concepts and skills will be integrated throughout the course with emphasis on current environmental and social equity issues as well as systems thinking. Students will explore the interconnectedness of people, profit and planet. **GCP Coding: (GLBL) (ETH)**

EDUC 4270 Methods of Teaching Elementary Reading (3)

This is an introductory course in reading methodology for elementary education, early childhood and special education initial teacher certification candidates. It is the first in a series of three courses required for certification. The focus is on reading methods and specific techniques appropriate for emergent readers and developmental readers in elementary grades. A review of best practices in reading instruction, based on both current research and practice, informs undergraduate students so they can provide instruction for diverse learners at all levels. This course offers a solid background in reading instruction for students who have not had prior coursework in reading. **Prerequisite:** Eligible for admission to Teacher Certification.

EDUC 4280 ELEM/SPED Teaching Reading and Writing in the Content Areas (3)

This course is designed for elementary, early childhood and special education initial teacher certification candidates to examine the reading-writing connection and develop methods for teaching their students critical thinking skills and problem solving in the area of literacy. Participants will study frameworks for fostering comprehension including analytical and critical reading and content literacy.

EDUC 4290 ELEM/SPED Differentiated Reading Assessment and Intervention (3)

This course is designed for elementary, early childhood and special education initial teacher certification candidates.

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Candidates will learn about the best practices in developmental reading for struggling readers and learners with reading disabilities. The purpose of this course is threefold: (1) to increase knowledge and understanding of the process of reading, (2) to increase competency in the diagnosis of specific areas of weakness that can interfere with the reading process, and (3) to develop intervention strategies for struggling readers and learners with reading disabilities. Webster students will use formal and informal reading assessments to evaluate reading abilities and implement research-based intervention strategies. **Prerequisite:** EDUC 4270 or EDUC 4280.

EDUC 4330 Introduction to Students with Mild/Moderate Disabilities (3)

Students in this course study mild/moderate disabilities, including learning disabilities, behavior disorders, mental retardation, physical disabilities, and other health impairments. Course content focuses on the identification and characteristics of students with mild to moderate disabilities in each category. Topics explored also include historical perspectives of special education, legal issues, ethical considerations of labeling individuals, definitions, interventions, and educational models. **Prerequisite:** EDUC 2900.

EDUC 4350 Arts and Humanities Methods (3)

This course engages skills and strategies for teaching the Arts, Humanities and Social Studies to students. The scope of this course is Middle School and Secondary School Language Arts, Social Studies and Humanities as well as K-12 Art and World Language. It emphasizes materials, techniques and resources for teaching distinct curricular methods as well as integrative methods. Students in this course develop abilities to utilize integrative methods such as verbal, visual, musical and kinesthetic activities in the visual, performing, language arts and social studies classrooms. **Prerequisite:** Eligible for admission to Teacher Certification.

EDUC 4360 STEM Methods (3)

This course affords students the opportunity to focus on best practices in the middle school and secondary science and mathematics classroom. Instructional methods to enrich learning will be examined with readings from authors that are experts in their field covering topics such as growth mindset, number talks, Argument Driven Inquiry (ADI), varied engagement and discussion protocols and backwards design in lesson planning. These topics will also be explored while examining how to best engage learners in rigorous, relevant and engaging lessons that are applicable to real world situations. Students will engage in a variety of activities that will yield a deeper command and understanding of the CCSS Math Standards and Next Generation Science Standards leading to creation of a unit plan. **Prerequisite:** Eligible for admission to Teacher Certification.

EDUC 4380 Teaching Reading and Writing in the Content Areas (3)

This course will present a broad spectrum of reading and writing strategies necessary for understanding text. Participants study the different kinds of reading and writing for varied situations and materials and consider problems such as adjusting assignments to different rates, providing assistance in content assignments and dealing with non-proficient readers and writers. A content area unit is part of the course evaluation and includes vocabulary as well as pre-reading, during reading, post reading and writing strategies, in addition to formative and summative assessments. This course is used for middle and secondary school initial

teacher certification. Assessment and instructional strategies will be discussed and applied in class as well as in assignments.

EDUC 4390 Differentiated Reading Assessment and Intervention (3)

The focus of this class will be on planning interventions based on interpretation of formal and informal reading assessments for students in grades 6-12. An emphasis will be on current theory and best practices in literacy. Participants will design intervention strategies in response to assessment data. This course is used for middle and secondary school initial teacher certification. **Prerequisite:** EDUC 4380.

EDUC 4435 Inclusive Practices and Methods for Teaching English Learners (3)

This course surveys current theory and practice in planning, implementing and monitoring instruction to meet the needs of students having diverse learning needs including linguistically and culturally diverse students and students with disabilities in a variety of classroom contexts. Topics include the following: inclusive education philosophy and research, co-teaching and collaborative practice, parent collaboration and communication, facilitating peer supports, curriculum adaptations and differentiated instruction. **Prerequisites:** EDUC 2900 and 6 credit hours of Methods courses or permission of the instructor.

