School of Education

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Faculty
Carolyn Barber\textsuperscript{2,3}; professor of educational psychology; B.A. (Johns Hopkins University); M.A. and Ph.D. (University of Maryland-College Park).
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Clare Bell\textsuperscript{2,3}; associate professor of education; B.M. (Cleveland Institute of Music); M.A., Ph.D. (The Ohio State University).
LaVerne A. Berkel\textsuperscript{2,3}; associate professor of education; B.S. (Oakwood College); M.A. (New York University), Ph.D. (The Pennsylvania State University).
Chrisanthia Brown\textsuperscript{2,3}; professor of education; B.S. (University of California at Los Angeles); M.S. (California State University-Long Beach); Ph.D. (University of Missouri-Kansas City).
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Donna M. Davis\textsuperscript{2,3}; professor of education; B.A. (San Jose State University); M.S., Ph.D. (University of Kansas).
Etta Hollins\textsuperscript{2,3}; professor of education and Kauffman Endowed Chair for Urban Teacher Education; B.S.Ed. (Pittsburg State University); M.S.Ed. (University of Washington); Ph.D. (University of Texas-Austin).
Arthur Gus Jacob; teaching assistant professor of education; B.S., M.S. (Emporia State University); Ed.D. (University of Kansas).
Kimberly Langreh; assistant professor of Counseling and Educational Psychology; B.A., M.S.(University of Wisconsin - Milwaukee); Ph.D. (Loyola University Chicago).
Michelle Maher\textsuperscript{2,3}; professor of higher education administration, B.A. (Iowa State University), M.A. and Ph.D. (George Mason University)
Jacob Marszalek\textsuperscript{2,3}; associate professor of educational psychology; B.A. (Illinois State University); M.S. (Emporia State University); Ph.D. (University of Illinois at Urbana-Champaign).
S. Marie McCarther; associate professor of education; B.A. (Wilkes University); M.A., Ed.S. (University of Missouri-Kansas City); Ed.D (University of Cincinnati).
Hilary McNeil; instructor of elementary education; B.S. (Iowa State University); M.A. (Western Illinois University); M.E. (MidAmerica Nazarene University).
Nancy L. Murdock\textsuperscript{2,3}; professor of education; B.S., M.S., Ph.D. (Virginia Commonwealth University).
Kindel Turner Nash\textsuperscript{2,3}; assistant professor of education; B.A., M.A.T., Ph.D. (The University of South Carolina)
Johanna E. Nilsson\textsuperscript{2,3}; professor of education; B.A. (Roger Williams University); M.A., Ed.S. (State University of West Georgia); Ph.D. (Western Michigan University).
Louis Odom\textsuperscript{2,3}; professor of education, B.S., B.A., M.Ed. (University of Arkansas); Ph.D. (University of Missouri-Columbia).
Joseph Parisi\textsuperscript{2,3}; professor of music (music education, instrumental music); B.M. (State University College of New York at Potsdam); M.M. (Florida State University); Ph.D. (Florida State University).
Uzziel Pecina; teaching assistant professor; B.A., M.S.Ed. (Kansas State University); Ed.D. (University of Missouri-Columbia).
Cynthia Pemberton; deputy provost for academic affairs, and professor of education; B.S. (Missouri State University); M.S. (Kansas State University); Ph.D. (University of Illinois).
Justin Perry; professor of education; B.A. (Tulane University); M.A., PhD. (Boston College).
Nora Peterman, assistant professor of language and literacy; B.A. (Columbia University, Barnard College); M.S.Ed. (University of Pennsylvania); Ph.D. (University of Pennsylvania).
Charles R. Robinson\textsuperscript{2,3}; professor of music (music education, choral music); B.M.E. (Florida State University); M.A. (California State University, Long Beach); Ph.D. (Florida State University).

Candace Schlein; associate professor of education; B.A.B.Ed. (McGill University); M.Ed.Ph.D. (University of Toronto).

Katya Strekalova-Hughes; assistant professor of education; M.A. (Volgograd State Pedagogical University); Ph.D. (State University of New York at Buffalo).

Rhianna Thomas; instructor of early childhood education; B.A. (Avila University); M.A. (University of Missouri-Kansas City).

Carolyn Thompson\textsuperscript{2,3}; associate professor of education; B.A. (San Francisco State); M.A. (Mills College); M.A., Ph.D. (University of California-Los Angeles).

Omiunota Ukpokodu\textsuperscript{2,3}; professor of education; B.S., M.A., M.S., PhD. (University of Kansas).

Jennifer Waddell; associate professor of education; B.A. (University of Montana); M.A., Ph.D. (University of Missouri-Kansas City).

Laurel Watson; assistant professor of Counseling & Educational Psychology; B.A. (University of Georgia); M.S., Ph.D. (Georgia State University).

Youfu (Michael) Wei\textsuperscript{2,3}; associate professor of teaching English to speakers of other languages; B.A. (Yunnan University of the Nationalities in China); M.A. (Naresuan University in Thailand); M.A. and Ph.D. in TESOL (University of Maryland-College Park).

\textbf{Professor Emeriti}

Susan A. Adler; professor emeritus of education; B.A. (State University of New York-Buffalo); M.A., Ph.D. (University of Wisconsin).

Valerie Blackwell; teaching professor emeritus; B.A., M.A., Ph.D. (University of Missouri-Kansas City).

Bonita Butner; associate professor emeritus of education; B.S. (Central Missouri State University); M.A.,Ed.S. (University of Missouri-Kansas City); Ph.D. (University of Missouri-Columbia).

Linda Edwards; dean emeritus, school of education, and professor emeritus of education; B.A. (University of Missouri-Kansas City); M.S. Ed., Ed.D. (University of Kansas).

Cheryl Grossman; associate professor emeritus of education; B.A. (Long island University); M.A. (New York University); Ph.D. (University of Iowa).

Shirley Hill; curators’ professor emeritus of education and mathematics; B.A. (University of Missouri-Columbia); M.A. (University of Missouri-Kansas City); Ph.D. (Stanford University).

Robert E. Leibert; professor emeritus of education; B.S. (State University of New York-New Paltz); M.S. (University of Pennsylvania); Ed.D. (Syracuse University).

Daniel Urey Levine; professor emeritus of education; B.A., M.A., Ph.D. (University of Chicago).

Malcolm E. Linville; professor emeritus of education; B.A., M.A., Ph.D. (University of Missouri-Kansas City).

Kathryn E. Loncar; associate professor emeritus of education; B.M.Ed. (Saint Mary College); M.A., Ph.D. (University of Missouri-Kansas City).

Frank W. Neff; associate professor emeritus of education; B.A., M.S. (Indiana University); Ed.D. (Columbia University).

Ann Pace; associate professor emeritus of education; B.A., M.S.Ed. (University of Pennsylvania); Ph.D. (University of Delaware).

Robert D. Paul; associate professor emeritus of education; B.S. (South Dakota State University); M.Ed., Ed.D. (University of Florida).

Dennis Schemmel; associate professor emeritus of education; B.A. (Loras College); M.Ed. (Marquette University); Ph.D. (Ohio University).

John K. Sherk, Jr.; professor emeritus of education; B.S. (Pennsylvania State University); M.S. (Temple University); Ph.D. (Syracuse University).

Dianne Smith; professor emeritus of education; B.S., M.Ed. (Winthrop College); Ph.D. (Miami University).

William C. Smith; professor emeritus of education; A.B. (St. Benedict’s College); M.S. (Kansas State University); Ph.D. (University of Missouri-Kansas City).

George D. Spear; associate professor emeritus of education; B.A. (Baker University); M.A. (University of Missouri-Kansas City); Ph.D. (University of Michigan).

Sue Vartuli; associate professor emeritus of education; B.S. (State University of New York-Oneonta); M.S., Ph.D. (Ohio State University).

\textsuperscript{1} Associate or Adjunct Graduate Faculty

\textsuperscript{2} Members of UMKC Graduate Faculty
Members of UMKC Doctoral Faculty

Located at UM-St. Louis campus

**Undergraduate**
- Bachelor of Arts: Early Childhood Education
- Bachelor of Arts: Elementary Education
- Bachelor of Arts in Middle School Education
- Bachelor of Arts in Secondary Education

**Graduate**
- Graduate Certificate Programs
  - Graduate Certificate in Reading Intervention (http://catalog.umkc.edu/colleges-schools/education/graduate-certificate-reading-intervention)
- Master of Arts: Counseling and Guidance
  - Couples and Family Counseling
  - Mental Health Counseling
  - School Counseling
- Master of Arts: Educational Administration
  - Emphasis Area: School (Grades PK-12) Administration
  - Emphasis Area: Higher Education
- Master of Arts: Curriculum and Instruction
  - Emphasis Area: General
  - Emphasis Area: Early Childhood
  - Emphasis Area: Elementary
  - Emphasis Area: Subject Matter
  - Emphasis Area: Multicultural Education
  - Emphasis Area: Teaching English as a Second Language
- Master of Arts: Language and Literacy
- Master of Arts: Special Education
- Educational Specialist: Educational Administration
- Educational Specialist: Counseling and Guidance
- Educational Specialist: Curriculum and Instruction
- Educational Specialist: Language and Literacy
- Educational Administration, Ed.D.
- Counseling Psychology, Ph.D.
- Interdisciplinary, Ph.D. (http://catalog.umkc.edu/colleges-schools/graduate-studies/interdisciplinary-phd-program)

**Counseling Psych Counselor Ed Courses**

CPCE 230 Effective Interpersonal Communication Credits: 3
Theory, and research on interpersonal relationships; students will learn effective communication skills, including understanding verbal and nonverbal behavior, listening, and empathy.

CPCE 425 Positive Psychology Credits: 3
Introduction to current theory and empirical research in positive psychology. Topics explored include happiness, self-esteem, empathy, friendship, optimism, love, achievement, strengths, mindfulness, spirituality, and hope.

CPCE 5500 Introduction To Professional Counseling Credits: 3
This course introduces students to the professions of counseling and counseling psychology as practiced in a variety of settings. The course provides and overview of basic concepts of mental health, client problems, history of the profession, ethical and professional standards, counseling in a multicultural and pluralistic society, and licensure and credentialing. The course also orients students to the counseling program at UMKC. May be taken prior to admission.