EDUC 4440 Inclusion Strategies (3)

Students in this course are introduced to strategies that promote the social and academic integration of children with disabilities, English Language Learners and children from culturally and linguistically diverse backgrounds into the general education classroom. Topics include inclusive education philosophy and research, collaborative practices, roles and responsibilities working with paraeducators, transition planning (to more inclusive settings, between grade levels, and to post-school options), grading options for students with disabilities in general education. Making Action Plans/Futures Plans, diversity issues, parent collaboration and communication, curriculum adaptations, differentiated instruction, response to intervention, positive behavior supports and use of the SIOP model with English Language Learners. **Prerequisites:** EDUC 2900 and 6 credit hours of Methods courses or permission of the instructor.

EDUC 4450 Psychoeducational Assessment (3)

Students in this course study formal and informal assessment procedures from an educational perspective. Students develop a strong foundation of principles of assessment and testing, including technical knowledge of terminology. Students examine constructs of intelligence, language, perceptual-motor abilities and achievement, focusing on how these constructs are assessed by both norm-referenced instruments and nontraditional methods. Students administer and interpret tests in order to more fully understand test constructs. **Prerequisite:** EDUC 2900.

EDUC 4460 Methods of Teaching Students with Mild/Moderate Disabilities I (3)

Students in this course are introduced to planning, organizational, and instructional techniques for students with mild/moderate disabilities. Students are prepared to work in a range of placement settings, with emphasis on inclusive placements, and to collaboratively plan with parents and all educational staff. The focus of this course is on research-based methods. **Prerequisite:** Eligible for admission to Teacher Certification.

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EDUC 4470 Methods of Teaching Students with Mild/Moderate Disabilities II (3)

Students in this course are introduced to the curricula, organizational strategies, and instructional techniques appropriate to the needs of students with mild and moderate disabilities, with a focus in the content areas of science, social studies (government, geography, and economics), child and adolescent literature, physical education, health, art, and music. Also addressed is the use of technology in adapting the regular curriculum, based on a functional assessment of the curriculum and learner behavior. Emphasis is on team planning and delivery, including parents, regular education teachers, administrators, and support specialists. **Prerequisite:** Eligible for admission to Teacher Certification.

EDUC 4480 Special Education Counseling for Life Transitions (3)

The course focuses on counseling and communication techniques appropriate to the needs of the exceptional individuals and their families. The content and skills needed for special educators to facilitate effective transitions at multiple transition periods from birth through age twenty-one are a major focus of the course. Curriculum and instruction for the transition period from school to adult life specifically addresses post secondary education, vocational training, and integrated employment (including supported employment), continuing and adult education, adult services, independent living and community participation. **Prerequisite:** EDUC 4330.

EDUC 4565 Global Education Portfolio Review (1-3)

This course allows students pursuing the global education certificate to integrate knowledge and perspectives related to educational systems around the world. Students will select artifacts from a variety of course taken in the certificate program and use them as evidence to show they can: analyze similarities and differences in educational systems around the world, plan and implement instruction in informal educational settings, use technology as an educational tool, and explain multiple perspective in global education.

EDUC 4575 Methods of Teaching Elementary Social Studies (3)

Students in this course study curricular and instructional objectives for teaching social studies to students in grades K-6. Materials, techniques, and resources are emphasized. This includes working with students from a variety of multicultural groups as well as learning how to work with teachers in other subject areas in order to integrate curriculum. Social Science Content Standards for social studies are also of particular importance. **Prerequisites:** Eligible for admission to Teacher Certification.

EDUC 4580 Methods of Teaching Elementary Science (3)

Students in this course study course content and instructional objectives for teaching science in the elementary school curriculum. The course covers methods, resources and techniques of good science instruction congruent with national standards with an emphasis on problem solving and critical thinking. **Prerequisites:** Eligible for admission to Teacher Certification.

EDUC 4585 Methods of Teaching Middle School Science (3)

Students in this course study course content and instructional objectives for teaching science in the middle school curriculum. The course focuses on the methods, resources and techniques of good science instruction that is congruent with national standards. **Prerequisites:** EDUC 2240 and eligibility for admission to Teacher Certification.

EDUC 4600 Educational Research (3)

This course enables students to systematically investigate topics of educational interest to evaluate the merits of published research in the field and to develop strategies for problem solving within educational settings.

EDUC 4610 Reading Course (1-3)

Students in this course investigate a given body of knowledge or a specific area of interest. Selected topics are agreed upon between student and a member of the departmental faculty. The topic of the course, detailed learning outcomes, and means of evaluation are negotiated between student and faculty member. This course is intended for majors only. May be repeated for credit if content differs. **Prerequisites:** Senior standing and permission of the instructor.

EDUC 4620 Educational Internship (3)

This internship enables students to explore non-traditional settings and career options in education. This course is designed for students majoring in Educational Studies. **Prerequisite:** Senior standing.

EDUC 4650 Educational Research Senior Overview (3)

As the capstone course for seniors in the major, each student identifies, analyzes, researches and critically discusses an important instructional problem. This course enables students to systematically evaluate the merits of published research in the field of instruction and learning. Students review key aspects of educational research including research methodology, the ethical aspects of research and authorship as well as instrument reliability and validity. In conjunction with their internship site, students design, develop and implement an applied learning project. Students engage in a systematic process of analyzing their design and its impact on learners in context. They document their approach and present to a wider audience. **Prerequisite:** Senior standing.

EDUC 4730 Language Development (3)

This course examines language development in children and youth with and without disabilities. Evaluation of language delays, differences and disabilities are reviewed. Language intervention activities for English Language Learners and students with disabilities as well as English language arts education instructional strategies are covered. **Prerequisite:** EDUC 2900.

EDUC 4740 Child Development II (3)

Students in this course examine child development from conception to eight years of age. Students study the whole child in context of family, community, and society. An in-depth investigation of cognition, communication, perceptual/sensory, motor, social, and emotional development is the primary focus of this course. **Co-requisite:** EDUC 4741.

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EDUC 4741 Infant/Toddler Practicum (1)

The focus of the 1-credit-hour practicum is observation and participation in classrooms serving infants and toddlers. It is typically taken concurrently with EDUC 4740 Child Development II and supports an understanding of child development from conception to eight years of age. **Co-requisite:** EDUC 4740.

EDUC 4770 Assessment of Young Children (3)

Students in this course focus on the assessment of young children from birth to age eight. The assessment process takes into account the whole child: cognition, communication, sensory, perceptual, motor, and social/emotional. Assessment is examined within the context of the family, environment, and culture. Emphasis is placed on the use of observation and authentic assessment with some exposure to formal standardized tests. **Prerequisites:** EDUC 4740, EDUC 4830 or concurrent registration in EDUC 4830.

EDUC 4830 Early Childhood Curriculum (3)

Students in this course investigate curriculum for children ages birth through eight years from theoretical and experiential perspectives. Students learn how to evaluate published curricula, design developmentally appropriate and responsive curricula, and adapt planned curriculum to the individual needs of children. **Co-requisite:** EDUC 4831.

EDUC 4831 Preprimary Practicum (1)

The focus of this 1-credit-hour practicum is observation and participation in classrooms serving preschool children. It is typically taken concurrently with EDUC 4830 Early Childhood Curriculum and supports an understanding of developmentally appropriate curriculum. **Co-requisite:** EDUC 4830.

EDUC 4832 Practicum: Intermediate (1)

The focus of this 1-credit-hour practicum is observation and participation in classrooms serving children in intermediate primary grades. It is typically taken concurrently with EDUC 4830 Early Childhood Curriculum and supports an understanding of developmentally appropriate curriculum. **Prerequisites:** Eligible for admission to Teacher Certification. **Co-requisite:** EDUC 4830.

EDUC 4880 Family and Community Resources (3)

Students in this course learn about current family issues and needs as related to childhood education. Included are methods of assessing family concerns, needs, and interests, techniques for interacting with parents, and ways to assess and utilize community resources (including parent volunteers) in the classroom. **Prerequisites:** EDUC 2000 and EDUC 2800.

EDUC 4950 Apprenticeship Teaching: Elementary Primary (Grades 1-3) (13)

Teacher certification only. The apprenticeship teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites:** Practicum with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4960 Apprenticeship Teaching: Elementary Intermediate (Grades 4-6) (13)

Teacher certification only. The apprenticeship teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites:** Practicum with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4965 Apprenticeship Teaching: MDSC Language Arts (13)

Teacher certification only. The apprenticeship teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites:** EDUC 3001, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4966 Apprenticeship Teaching: MDSC Math (13)

Teacher certification only. The apprenticeship teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites:** Practicum with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4967 Apprenticeship Teaching: MDSC Science (13)

Teacher certification only. The apprenticeship teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites:** Practicum with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4968 Apprenticeship Teaching: MDSC Social Science (13)

Teacher certification only. The apprenticeship teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites:** Practicum with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4970 Apprenticeship Teaching: Secondary English (13)

Teacher certification only. The apprenticeship teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites:** Practicum with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

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approved by the advisor, verifying the student has met all the requirements.