CPCE 5502 Fndtns Of Elementary & Secondary School Counseling & Guidance Credits: 3
The course will present an overview of theory and practice in the field of school counseling and will examine the roles and functions of guidance counselors. For School Counseling Emphasis only.
CPCE 5503 Psychopathology: Diagnoses And Classification Credits: 3
This course is designed to provide students with an opportunity to study psychopathological patterns, mental disorders, and other reactions in client behavior, which are encountered by therapists, counselors, and psychologists in contemporary psychological service systems. The major focus of the course will be on learning current diagnostic criteria and making differential diagnoses. Attention will also be given to the etiology, development, dynamics, and treatment of psychopathology. In addition, the influence of culture on behavior and treatment will be discussed.

Prerequisites: CPCE 5500.

CPCE 5504 School Guidance Programs Credits: 3
This course will provide knowledge and skills in the development and management of school guidance programs, including program planning, implementing and evaluation.

CPCE 5505 Career Development I Credits: 3
Theories of career development and vocational choice and their implications in counseling. Emphasizes knowledge of occupational and career information sources and use of these data by counselors and counseling psychologists. Open to any student who has been admitted to an advanced degree program.

CPCE 5515 Assessment Methods In Professional Counseling Credits: 3
This course provides an understanding of assessment process and assessment techniques. Students will develop skills in selection, administration, and interpretation of representative assessment instruments.

Prerequisites: CPCE 5500.

CPCE 5520 Theories of Counseling Credits: 3
Theoretical positions in counseling; significance of these theories in professional practice. To be taken prior to CPCE 5531.

Co-requisites: CPCE 5500, CPCE 5530.

CPCE 5521 Special Counseling Methods - Substance Abuse Credits: 3
Theories and methods of counseling as applied to clients with substance abuse problems. Includes assessment, treatment strategies, and evaluation. Skills practice in implementing methods.

CPCE 5523 Counseling the Older Adult Credits: 3
This course provides an overview of the basic biological, psychological and social aspects of later life as preparation for counseling the diverse older adult population. Current evidence-based theory related to this specific population is presented along with refinement of interpersonal and counseling skills to support counseling intervention with older adults and their families in the multiple contexts they are served. Best practice examples for meeting the needs and providing mental health services to older adults are reviewed.

CPCE 5527 Theory And Methods Of Sexual Counseling Credits: 3
The focus of this course is on sexual development and the acquisition of therapeutic skills to work with problems relating to human sexual functioning and sexual dysfunctions.

Co-requisites: CPCE 5520.

CPCE 5528 Introduction to Play Therapy Credits: 3
Course covers the philosophy and rationale for using play media in counseling with children and the history of play therapy. The client-centered theoretical approach will be examined with an emphasis on creating and maintaining a relationship with the child that allows for the effective use of play media.

CPCE 5530 Methods Of Counseling Credits: 3
This course is designed to introduce students to the fundamental concepts and methods of counseling. Students will apply ethical and multicultural principles to the helping relationship while learning the basic methods of humanistic, psychodynamic, and cognitive behavioral approaches as they relate to the helping process. A main focus of this course is the acquisition of basic helping skills. Students will also become familiar with counseling outcome research and will increase their level of counselor self-awareness.

Prerequisites: CPCE 5520.

CPCE 5531 Counseling Practicum I Credits: 3
Closely supervised therapeutic counseling with individuals; translation of theory into practice; clinical and professional techniques and issues.

Prerequisites: CPCE 5553.

CPCE 5532 Counseling Practicum II Credits: 3
Supervised therapeutic counseling with individuals and consultation in professional settings.

Prerequisites: CPCE 5531.

CPCE 5533 Couples And Family Therapy Practicum Credits: 3-6
Supervised application of theories and methods of family therapy with individuals, couples and families.

Prerequisites: CPCE 5532 and CPCE 5542.

Co-requisites: CPCE 5541.
CPCE 5534 Practicum For The Assessment Of Children And Adolescents Credits: 3
The practicum for the assessment of children and adolescents covers the facilitation of psychological evaluations for this population and includes maintaining a caseload of assessment evaluations to complete through the CCS Assessment Center. Specialized assessment evaluations and conceptualization issues are covered in the second half of the course, with evaluations for ADHD and other learning disorders emphasized. Special topics will be discussed at the end of the course.
Prerequisites: CPCE 5515.

CPCE 5539 Continuing Counseling Practicum Credits: 1-6
Supervised therapeutic counseling with individuals.
Prerequisites: CPCE 5532.

CPCE 5540 Theories And Methods In Group Counseling Credits: 3
Theories and research in group counseling, including knowledge and skills in establishing and maintaining a counseling group; effective group leadership; therapeutic factors in groups; strategies for group development; and ethical and multicultural considerations in group work. Requires participation in a professional growth group.
Prerequisites: CPCE 5530.

CPCE 5541 Couples And Family Therapy Credits: 3
Introduction to family relationships and the application of life cycle stages to working with couples and families. Focus also includes the study of a range of family configurations and issues with attention to diversity.

CPCE 5542 Theories and Techniques of Family Systems Therapy Credits: 3
A study of major family systems theories and their applied practices in family therapy. Students will develop skills in family assessment techniques and family therapy processes.
Prerequisites: CPCE 5530.

CPCE 5547 Psychology of Stress and Trauma Credits: 3
This course is designed to introduce students to the psychology of stress and trauma. Students will learn about the effects of stress and trauma, as well as counseling interventions that address the effects of stress and trauma. Specifically, students will learn about vicarious trauma, the psychophysiology of stress and trauma, diagnostic and assessment-related issues with stress and trauma, therapeutic approaches to working with trauma survivors, multicultural and social justice considerations, and trauma therapy as applied to specific populations.
Prerequisites: Admission to a degree program in the Counseling and Educational Psychology (CEP) division at UMKC, or if from a program outside of CEP, approval from the course instructor.

CPCE 5550 Organization And Administration Of Counseling Programs Credits: 3
Organization, administration, and planning of counseling programs with emphasis on their practical aspect; counseling practice in schools and agencies; intraprofessional relationships; legal and ethical considerations. Course to be taken near completion of the master's program.

CPCE 5551 Counseling in a Pluralistic Society Credits: 3
Addresses the needs of diverse populations served by counselors and addresses developing intervention methods of working with these populations. Focuses on advocacy and change agent roles of counselors.
Prerequisites: CPCE 5520.

CPCE 5553 Ethics And Professional Issues In Counseling Credits: 3
This course is designed to examine the major ethical and professional issues within the counseling profession. More specific, ethical dilemmas and professional issues relevant to the practice of mental health, marriage and family, school and substance abuse counseling are the major foci of this course. In addition, instruction is designed to enhance student understanding of the ethical standards such that students can effectively apply the critical thinking necessary to practice ethical behavior with clients, professional colleagues, consultees, and the communities in which they work.

CPCE 5575A Internship In Counseling I Credits: 3-16
First semester of a sequence of applied experiences in a planned, supervised program. Seminar accompanies internship experiences. The following areas of specialization are available: a) Marriage and Family, b) Mental Health, c) School, and d) Substance Abuse.
Prerequisites: CPCE 5532.

CPCE 5575B Internship In Counseling II Credits: 3-16
Second semester of a sequence of applied experiences in a planned, supervised program. Seminar accompanies internship experiences. The following areas of specialization are available: a) Marriage and Family, b) Mental Health, c) School, and d) Substance Abuse.
Prerequisites: Admission to Educational Specialist program in counseling, CPCE 5575A.

CPCE 5575C Internship In Counseling III Credits: 3-16
Third semester of a sequence of applied experiences in a planned, supervised program. Seminar accompanies internship experiences. The following areas of specialization are available: a) Marriage and Family, b) Mental Health, c) School, and d) Substance Abuse.
Prerequisites: Admission to Educational Specialist program in counseling.
CPCE 5589 Special Topics Credits: 1-6
A course designed to deal with a topic which is not available in the regular course offerings. Topics, instructors, and prerequisites to be listed in the semester bulletin.

CPCE 5589CA Special Topics Credits: 1-6
CPCE 5589GC Special Topics Credits: 3
CPCE 5589NP Special Topics Credits: 1-6
CPCE 5589PL Special Topics Credits: 1-6
CPCE 5589SE Special Topics Credits: 1-6
A course designed to deal with a topic which is not available in the regular course offerings. Topics, instructors, and prerequisites to be listed in the semester schedule.

CPCE 5590 Prevention, Consultation, and Program Evaluation in Community Settings Credits: 3
Course provides an overview of mental health consultation and collaboration in community settings. Models and theories of consultation and considerations for ethical practice in diverse settings are reviewed. The course also introduces prevention and program development and evaluation as roles for professional counselors. The course will briefly review the history of prevention, and allow students to develop a prevention program for a population of interest.
Prerequisites: CPCE 5532 or CPCE 5533.

CPCE 5598 Individual Studies Credits: 1-6
Review of the research and trends relative to selected problems.

CPCE 5599 Research And Thesis Credits: 1-9
Research and Thesis

CPCE 5600 Introduction To Counseling Psychology Credit: 1
This course is intended to assist new doctoral students in their orientation to UMKC and to the profession of Counseling Psychology. The course also introduces students to the ethical principles and code of conduct for psychologists.

CPCE 5605 Career Development II Credits: 3
Major theories and research in vocational psychology and career development and implications for the work of the counseling psychologist and counselor.
Prerequisites: CPCE 5505.

CPCE 5609 Assessment II: Intellectual And Cognitive Assessment Credits: 3
This course is designed to provide students with a foundation in the use of intellectual and cognitive assessment instruments in clinical evaluation. The course covers theoretical issues pertinent to intellectual and cognitive assessment as well as basic assessment skills including administration, scoring, interpretation, and communication of results for commonly used measures.
Prerequisites: Admission to the Ph.D Program in Counseling Psychology.

CPCE 5610 Theoretical And Professional Issues In Counseling Psychology Credits: 3
This course is designed to introduce first year doctoral students to the fundamental concepts and methods of psychology conceived as the application of scientific and ethical reasoning to human problems. It will provide an in-depth examination of the American Psychological Association code of ethics and its application to the conduct of psychologists. Critical and analytical thinking will be emphasized in all aspects of the course. The course will cover broad models of clinical and counseling psychology and their historical and scientific foundations, issues in diagnosis, cross-cultural applications and professional problems in light of ethical principles, professional standards, scientific data multi-cultural contexts.

CPCE 5611 Objective Personality Assessment Credits: 3
This course is designed to help students develop knowledge and skills related to the selection, administration, and interpretation of some representative objective personality assessment instruments used in counseling/clinical settings. Students will also learn to integrate data obtained from an assessment battery to write comprehensive psychological reports.

CPCE 5615 Survey Of Research In Counseling Psychology Credits: 3
Survey of significant research in counseling psychology. Critical evaluation of research procedures, instrumentation, and clinical application of results.
Prerequisites: EDUC-R&P 5605 and EDUC-R&P 5608.

CPCE 5620 Advanced Theories And Methods Of Counseling Credits: 3
Personality and learning theories and their implications for professional practice in counseling psychology. Emphasis on critical evaluation of assumptions, methods, comprehensiveness and usefulness of the theories, with reference to related research.
Prerequisites: CPCE 5532.

CPCE 5631 Advanced Counseling Practicum Credits: 3
Advanced supervised therapeutic counseling with individuals and supervised consultation in clinical settings.
Prerequisites: CPCE 5532.
CPCE 5632 Practicum In Group Counseling Credits: 3
Leading groups under supervision. Focus on problems and experiences of counselors and counseling psychologists when leading groups.
Prerequisites: M.A. in Counseling, CPCE 5540.

CPCE 5633 Advanced Couples & Family Practicum Credits: 3
Advanced supervised application of theories and methods of family therapy with individuals, couples and families.
Prerequisites: CPCE 5542.

CPCE 5634 Assessment Practicum Credits: 3
The practicum for assessment of children, adolescents, and adults covers the administration of psychological evaluations and includes maintaining a caseload of assessment evaluations. Specialized assessment evaluations and conceptualization issues as well as special topics are covered, with evaluations for ADHD and learning disorders emphasized.
Prerequisites: CPCE 5611, 5609, 5531, 5532.

CPCE 5639 Continuing Advanced Counseling Practicum Credits: 1-6
Supervised therapeutic counseling with individuals, beyond the advanced level.
Prerequisites: CPCE 5631.

CPCE 5640 Theories And Methods Of Counseling Supervision Credits: 2
This course offers an overview of counseling supervision theories and models, and contemporary research. It also addresses supervision process and tasks, diversity in supervision, and supervisor’s ethical and legal responsibilities.
Prerequisites: CPCE 5631.

CPCE 5641 Supervision Practicum Credit: 1
This course is designed to provide students with an opportunity to practice supervision. Students will be assigned 2 to 3 counselors-in-training from a CPCE 5531 and CPCE 5532 practicum class to supervise over the course of a semester. The practicum instructor will provide weekly supervision.
Prerequisites: CPCE 5640.

CPCE 5645 Projective Testing Credits: 3
Course focuses on the diagnostic use of projective assessment techniques, with a special focus on the Rorschach Inkblot Test.
Prerequisites: CPCE 5515, Enrolled in Doctoral Psych. Program, and Measurement of Intelligence or Cognitive Assessment course.

CPCE 5650 Prevention and Consultation in Counseling Psychology Credits: 3
An overview of the psychologist’s role in consultation, program development and evaluation in the context of prevention. Students will also apply their knowledge and develop skills in prevention and consultation by developing a prevention program for a real-life setting.

CPCE 5675 Internship In Counseling Psychology Credits: 1-16
Applied experiences in a professional setting under supervision of licensed psychologists.

CPCE 5690 Special Problems Credits: 1-6
Individual studies; thesis exploration; special reading.

CPCE 5699 Research And Dissertation Credits: 1-16
Research and Dissertation.

Education Reading Courses

EDRD 439 Language & Literacy across the Disciplines Credits: 3
Principles and application of disciplinary literacy in the middle and secondary classroom. Class will be primarily composed of discussion and lecture. As a part of the course, teacher candidates will inquire into and analyze disciplinary practices in 5-12 schools.
Prerequisites: Admission to teacher education program.

EDRD 5439 Language and Literacy Across the Disciplines Credits: 3
Principles and application of disciplinary literacy in the middle and secondary classroom. Class will be primarily composed of discussion and lecture. As a part of the course, teacher candidates will inquire into and analyze disciplinary practices in 5-12 schools.
Prerequisites: Admission to the school of education.

EDRD 5501 Teaching Of Reading Credits: 3
This graduate language and literacy course explores foundational theories and research that have influenced literacy instruction and assessment in the United States. In particular, this course examines critical sociocultural theories and high leverage literacy practices for diverse learners.
Prerequisites: TCH-ED 415; No pre-requisites for students at the MA or EdSpec level.

EDRD 5502 Early Literacy and Language Development Credits: 3
This graduate language and literacy course emphasizes learning theories related to language acquisition, continuums of emergent literacy development, and corresponding teaching methods for literacy instruction and assessment of diverse learners. This course also prepares teachers and reading professionals to implement continuous professional learning related to language acquisition and emergent literacy with other teaching professionals.
EDRD 5510 Adolescent Practicum in Literacy Assessment and Intervention Credits: 3
This course ensures learners understand the purposes, strengths, and limitations of different literacy assessments in order to assess adolescent students' proficiencies. The course will focus on identifying cognitive, motivational, and sociocultural factors that contribute to literacy success for the adolescent student in order to design and teach literacy intervention lessons with a struggling adolescent reader. As part of the practicum experience, learners are trained on communicating assessment results and implications to a variety of audiences.

EDRD 5511 Advanced Literacy Assessment and Evaluation Credits: 3
This graduate language literacy course engages teachers and literacy specialists in building foundational knowledge, analyzing, and administering intelligence and achievement tests focusing on a range of skills and abilities. The course foregrounds research-based, developmentally-appropriate theoretical frameworks and measures of cognitive functioning and academic achievement, as well as formative and summative literacy assessment practices through a variety of advanced level methods.

EDRD 5515 Seminar In Reading Credits: 3
In this seminar, candidates will be introduced to the discourse of literacy research, understand commonly used practitioner research designs, become critical consumers of literacy research, and expand their knowledge of the extant body of literature on literacy and literacy for diverse learners.
Prerequisites: EDRD 5510.

EDRD 5520 Elementary Practicum in Literacy Assessment and Intervention Credits: 3
This culminating elementary practicum is designed for graduate students in Language Literacy. This course prepares teachers to demonstrate proficiency in meeting the literacy needs of struggling readers and diverse learners in an elementary school setting and engaging in peer coaching and active self-peer analysis in order to improve their own instructional practices. Note: As this is the culminating course in the degree program, students are encouraged to implement learning concepts, practices, and assessments from previous coursework as appropriate during this practicum course.
Prerequisites: EDRD 5502

EDRD 5530 Reading Instruction for K-12 English Language Learners Credits: 3
This course investigates ways to differentiate reading instruction to meet needs of English Language Learners with different levels of language proficiency and at different developmental and academic levels. The course focuses on research findings related to literacy development of diverse learners and ways to strengthen diverse classroom communities. This is an elective course in Language Literacy and does not have prerequisites.

EDRD 5540 African American English in Society and Schools Credits: 3
This course deals with the distinctive varieties of English used by and among African Americans, particularly in big-city settings, and their parallels elsewhere in Africa and the New World, especially in the Caribbean. The subject is approached from four perspectives that will be covered in the course: (1) Present-Day Features of African American Vernacular English (AAVE), its phonology, syntax, lexicon; (2) History and origins of AAVE; (3) Speech Events and Expressive Language Use (SEELU) Structure and function of such expressive African American Speech Events ; (4) Educational Issues connected with the use of AAVE.
Prerequisites: Open to graduate students enrolled in Language and Literacy Program. Open to graduate students enrolled in other programs or undergraduate students with permission of professor.

EDRD 5541 Teaching Reading Improvement: Secondary, College, and Adult Levels Credits: 3
Classroom and laboratory techniques for upper level reading instruction; including study skills; reading speed and flexibility, and vocabulary improvement.

EDRD 5601 Organizing And Guiding The Reading Program Credits: 3
This course examines, analyzes, and develops effective K-12 schoolwide literacy programs that include intervention support systems for responding to the needs of all students in diverse contexts. In addition, the course will focus on program goals, the roles and responsibilities of personnel, materials, fostering collaborative leadership, and creating a school culture that focuses on literacy.

EDRD 5650 Dyslexia and Related Learning Differences Credits: 3
This advanced level graduate language and literacy course analyzes theories of atypical literacy development, with a specific focus on identification and awareness of the ways that language processing affects speech, reading and spelling. Students will explore the coexistence of dyslexia with related learning differences and will plan instructional interventions for students with literacy special needs.

Education Courses
EDUC 149 Economics In The K-8 Classroom Credits: 3
This course is designed to help students develop an understanding of economic concepts and principles and to raise their level of comfort for infusing these concepts throughout the K-8 curriculum. Special attention will be given to both national and state economic standards.

EDUC 160 Career And Life Planning Credits: 2
Skill development in career planning through processes of self-assessment and self-development and analyzing the structure of the world of work and occupational information, values, clarification and decision making, vocational exploration and preparation for employment.

EDUC 180 Introduction To Education Credits: 2
The course will present an overview of education today for those who have a general interest in education or are considering becoming educators. The curriculum provides students with an introduction to current issues in education while incorporating skills needed for academic success. Students will also have the opportunity to gain experience in a K-12 classroom setting (2 credit hours).
EDUC 189 Special Topics Credits: 1-6
An undergraduate course designed to deal with a topic which is not available in the regular course offerings. Topics, instructors and prerequisites to be listed in the semester bulletin.

EDUC 289 Special Topics Credits: 1-6
An undergraduate course designed to deal with a topic which is not available in the regular course offerings. Topics, instructors and prerequisites to be listed in the semester bulletin.

EDUC 389 Special Topics Credits: 1-6
An undergraduate course designed to deal with a topic which is not available in the regular course offerings.

EDUC 402R Algebraic Thinking for Teachers Credits: 3
Designed for middle and secondary school mathematics teacher candidates to [re]evaluate conceptions of learning and teaching algebraic concepts across elementary, middle, and high school levels. Course topics include mathematical habits of mind, defining algebra, building number sense to develop algebraic thinking, generalizing functional relationships, and representing mathematical ideas.

EDUC 414 English Language Study in Elementary and Secondary Schools Credits: 3
Designed as a review of traditional as well as descriptive and historical approaches to grammar, usage and syntax - focusing upon teaching strategies for elementary, junior high, middle school, and senior high English/language arts classrooms.

EDUC 428 Cultural Diversity and American Education Credits: 3
An examination of educational needs and strategies in a culturally diverse society based on a study of several major ethnic and nationality groups in America from historical, anthropological and sociological perspectives. This course may be team-taught.

EDUC 434 Classroom Diagnosis and Correction of Reading Problems Credits: 3
Procedures for the diagnosis and correction of reading problems which are appropriate for classroom teachers.
Prerequisites: TCH-ED 415.

EDUC 440 Literature for Adolescents Credits: 3
Focus upon literature for adolescents and ethnic literature, specifically, and upon the special reading interests of the adolescent in relation to the methods and materials of reading in grades 7-12, generally. Attention to literature selection standards, censorship, individualized instruction, and reader response.

EDUC 489 Special Topics Credits: 1-6
A course designed to deal with a topic which is not available in the regular course offerings. Topics, instructors and prerequisites to be listed in each semester's bulletin.

EDUC 497 Individual Study Credits: 1-6
Guided study of a selected topic in education.

EDUC 5428 Cultural Diversity and American Education Credits: 3
An examination of educational needs and strategies in a culturally diverse society based on a study of several major ethnic and nationality groups in America from historical, anthropological and sociological perspectives. This course may be team-taught.

EDUC 5489CI Special Topics Credits: 1-6
Special Topics

EDUC 5489AR Special Topics Credits: 1-6
Special Topics

EDUC 5489CA Special Topics Credits: 1-3
Special Topics

EDUC 5489LI Special Topics Credits: 1-6
Special Topics

EDUC 5489LM Special Topics Credits: 1-6
Special Topics

EDUC 5489LT Special Topics Credits: 1-6
Special Topics

EDUC 5489MS Special Topics Credits: 1-6
Special Topics

EDUC 5552 Advanced Diagnostic and Treatment Procedures in Reading Credits: 3
Significant aspects of reading disability; diagnostic testing; case report writing; interpretation of test data; implications of test data for recommendations.
Prerequisites: EDRD 5510.

Co-requisites: EDRD 5520.
EDUC 5589AA Special Topics in Education Credits: 1-6
A course designed to deal with a topic which is not available in the regular course offerings. Topics, instructors, and prerequisites to be listed on the semester bulletin.

EDUC 5589AQ Special Topics In Education Credits: 1-6
EDUC 5589B Special Topics In Education Credits: 1-6
EDUC 5589EP Special Topics In Education Credits: 1-6
Special Topics In Education
EDUC 5589ES Special Topics in Education Credits: 1-6
EDUC 5589IT Special Topics in Education Credits: 1-6
EDUC 5589LR Special Topics in Education Credits: 1-6
EDUC 5589MS Special Topics in Education Credits: 1-6
EDUC 5589MT Special Topics in Education Credits: 1-6
EDUC 5589Q Special Topics In Education Credits: 1-6
EDUC 5589R Special Topics in Education Credits: 1-6
EDUC 5589RD Special Topics in Education Credits: 1-6
EDUC 5589RH Special Topics In Education Credits: 1-6
EDUC 5589TL Special Topics in Education Credits: 1-6
EDUC 5589WP Special Topics in Education Credits: 1-6
EDUC 5598 Individual Studies Credits: 1-6
Review of the research trends relative to selected problems in education. By prior arrangement with instructor.

EDUC 5598A Individual Studies In Administration Credits: 1-6
EDUC 5598B Individual Studies In Mathematics Credits: 1-6
EDUC 5598C Individual Studies Curriculum Credits: 1-6
EDUC 5598H Individual Studies Higher Education Credits: 1-6
EDUC 5598J Individual Studies Philosophy Of Education Credits: 1-6
EDUC 5598P Individual Studies Educational Psychology Credits: 1-6
EDUC 5598Q Individual Studies Early Childhood Education Credits: 1-6
EDUC 5598R Individual Studies Education Reading Credits: 1-6
EDUC 5598S Individual Studies Research Credits: 1-6
EDUC 5598SA Individual Studies Research Credits: 1-6
EDUC 5598U Individual Studies History Of Education Credits: 1-6
EDUC 5598X Individual Studies Sociological Foundations Credits: 1-6
EDUC 5599 Research And Thesis Credits: 1-9
Research and Thesis.
EDUC 5621 Practicum In Curriculum And Instruction Credits: 3-6
A field experience which provides an opportunity for the application of current research in the area of curriculum and instruction to an educational setting.

EDUC 5640 Apprenticeship And Conference In College Training Credits: 2-5
Apprenticeship experience in preparing, conducting, and evaluating college teaching under the direction of and in conference with supervising professors. Some attention to student personnel and administration in higher education.

EDUC 5690 Special Problems Credits: 1-6
Individual studies; thesis exploration, special reading.

EDUC 5695 Doctoral Dissertation: Reading Education Credits: 1-16
Doctoral Dissertation: Reading Education

EDUC 5696 Dissertation Administration And Community Leadership Credits: 1-16
Dissertation Administration And Community Leadership

EDUC 5697 Dissertation Curriculum And Instruction Credits: 1-16
Dissertation Curriculum And Instruction
EDUC 5698 Dissertation General Education Credits: 1-16
Dissertation General Education
EDUC 5899 Required Graduate Enrollment Credit: 1

**Educ-Curriculum Instruction Courses**

**EDUC-C&I 497 Individual Study Credits: 1-6**
Guided study of a selected topic in curriculum and instruction.

**EDUC-C&I 5504 Social Studies In the Schools Credits: 3**
Trends and curricular developments in social studies. Focus on the development of social studies concepts, the development of critical thinking skills, and analysis of values.

**EDUC-C&I 5505 Introduction To Curriculum Theory Credits: 3**
An introduction to curriculum theory with the recognition that knowledge, power, ideology and schooling are connected to patterns of complexity and contradictions. Emphasis will be placed on curricula that cultivate theoretical discourses about the quality and purpose of schooling and human life.

**EDUC-C&I 5506 Curriculum Design Credits: 3**
This course is designed to enhance educators' skills in the areas of curriculum design and interpretation. Students will apply and adapt strategies for curriculum development as well as for interpreting and adapting existing curricula.

**EDUC-C&I 5508 Curriculum And Methods For Teaching The Non-Motivated Learner Credits: 3**
Analysis of materials relevant to reluctant learners; student-teacher prepared consumable materials; current research; methods for presenting material.

**EDUC-C&I 5509 Reducing Risk Factors For Students In Educational & Community Stn Credits: 3**
The course offers an overview of current research and of special programs that deal with students who are likely to fail at school or in life. The roles of the larger society in helping create such problems will be considered. There will be an emphasis on early identification of such students and a consideration and evaluation of a number of programs designed to help them. The course will also present descriptions of the roles that educators can implement in programs designed for prevention and intervention.

**EDUC-C&I 5510 Differentiating Instruction Through Teaching/Learning Styles Credits: 3**
Teaching practices based upon teaching/learning styles are explored and modeled. Through differentiated instruction students learn to use style preferences to meet the needs of learners in a typical classroom including the culturally diverse, at-risk, the remedial, the learning disabled, the gifted, and the special needs students. Differentiation emphasizes learning centers, self-selection, self-pacing, subgrouping, contracting and peer tutoring. (K-12).

**EDUC-C&I 5511 Developing Multidisciplinary Problem Solving Skills Credits: 3**
Development of heuristic strategies in problem analysis, information processing, modeling and logical thinking. Study of methods and materials for teaching problem solving strategies, with applications from several school curriculum areas and instructional settings. Use of microcomputers to develop skills.

**EDUC-C&I 5512 Strategies For Effective Classroom Management Credits: 3**
The course presents several current approaches to classroom management and how they might be applied to the classroom. The approaches are evaluated in terms of psychological theory and research. Direct experiences with discipline problems are offered through simulation and role-playing.

**EDUC-C&I 5513 Effective Communication In The Classroom Credits: 3**
This course will emphasize the relationship between communication and classroom climate, and the influence of communication on motivation and student behavior. Communication with large groups, small groups, and individuals is studied and practiced.

**EDUC-C&I 5514 Overview of Culturally Responsive Pedagogy Credits: 3**
An introduction to ways of thinking about the relationship among teaching, learning, learner characteristics and experiences, and learning outcomes for traditionally underserved students. Particular attention will be given to a framework for understanding the meaning of culture in framing the curriculum and engaging students in meaningful learning experiences and tasks. A practice-based approach to improving learning for traditionally underserved students will be employed. Each participant will be required to participate in and facilitate discussion, develop a personal inventory, and conduct a historical analysis of her/his school and its relation to the community.

**EDUC-C&I 5515 Integrated Arts As A Model For Classroom Instruction Credits: 3**
This course provides background on theory, research and practice in arts education. Students will learn to integrate the arts across the curriculum and explore the value of the arts as conveyors of information, powerful tools of communication and bridges to the broader culture. This course will also give the students the opportunity to create, study and experience the arts as a model for classroom instruction.

**EDUC-C&I 5516 Understanding the Crisis in Urban Schools Credits: 3**
The participants in this course will develop deep knowledge of practices related to long-term and persistent challenges in urban schools. Participants will examine well-documented accounts of conditions and situations within and outside that influence the culture and learning outcomes in high performing and low performing urban schools. These accounts will represent multiple perspectives including those of teachers, administrators, students, parents, and other stakeholders. The insights gained from the documented accounts examined in this course will be used to conceptualize new context-specific approaches and frameworks for improving practices, policies, and learning outcomes in urban schools.
EDUC-C&I 5517 Teaching Methods And Practices
Credits: 3
This course is designed to present and evaluate basic instructional methods and techniques and to determine the ways in which instruction is affected by the social and cultural context of the school.

EDUC-C&I 5518 Assessment of Diverse Learners, Engagement and Motivation
Credits: 3
A framework for assessing diverse learners and implementing culturally responsive pedagogy, leading to increased learner engagement and motivation. An overview of the purposes of assessments, how assessment measures are aligned to the principles of culturally responsive pedagogy, and implications for overall learner academic, personal and social growth. Finally, specific strategies for building engagement and motivation, particularly for learners living in poverty and those from ethnically diverse backgrounds are provided.

EDUC-C&I 5519 Discipline Specific Pedagogy for Diverse Learners
Credits: 3
An introduction to the use of research-based, discipline specific pedagogy for traditionally under served students in core subject areas of reading, mathematics, science and social studies. Additionally, participants examine the philosophy and theoretical perspectives that support different pedagogical approaches and the social context for learning in classrooms with diverse students.

EDUC-C&I 5520 English Curriculum In The Middle And High School
Credits: 3
Advanced study of contemporary programs and procedures in specialized sectors of the secondary school curriculum. Examination of program objectives, teaching methods, and instructional materials in English.

Prerequisites: valid regular teaching certificate, undergraduate special methods or equivalent, teaching experience.

EDUC-C&I 5522 Language Arts Curriculum In The Elementary And Middle School
Credits: 3
Consideration of language concepts as they relate to the teaching of the Language Arts in Grades K through 8. Significant research and its application to current trends in teaching the language arts will be explored.

Prerequisites: an undergraduate course in Language Arts or reading.

EDUC-C&I 5523 Advanced Literature For Children
Credits: 3
This course emphasizes the critical analysis and selection of a variety of genres of multicultural children’s print, digital, and online literature in order to create “windows and mirrors” (Bishop, 1990) through literature for diverse educational settings. It will emphasize using literature with culturally and linguistically diverse groups of students, explicitly modeling literacy skills and teaching literacy strategies, and exploring prevalent myths and stereotypes in society that are often reflected in children’s and young adult literature.

EDUC-C&I 5524 Advanced Methods of Teaching English Language Arts for Grades 5-9
Credits: 3
Students will study research-based, developmentally appropriate pedagogies for teaching English Language Arts in grades 5-9. Course will foreground processes of analytic inquiry and cycles of planning, enacting, interpreting and translating learning experiences to meet the needs of all students. Topics will include methods of teaching reading, literature, writing, language study, speaking/listening, research skills, as well as technology integration.

EDUC-C&I 5525 The Craft of Writing
Credits: 3
Students will learn inquiry-based pedagogies for teaching writing in grades 5-9. The course will address the role of the ELA teacher as lead writer in the classroom, and students will develop their own writing process and practice across a range of genres. Students will learn how to create a classroom community of writers through a variety of evidence-based frameworks and practical strategies for effective writing instruction. Topics will address processes of conferencing for instruction, feedback and evaluation supported by current research. Students also will learn effective methods for embedding meaningful stylistic and mechanical instruction to support writer/writing development.

EDUC-C&I 5526 The Craft of Reading
Credits: 3
Students will examine inquiry-based pedagogies for teaching reading in grades 5-9. The course will address the role of the ELA teacher as lead reader in the classroom, and students will examine their own reading process and strategies through a variety of interpretive and analytic approaches supported by current research, including reader response and close reading. Topics will address evidence-based frameworks for effective reading instruction, comprehension strategies of diverse readers, and methods of reading assessment, data analysis and reflective practice.

EDUC-C&I 5528 Teaching Nonfiction Texts for Grades 5-9
Credits: 3
Students will gain an understanding of pedagogies for teaching both the craft and criticism of nonfiction texts. Emphasis will be placed upon integration of nonfiction via thematic pairing with existing texts. Topics will include analysis and application of text structures, text features, rhetorical strategies and literary devices, as well as deconstruction and interrogation of state and national standards relating to the teaching of nonfiction texts.

EDUC-C&I 5531 Mathematics Learning Difficulties: Identification and Intervention
Credits: 3
Designed for in-service and preservice teachers to explore the interrelation of mathematics concepts and instructional strategies to enhance the mathematical learning of students who underachieve in mathematics and/or struggle with mathematics.

Prerequisites: Any mathematics teaching methods course.

EDUC-C&I 5536 Specialized Secondary School Curriculum Mathematics
Credits: 3
Advanced study of contemporary programs and procedures in specialized sectors of the secondary school curriculum. Examinations of program objectives, teaching methods and instructional materials in Mathematics.

Prerequisites: valid regular teaching certificate, undergraduate Special Methods or equivalent, teaching experience.

EDUC-C&I 5539 Mathematics Curriculum Development
Credits: 3
Application of principles of curriculum development to the mathematics content and instructions. Development of a rationale for objectives and content selection and for evaluation. Study and evaluation of current programs, trends and experiments.
EDUC-C&I 5540 Evaluation Of Computer Software Credits: 3
The goals of the course are to provide students with a systematic evaluation process which analyzes the hardware resources and application needs of various user groups. This course provides the student with both an academic understanding of evaluation and requirement analysis for educational user groups. The course includes a practicum activity for application projects.

EDUC-C&I 5541 Teaching Mathematics With Computer Credits: 3
The use of a variety of technologies and the appropriate software in teaching secondary mathematics will be investigated and the resulting impact on curriculum will be covered.
Prerequisites: Mathematics teaching certificate or the equivalent of an undergraduate degree in mathematics.

EDUC-C&I 5542 Methods of Teaching English as a Second Language Credits: 3
This course covers the historical and current approaches, methods, and techniques of teaching English to speakers of other languages, from grammar translation to audiolingual and communicative approaches. Additionally, successful classroom practices that address the needs of culturally and linguistically diverse students will be presented.

EDUC-C&I 5543 English Grammar for ESOL Teachers Credits: 3
This course is about teaching English grammar and methods of teaching grammar for graduates, prospective and current teachers of English to speakers of other languages. It includes analysis of the major grammatical structures of American English, discussion of the role of teaching grammar, effective classroom methods and techniques for the English as a second/foreign language classroom.

EDUC-C&I 5544 Theory and Research in Second Language Teaching and Learning Credits: 3
This course covers both second language learning theories and second language research and design. It will also contain a survey of both qualitative and quantitative research literature.

EDUC-C&I 5545 Linguistics for ESOL Teachers Credits: 3
This course is an introduction to linguistic theories focusing on topics that are particularly relevant to ESOL teachers in culturally and linguistically diverse settings. It also covers applying these theories to practice in ESOL classrooms. The contents include basic practical knowledge in phonetics, phonology, morphology, syntax, pragmatics and semantics.

EDUC-C&I 5546 Intercultural communication Credits: 3
This course serves as an introduction to the background of English language learners (ELL) from many countries of the world. It also serves to facilitate ESOL students' success in ELL and mainstream classrooms. The course will introduce culture in general at first and then focus on how to better understand the ELL students' cultures. Class participants will learn to develop lessons that enhance intercultural communication and understanding among all students.

EDUC-C&I 5547 Second Language Acquisition Credits: 3
The course focuses on the foundations of second language learning and teaching. Major theoretical approaches to second language acquisition and second language learning will be discussed. The course is also one of the requirements for an endorsement to teach in English as a second language classroom.

EDUC-C&I 5548 English As A Second Language In Content Areas Credits: 3
Theoretical perspectives of teaching, learning and researching literacy development. The focus of this course will be on content based English as a second language instruction. The course is one of the requirements for an endorsement to teach in English as a second language classroom.

EDUC-C&I 5549 Practicum In English As A Second Language Credits: 3
A four-week practicum for teachers and researchers in the field of second language learning and teaching. Students will have the opportunity to develop their own teaching plan of action according to the curriculum guidelines of the program in which they participate. Students will develop a portfolio and reflection piece about their own learning in the practicum.

EDUC-C&I 5551 Science Curriculum In The Middle And High School Credits: 3
Advanced study of contemporary programs and procedures in specialized sectors of the secondary school curriculum. Examination of program objectives, teaching methods and instructional materials in Natural Sciences.
Prerequisites: valid regular teaching certificate, undergraduate special methods or equivalent, teaching experience.

EDUC-C&I 5553 Curriculum And Instruction In Science Credits: 3
Advanced study of contemporary programs and practices in science education at all instructional levels. Examination of program objectives and teaching methods and development of instructional materials for classroom use.
Prerequisites: A science teaching methods course and teaching experience.

EDUC-C&I 5554 Assessment In Science Education Credits: 3
Advanced study of science education assessment with option for elementary or secondary emphasis.

EDUC-C&I 5560 Teaching And Learning In The Urban Classroom Credits: 3
Emphasis will be placed on examining cultural beliefs, assumptions, values and their influence on the processes of teaching, perception of the urban learner, understanding the characteristics of the urban learner, and transforming pedagogical practices.
Prerequisites: EDUC-UL 5525 MA Multic Ed Students Only with 15 Prog Credit hours
EDUC-C&I 5561 Teaching Diverse Populations In Today's Classrooms Credits: 3
This course focuses on culturally responsive pedagogies for meeting the academic needs and learning styles of culturally diverse students. Emphasis will be placed on critical investigation of the role of socio-cultural dynamics on learning and teaching, and design of curriculum, materials, and pedagogical and disciplinary practices that affirm student's culture. The ultimate goal of the course is to examine ways in which a culture-based curricular perspective provides powerful scaffolding for enabling and empowering educational experiences for diverse students.
Prerequisites: EDUC-UL 5525, EDUC-UL 5526, EDUC-UL 5527, or EDUC-UL 5528.

EDUC-C&I 5562 Teaching For Equity And Social Justice Credits: 3
This course examines a systems approach to the design, development, assessment, and implementation of school practices that support equity and social justice for all students. It investigates issues of educational inequities and educational empowerment. Practitioners will develop the knowledge, skills and dispositions needed for empowering self and students. Emphasis will be placed on social action learning, empowerment and agency.
Prerequisites: EDUC-UL 5525, EDUC-UL 5526, or EDUC-UL 5528 and EDUC-C&I 5560 or EDUC-C&I 5561 or EDUC-C&I 5562.

EDUC-C&I 5563 Multicultural Perspectives In Education Credits: 3
This course provides an opportunity for students to engage in a critical and in-depth study of multicultural education. Students will examine current theoretical, conceptual, ideological, and political positions that help frame the multicultural education debate. The ultimate goal of the course is to help students develop critical and multiple perspectives about education in a democratic society with the aim of transforming curricular and pedagogical practice.
Prerequisites: EDUC-UL 5525, EDUC-UL 5526, EDUC-UL 5527 or EDUC-UL 5528 and EDUC-C&I 5560 or EDUC-C&I 5561 or EDUC-C&I 5562.

EDUC-C&I 5565 Social Studies Curriculum Elementary Education Credits: 3
Trends and new curricular developments in elementary school social studies. Focus on integration of social science concepts, the development of critical thinking skills, and analysis of values.

EDUC-C&I 5566 Social Studies Curriculum In The Middle And High School Credits: 3
Advanced study of contemporary programs and procedures in specialized sectors of the secondary school curriculum. Examinations of program objectives, teaching methods, and instructional materials in Social Studies.
Prerequisites: valid regular teaching certificate, undergraduate special methods or equivalent, teaching experience.

EDUC-C&I 5570 Curriculum And Instruction In Technology Credits: 3
Study of contemporary programs and practices of technology usage in education at all instructional levels. Examination and application of technologically enhanced teaching methods, assessment, and curriculum development for classroom use.

EDUC-C&I 5571 Cognition & Technology Credits: 3
The purpose of this course is to respond to current research in the field of cognition and educational technology and design an evaluative research response to a local technology program. The educators will define the concepts concerning implementation of new technologies into learning environments and the mediational effects on the types and quality of learning that result from that process.

EDUC-C&I 5572 Assessing The Role Of Technology In Education Credits: 3
The purpose of the course is to develop an understanding of changing role of technology in education by reviewing current and historical articles on the topic. This includes a historical analysis of trends and expectations within educational settings and outside educational settings and defining the educator's understandings of the role of technology in educational settings, past, present and future.

EDUC-C&I 5573 Development Learning Tech Progs:Traditional & Non-Trad Settings Credits: 3
The purpose of this course is to develop understandings of currently implemented educational technologies including both software and hardware configurations. The educators will review current use of a variety of current technologies integrated into traditional settings and non-traditional settings and evaluate their effectiveness in developing standards-based learning outcomes and constructivist-based learning outcomes.

EDUC-C&I 5575 Internship - Early Childhood Credits: 3-16
Applied experiences in a planned, supervised curriculum program. Seminar accompanies internship experiences.

EDUC-C&I 5576 Administration Of Early Childhood Programs Credits: 3
This course is designed to examine the administrative functions and decisions involved in effectively directing an Early Childhood Program. Students may plan their own Early Childhood Program incorporating philosophical values and beliefs.

EDUC-C&I 5577 Early Childhood Special Education Methods Credits: 3
EDUC-C&I 5577 provides an overview of the field of early childhood special education, with an emphasis on inclusive education for young children ages birth-third grade. This emphasis includes methods and practices for providing services for young children with special needs and their families and the adaptation of developmentally appropriate curriculum and the classroom environment. Historical, political, and theoretical contexts are provided as framework for the course.

EDUC-C&I 5578 Play In Early Childhood Education Credits: 3
The purpose of this course is to study the various play theories and developmental levels of play. Students plan play activities and participate in Early Childhood programs.

EDUC-C&I 5579 History, Theories, And Issues In Early Childhood Education Credits: 3
This course is designed to explore the historical and theoretical principles in early childhood education. Current issues in the field will be examined and discussed.
EDUC-C&I 5580 Curriculum In Early Childhood Education Credits: 3
The content of this course will include an exploration of appropriate curriculum and instruction of early childhood classrooms. Students will recognize, understand and analyze the differences and similarities between early childhood curriculum and instruction methods and elementary education instruction.

EDUC-C&I 5581 Infant-Toddler Programs: Research Theory And Practice Credits: 3
This course is designed to investigate the research relevant to infant and toddler programs, learn about the appropriate curriculum and teaching methods, and visit infant and toddler programs.

EDUC-C&I 5582 Program Models In Early Childhood Education Credits: 3
This course is designed to explore and analyze program models in early childhood education in terms of their theoretical and/or philosophical bases and their transformation into practice. During this process, students are encouraged to evaluate their own personal views and values concerning teaching/learning issues in early childhood education.

EDUC-C&I 5583 Supervision In Early Childhood Education Credits: 3
The purpose of this course is to study the process of effective supervision of staff in the diverse contexts of early childhood education. This course is designed to prepare students to supervise teachers, staff, paraeducators, or volunteers in early childhood education programs. Students will explore theories of adult development, the supervision process, professional development, and the evaluation process.

EDUC-C&I 5584 Early Childhood Culminating Project Credits: 1-6
This seminar is designed for graduate students to explore current issues and topics pertaining to the field of early childhood education. An in-depth investigation of ways to work with community agencies will be included.

EDUC-C&I 5585 Teaching and Learning with Technology Credits: 3
This is an introductory course that covers the fundamental of standard educational computer applications in addition to providing the basic concepts regarding classroom hardware and software integration. This course familiarizes students with the National Educational Technology Standards For Teachers and Students. Because of the computer’s increasing importance in all phases of education, hands-on experiences are required throughout the course.

EDUC-C&I 5586 Multimedia in Education Credits: 3
This course will introduce students to a variety of methods for creating instructional multimedia materials for K-16 classroom use, with a particular emphasis on free and web-based digital editing and conversion programs. 
Prerequisites: EDUC-C&I 5585 (or TCH-ED 385).

EDUC-C&I 5587 Facilitating Technology Implementation Credits: 3
This course will prepare students to facilitate the integration of educational technology in PK-12 settings. Skills taught will include planning and implementing educational technology professional development to classroom teachers and integration strategies that increase the potential for meaningful learning. 
Prerequisites: EDUC-C&I 5585 (or TCH-ED 385).

EDUC-C&I 5589 Special Topics In Education Credits: 1-6
A course designed to deal with a curriculum topic which is not available in the regular course offerings. Topics, instructors, and prerequisites to be listed on the semester bulletin.

EDUC-C&I 5589AD Special Topics in Education Credits: 1-6
A course designed to deal with a curriculum topic which is not available in the regular course offerings. Topics, instructors, and prerequisites to be listed on the semester bulletin.

EDUC-C&I 5589AM Special Topics In Education Credits: 1-6
EDUC-C&I 5589CD Special Topics In Education Credits: 1-6
EDUC-C&I 5589EG Special Topics In Education Credits: 1-6
EDUC-C&I 5589ES Special Topics Credits: 3
EDUC-C&I 5589GR Special Topics Credits: 3
EDUC-C&I 5589HR Special Topics In Education Credits: 1-6
EDUC-C&I 5589IC Special Topics In Education Credits: 1-6
EDUC-C&I 5589ME Special Topics In Education Credits: 1-6
EDUC-C&I 5589SC Special Methods Science Credits: 5
EDUC-C&I 5589SE Special Methods English Credits: 5
EDUC-C&I 5589SM Special Methods Math Credits: 5
EDUC-C&I 5589SS Special Methods Social Studies Credits: 5
EDUC-C&I 5589TL Special Topics In Education Credits: 1-6
Special Topics In Education
EDUC-C&I 5589 TM Special Topics In Education Credits: 1-6
A course designed to deal with a curriculum topic which is not available in the regular course offerings. Topics, instructors, and prerequisites to be listed on the semester bulletin.

EDUC-C&I 5589 UC Special Topics in Education Credits: 1-6
EDUC-C&I 5590 Seminar Credits: 3
Discussion and evaluation of literature in curriculum.
Prerequisites: EDUC-C&I 5505.

EDUC-C&I 5591 Curriculum & Instruction For The 21St Century Credits: 3
A seminar including critical examination of current issues affecting schools such as education for democracy and global interdependence in a diversified society, curriculum and instruction in a technological, post-industrial society, the changing demographics of the U.S. and the implications for curriculum and instruction; and the roles of teachers and administrators in the school of the future. Students will be actively involved in "research-in-action" study of both theory and practice.

EDUC-C&I 5595 Action Research For Practitioners Credits: 3
This course comprises a guided graduate research paper experience. Course participants will work together to plan individual action research studies related to diverse, urban schooling. This course is designed to enable practitioners to engage in systematic inquiry on some aspect of their practice in order to find out more about that practice and eventually improve it. Participants in the course are expected to put their assumptions, ideas and practices to the test by gathering, analyzing and drawing conclusions from evidence. This course is to be taken during the last year of degree study. Course enrollment requires faculty advisor approval and a minimum 3.0 GPA. Participation in this course entails a field placement for research purposes. If a placement in a school is required, students will need to complete a TB test and submit fingerprints for the standard Background Check process by the start of the semester. Any costs associated with these tests are the responsibility of the student. All course participants are further required to obtain a LiveText subscription.

EDUC-C&I 5596 Classroom Assessment Credits: 3
This course is designed to help practitioners develop an understanding of the various roles of classroom assessment, strengthen their own assessment strategies be able to better use data in the development of curriculum that is appropriate for all learners. Students will develop a more clear understanding of the relationship of curriculum, instruction assessment ways in which good assessments can help diverse learners.

EDUC-C&I 5598 Individual Studies Credits: 1-6
Review of the research and trends relative to curriculum in education.

EDUC-C&I 5618 Survey Of Research In Curriculum Credits: 3
Review and analysis of research in curriculum theory and methods.

EDUC-C&I 5619 Systemic Curriculum Evaluation and Review Credits: 3
This course focuses on current practices in systemic curriculum review at the grade, school, district or state level in order to better serve the needs of diverse learners. Emphasis will be placed on the processes of curriculum review, curriculum change, implementation, evaluation of changes, and ongoing long-range curriculum planning and review.

EDUC-C&I 5620 Seminars In Theories Related To Curriculum Credits: 3
Study of major historical developments in curriculum and their influence on contemporary models and practices.
Prerequisites: EDUC-C&I 5504 or EDUC-C&I 5505.

EDUC-C&I 5625 Seminar in Multicultural Perspectives In Education Credits: 3
This seminar provides an opportunity for student engagement in critical and in-depth study of multicultural perspectives in education. Students will examine current demographic and achievement realities and the theoretical, conceptual, ideological, and political positions that frame multicultural education. The ultimate goal is to help students develop multicultural competence, critical and multiple perspectives about education for a democratic society, and comprehensive knowledge base, skills, and dispositions for transformative intellectualism and change agency.
Prerequisites: Interdisciplinary Ph.D. Student Status.

EDUC-C&I 5640 Curriculum and Teaching for the College Classroom Credits: 3
This course provides a foundation for preparing for and engaging in instruction at the college level. The emphasis is on curriculum planning, assessment, feedback, classroom interactions, and student motivation across a wide variety of discipline areas. This course may also be counted toward course credit allocation for the Preparing Future Faculty online graduate certificate program.

EDUC-C&I 5641 Apprenticeship and Conference in College Training Credits: 2-6
This course provides a foundation for preparing for and engaging in instruction at the college level. The emphasis is on apprenticeship experience in preparing, conducting, and evaluating college teaching under direction of and in conference with supervising professors.

EDUC-C&I 5690 Special Problems Credits: 1-6
Individual studies: thesis exploration, special reading.

EDUC-C&I 5697 Dissertation Curriculum And Instruction Credits: 1-16
Dissertation Curriculum And Instruction
**Educ-Research Psychology Courses**

EDUC-R&P 255 Understanding Data Through Sports: Sabermetrics Credits: 3
Non-theoretical approach to data analysis using applications and examples from the world of sports.

EDUC-R&P 5502 Advanced Educational Psychology Credits: 3
Critical examination of the contributions of psychological principles and findings to the field of education.

EDUC-R&P 5505 Statistical Methods I Credits: 3
Non-theoretical approach to statistical procedure, including introduction to simple analysis of variance.

EDUC-R&P 5508 Principles And Methods Of Research Credits: 3
Introduction to the analysis of research literature including types of research, methodology, design and data analysis.

EDUC-R&P 5510 Child Behavior And Development Credits: 3
Growth, maturation, and learning processes in children.

EDUC-R&P 5512 Adolescent Development and the School Credits: 3
An overview of development from preadolescence to adulthood, focusing on major theories and aspects of development, contemporary critical issues of the transitions from childhood to adolescence and into adulthood, and the role of professional educators in facilitating positive development.

EDUC-R&P 5513 Life Span Human Development Credits: 3
This course introduces students to the theories and research of biological, cognitive, social and personality development across the lifespan, within the layers of context of people's lives. Special attention is given to the role in development of social class, gender, ethnicity and culture.

EDUC-R&P 5522 Principles Of Testing Credits: 3
Measurement theory, uses and limitation of assessment procedure.

EDUC-R&P 5555 Statistical Methods II Credits: 3
Non-theoretical approach to statistical procedure, including introduction to factorial ANOVA and multiple regression.

**Prerequisites:** EDUC-R&P 5505.

EDUC-R&P 5564 Instructional Design Credits: 3
Overview of learning theories and pedagogical models as related to the principles and methods of instructional design. Emphasis on the planning, design, implementation and evaluation of instructional systems including focus on technology integration.

EDUC-R&P 5575 Internship Credits: 3-16
Applied experiences in a planned, supervised program in research or educational psychology.

EDUC-R&P 5589 Special Topics In Education Credits: 1-6
A course designed to deal with a topic in educational research or educational psychology which is not available in the regular course offerings. Topics, instructors, and prerequisites to be listed on the semester bulletin.

EDUC-R&P 5589AD Special Topics in Education Credits: 1-6
EDUC-R&P 5589AT Special Topics in Education Credits: 1-6
EDUC-R&P 5589CH Special Topics in Education Credits: 1-6
Special Topics in Education
EDUC-R&P 5589CP Special Topics In Education Credits: 1-6
EDUC-R&P 5589DB Special Topics In Education Credits: 1-6
A course designed to deal with a topic in educational research or educational psychology which is not available in the regular course offerings. Topics, instructors, and prerequisites to be listed on the semester bulletin.

EDUC-R&P 5589HL Special Topics in Education Credits: 1-6
EDUC-R&P 5589IS Special Topics in Education Credits: 1-6
EDUC-R&P 5589LP Special Topics in Education Credits: 1-6
EDUC-R&P 5589PE Special Topics In Education Credits: 1-6
EDUC-R&P 5589PR Special Topics In Education Credits: 1-6
EDUC-R&P 5589SC Special Topics in Education Credits: 1-6
EDUC-R&P 5589SE Special Topics In Education Credits: 1-6
EDUC-R&P 5590 Individual Studies Credits: 1-6
Review of the research and trends relative to selected problems in educational research or psychology.
EDUC-R&P 5605 Quantitative Analysis I: Regression And Analysis Of Variance: 3
This graduate level statistics course for students in education and the behavioral sciences provides a strong conceptual understanding of two major statistical procedures within the context of the general linear model: Multiple regression and numerous analysis of variance (ANOVA) models. Students will learn to select appropriate statistical software, and report the results of their analyses in the format of the American Psychological Association.

Prerequisites: EDUC-R&P 5505 and EDUC-R&P 5508 (or PSYCH 302WI).

EDUC-R&P 5606 Quantitative Analysis II : Multivariate Data Analysis Credits: 3
This graduate level statistics course for students in the behavioral sciences and education provides a strong conceptual understanding of advanced topics in regression (interaction effects, logistic regression, path analysis) and various multivariate techniques (MANOVA, canonical correlation, factor analysis). Students will complete a series of data based projects that allow them to demonstrate their skills in analysis, reporting, and interpretation of findings.

Prerequisites: EDUC-R&P 5605 (or PSYCH 5516) and EDUC-R&P 5508.

EDUC-R&P 5608 Introduction To Graduate Research Credits: 3
This course provides an introduction to qualitative and quantitative research methods. It is designed for students beginning their study in a doctoral program.

Prerequisites: EDUC-R&P 5508 and doctoral student status.

EDUC-R&P 5609 Development and Evaluation of Assessment Tools Credits: 3
This survey course examines test theories, construction, and measurement theories. Within the context of a variety of conceptual frameworks and examples, students become knowledgeable about the various purposes, approaches, and computer software tools for measurement.

Prerequisites: EDUC-R&P 5606 or PSYCH 5517.

EDUC-R&P 5611 Structural Equation Modeling Credits: 3
Students will learn core techniques in structural equation modeling, including: path analysis, confirmatory factor analysis, structural regression models; and be introduced to advanced topics such as multi-group SEM and latent growth models. There will be multiple lab sessions using appropriate computer applications.

Prerequisites: EDUC-R&P 5606 (or PSYCH 5517) and EDUC-R&P 5609 (or PSYCH 5538).

EDUC-R&P 5612 Applied Quantitative Research in Education Credits: 3
This class provides an in-depth examination of experimental and non-experimental quantitative research techniques, with a focus on their application in educational research. Students develop a proposal for a quantitative research study, including review of literature, development of research questions and hypotheses; and selection of appropriate research design, data collection techniques, and statistical analyses.

Prerequisites: One semester of statistics at the doctoral level.

EDUC-R&P 5613 Hierarchical Linear Models Credits: 3
Students will be introduced to hierarchical linear modeling techniques. Foundational topics include the rationale for using hierarchical linear models, issues related to assumptions and data screening, and a dissection of the components of a two-level organizational effects hierarchical linear model. Special topics to be discussed include growth modeling, three-level models, dyadic models, and models with categorical outcome variables (i.e., hierarchical generalized linear models). Multiple class sessions will be devoted toward use of software to build and analyze these models.

Prerequisites: EDUC-R&P 5606 and EDUC-R&P 5609.

EDUC-R&P 5615 Qualitative Research Theory & Design Educational Setting. Part 1 Credits: 3
Students will be introduced to qualitative research theory and design.

Prerequisites: EDUC-R&P 5505 and EDUC-R&P 5508.

EDUC-R&P 5616 Qual Data Collection And Analysis In Educational Settings. Part 2 Credits: 3
Students will gain experience in qualitative data collection and analysis.

Prerequisites: EDUC-R&P 5615.

EDUC-R&P 5625 Program Evaluation For Education & Social Credits: 3
Program evaluation is an applied research area that focuses on providing summative and formative data about the progress of an organization or program. This doctoral seminar will focus on learning to identify the goals, objectives and assumptions inherent in a program, and on designing a methodology to assess progress towards the goals. All students will develop a comprehensive evaluation plan for a program of their choice.

Prerequisites: EDUC-R&P 5505, EDUC-R&P 5522, and EDUC-R&P 5508 or EDUC-R&P 5608.

EDUC-R&P 5639 Educational Psychology: Focus on Teaching in Higher Education Credits: 2-3
An introduction to theories and principles from educational psychology as they relate to learning, motivation, assessment, and instruction.

Prerequisites: Doctoral Student Status.
EDUC-R&P 5640 Apprenticeship And Conference In College Training Credits: 1-3
Apprenticeship experience in preparing, conducting, and evaluating college teaching under the direction of and in conference with supervising professors.
Prerequisites: EDUC-R&P 5639.

EDUC-R&P 5690 Special Problems Credits: 1-6
Individual studies; thesis exploration, special reading.

EDUC-R&P 5698 Dissertation In Educational Research & Psychology Credits: 1-16
Dissertation In Educational Research Psychology

Edcu-Urban Leadership Courses
EDUC-UL 5501 Foundations Of School Leadership & Organization Credits: 3
Participants will study as cohort team members actively engaged in clinical/practical endeavors in schools, concepts and theories focused: 1) to understand and apply modern leadership and organization development theory in relation to school organizational cultures; 2) to understand both the development of productive school relationships and the theoretical concepts of the legal responsibilities of schools in the society; 3) to develop a plan for principal certification based upon participant needs and experiences; and 4) to build school cultures that are collaborative, participative, reflective, and self renewing.
Prerequisites: EDUC-UL 5501.

EDUC-UL 5502 Building Administration And Management Credits: 3
Participants will study and apply theories and concepts as members of a Cohort Team doing clinical work in schools designed to study, learn, and practice the management and administrative responsibilities of building level leaders including principal roles, personnel issues, school business management, community relations, supervision of staff, and to know the legal responsibilities relating to teachers, student and public rights.
Prerequisites: EDUC-UL 5501 and EDUC-UL 5502.

EDUC-UL 5503 Student, Staff And Organization Development Credits: 3
Participants will study as a member of a cohort team doing clinical work in school and developing the ability: 1) to gain knowledge of, and practice in developing “learning organizations”; 2) to assist teachers and other staff members of a school in structuring classrooms around the learning and development of all students; 3) to lead and develop urban schools that are culturally diverse where learner outcomes and performance are not related to race, class, or gender; and 4) to provide leadership related to developing school structures that are outcome oriented.
Prerequisites: EDUC-UL 5501 and EDUC-UL 5502.

EDUC-UL 5504 Elementary School Administration Credits: 3
Contemporary knowledge, understanding, and competencies for elementary administration. Focus on leadership, communication, group processes, organization, fiscal, and political areas. In addition, basic roles and responsibilities of the school principalship are addressed.

EDUC-UL 5505 Middle School Administration Credits: 3
Middle school goals, effective middle school leadership, change models for staff development, relevant curricula, auxiliary and support systems.

EDUC-UL 5506 Secondary School Administration Credits: 3
Organization and objectives of secondary education; curriculum trends; role analysis; principal-staff relations.
Prerequisites: EDUC-UL 5501.

EDUC-UL 5507 Instructional Supervision Credits: 3
Principles of supervision, factors influencing effectiveness of instruction, including the evaluation of teachers.

EDUC-UL 5508 Special Education Administration Credits: 3
Provides special educators, special education and regular education administrators with knowledge and experience in the areas of special education process, policy development, data collection and funding, legal issues and program organization. Special emphasis is given to dealing with common problems which arise in public school special education programs.

EDUC-UL 5510 Planning Educational Facilities Credits: 3
Analysis of educational specifications; cooperative planning processes; analysis of trends in school facilities; financial considerations and construction research. Visitation of selected facilities included.

EDUC-UL 5511 Public School Business Administration Credits: 3
The business related aspects of administering a school district including budgeting and accounting, purchasing, transportation, insurance, and facilities management.

EDUC-UL 5512 School Finance Credits: 3
Sources of revenue for public education; distribution of monies for education; budget construction; accounting procedures; and theories for financing education.

EDUC-UL 5513 School Personnel Administration Credits: 3
Study of processes, policies and theory concerned with the personnel function in educational administration. Emphasizes the importance of human resources in developing effective educational systems.

EDUC-UL 5514 Public Relations In Education Credits: 3
Analysis of various public views on education; mass communications and social change; public relations programs.
EDUC-UL 5515 Governmental And Legal Aspects Of Education Credits: 3
Current and recent legislation affecting education; court cases related to education; emerging patterns of modern jurisprudence; administrators’ responsibilities regarding legal decisions.

EDUC-UL 5516 Governmental And Legal Aspects Of Special Education Credits: 3
An examination of current and recent legislation affecting special education; emerging patterns of modern jurisprudence; and special education teacher and administrator legal responsibilities.

EDUC-UL 5518 Leadership for School Improvement Credits: 3
The content of this course has a focus on identifying and using data to make school improvement decisions. Students will be engaged in readings, activities, and reflections that discuss the importance of using data for decision-making at the building and district levels of school leadership. **Prerequisites:** Admission into the Educational Administration Program.

EDUC-UL 5520 Data Driven Leadership for Reculturing Schools Credits: 3
The challenges facing urban education are complex and may be understood from a myriad of perspectives including historical and socio-cultural underpinnings, economic and political contexts, and pedagogical/achievement orientations. This course will bring together some of these arguments as they relate to what school leaders can do to promote a community of adult leaders who use data to make decisions for the success of all children. Such a challenge includes working as educational leaders to reculture schools to increase opportunities for all students to learn. For some schools this task involves closing the persistent achievement gap that may exist among groups of students which requires disaggregating data by race, ethnicity, socioeconomic status, gender, and special educational needs.

EDUC-UL 5522 School Organizational Culture As The Context Of Change Credits: 3
This course is designed to enable students to understand that schools as organizations develop cultures and that this culture establishes relationships and conditions in schools for students, teachers, and administrators. Students will develop an understanding of the culture of a school and its influence on efforts to achieve substantive change or reform.

EDUC-UL 5523 Administrative Roles For Instructional Leadership Credits: 3
This course meets a requirement for administrator certification in Missouri and Kansas in the area of school improvement and leadership. The course focuses upon leadership roles necessary for creating a supportive climate for change and for implementing improved instructional programs.

EDUC-UL 5524 Philosophical Inquiry And Education Credits: 3
An examination of issues, problems and controversies discussed in educational and related literature, utilizing criteria and techniques of logical and philosophical analysis. The focus is on the development of critical thinking abilities as applied to theories, positions and arguments in educational and related contexts.

EDUC-UL 5525 Cultural Foundations Of Education Credits: 3
Examines education and schooling as cultural phenomena. This course focuses on an analysis of education and schooling as both cultural transmission and cultural change and the practical implications. Also included is a philosophical/theoretical examination of varying relationships between dominant and minority cultures.

EDUC-UL 5526 Philosophical Foundations Of Education Credits: 3
Introduction to the study of philosophical problems implicit in educational issues. Focuses on the application of a number of philosophical concepts and skills to a variety of controversies, policies, and theories in education.

EDUC-UL 5527 Historical Foundations Of Education Credits: 3
Study of the development of educational policy, practice, and theory in relation to changes in social institutions and thought. Focuses on the analysis of contemporary educational problems in the light of historical perspectives.

EDUC-UL 5528 Sociological Foundations Of Education Credits: 3
An analysis of issues involving the role of schools in society, the relationship between education and other social institutions, and contemporary social developments which have major implications.

EDUC-UL 5531 Educational Leadership and Human Resources Credits: 3
This course has been designed to develop students’ proficiencies in school human resource management and its importance to positive outcomes for student learning. The course focuses on human resource components that are essential to effective schools. **Prerequisites:** Admission into the Educational Administration EdD Program.

EDUC-UL 5532 Educational Leadership and Organizational Behavior Credits: 3
This course has been designed to develop the students’ proficiencies in school organization and management to provide positive outcomes for student learning. The course focuses upon organizational behavior and development and its components that are essential to effective school. **Prerequisites:** Admission into the Educational Administration EdD Program.

EDUC-UL 5534 English Language Learner Program Administration Credits: 3
Provides educators, administrators, and district officials with knowledge, skills, and dispositions necessary to supervise/manage programs and teachers in elementary, middle, or secondary schools that serve students with limited English proficiency. Participants will study and apply theories and practices related to language acquisition cultural pluralism, multicultural education, family and community engagement, acculturation, assessment, and legal rights and responsibilities relating to English language learners and the school. **Prerequisites:** Bachelor's degree.
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**Prerequisites:**
- EDUC-UL 5556
- Graduate student status
EDUC-UL 5575 Internship In Administration Credits: 1-16
Applied experiences in a planned, supervised educational administration program. Seminar accompanies internship experiences.

EDUC-UL 5589 Special Topics In Educational Leadership Credits: 1-6
A course designed to deal with a topic which is not available in the regular course offerings. Topics, instructors, and prerequisites to be listed on the semester bulletin.

EDUC-UL 5589AD Special Topics In Educational Leadership Credits: 1-6
EDUC-UL 5589BE Special Topics in Educational Leadership
EDUC-UL 5589CP Special Topics In Educational Leadership Credits: 1-6
EDUC-UL 5589EA Special Topics In Educational Leadership Credits: 1-6
A course designed to deal with a topic which is not available in the regular course offerings. Topics, instructors, and prerequisites to be listed on the semester bulletin.

EDUC-UL 5589ED Special Topics In Educational Leadership Credits: 1-6
A course designed to deal with a topic which is not available in the regular course offerings. Topics, instructors, and prerequisites to be listed on the semester bulletin.

EDUC-UL 5589EL Special Topics In Educational Leadership Credits: 1-6
A course designed to deal with a topic which is not available in the regular course offerings. Topics, instructors, and prerequisites to be listed on the semester bulletin.

EDUC-UL 5589ET Special Topics In Educational Leadership Credits: 1-6
A course designed to deal with a topic which is not available in the regular course offerings. Topics, instructors, and prerequisites to be listed on the semester bulletin.

EDUC-UL 5589HR Special Topics In Educational Leadership Credits: 1-6
EDUC-UL 5589LR Special Topics In Educational Leadership Credits: 1-6
EDUC-UL 5589OB Special Topics In Educational Leadership Credits: 1-6
EDUC-UL 5589SM Special Topics In Educational Leadership Credits: 1-6
EDUC-UL 5590 Seminar Credits: 3
Discussion and evaluation of literature in Education Administration.

EDUC-UL 5598 Individual Studies Credits: 1-6
Review of the research and trends relative to selected problems in education.

EDUC-UL 5601 Research In Education Administration: Qualitative Theory & Design Credits: 3
First of two courses in advanced qualitative research in higher education and educational administration. Focus is on the theory and design of qualitative work. Students will become familiar with the various ontological, epistemological, and methodological assumptions that guide research in the social sciences and be able to make informed choices about inquiry techniques for dissertation and future research.

EDUC-UL 5602 Seminar In The History Of American Urban Education Credits: 3
A study of the historical development of American urban educational institutions and ideas and of how that development is embedded within the broader context of social, political, and economic change in the United States.

EDUC-UL 5603 Research In Education Administration: Qualitative Data & Analysis Credits: 3
Second of two courses in advanced qualitative research in higher education and educational administration. Focus is on data collection and analysis in qualitative work. Students will become familiar with various data gathering techniques and devices for interpreting qualitative data and drawing meaningful conclusions. This information will guide students in dissertation and future research.

Prerequisites: EDUC-UL 5601.

EDUC-UL 5604 Introduction to Doctoral Study Credits: 3
This course is designed as an introductory course in the doctoral sequence for the EdD in Educational Administration with an emphasis in Higher Education. The course is designed to introduce students to the tasks and processes involved in the completion of the doctoral requirements. It is required for all entering doctoral students.

Prerequisites: Admission to the doctoral program.

EDUC-UL 5616 Analysis Of Educational Theory Formation Credits: 3
Study and application of criteria for evaluating the adequacy of educational theories and evaluating the relevance to theories of research studies.

EDUC-UL 5626 Theory In Educational Administration Credits: 3
Leadership theories and research; bureaucracy and organizational processes; new directions in organizational analysis; sociological and psychological concepts in school administration.

Prerequisites: EDUC-UL 5501.
EDUC-UL 5627 Advanced Educational Supervision Credits: 3
Principles and concepts of educational supervision and implementation.
**Prerequisites:** EDUC-UL 5507.

EDUC-UL 5628 The Superintendency Credits: 3
Analysis and overview of the nature, functions and activities of the public school superintendency including: historical and philosophical foundations; board-staff and other governing body relationships and functions; professional staff relations and management; public relations and communication; inter-governmental relations and responsibilities, and the functions of planning, direction and supervision of the instructional enterprise.

EDUC-UL 5634 Faculty & Curricular Issues Higher Education Credits: 3
This course will explore different facets of college and university curricula. This course will include varying ways curriculum has been structured and the debates that have surrounded the structure and content. Faculty issues will be explored via the curriculum and will include a focus on workload policies and practices.
**Prerequisites:** Admission to the doctoral program.

EDUC-UL 5635 Topics In Higher Education Credits: 3
Organization of higher education, public and private financing; accreditation; academic freedom; policy development; community relations; curricular patterns, selected current issues.
**Prerequisites:** EDUC-UL 5550 (or equivalent).

EDUC-UL 5636 Policy Issues in Higher Education Credits: 3
This course is intended for those whose roles as educational leaders requires them to participate in the analysis and development of policies associated with educational programs and practice. Students will be able to understand the characteristics of a well developed policy agenda, obstacles to policy implementation, and interpretations related to policy implementation. Concurrently, institutional, political, economic, social, and moral consequences of various policies will be explored.
**Prerequisites:** Admission to the doctoral program.

EDUC-UL 5637 Community College Credits: 3
Investigation of the purposes, programs, and the problems in the American community college movement; analysis of the structure, governance, and financial support of community colleges.
**Prerequisites:** Doctoral status.

EDUC-UL 5640 Apprenticeship And Conference In College Training Credits: 2-5
Apprenticeship experience in preparing, conducting, and evaluating college teaching under the direction of and in conference with supervising professors. Some attention to student personnel and administration in higher education.

EDUC-UL 5652 Financial Aspects Of Higher Education Credits: 3
This course is designed for graduate students with a basic understanding of the area of Higher Education Administration. The course examines basic concepts and principles of finance in higher education in the United States. Students are expected to: Develop an understanding of 1) the issues and fiscal problems of higher education, 2) the roles and responsibilities of financial officers in higher education, and 3) possible future trends in the financing of higher education.
**Prerequisites:** Doctoral status.

EDUC-UL 5655 Studies In Philosophy Of Education Credits: 3
Study of special topics in the philosophy of education.
**Prerequisites:** EDUC-UL 5523, EDUC-UL 5526.

EDUC-UL 5660 Effective Practices II Credits: 3
This course builds on the general understanding of leadership and professional practices developed in Leadership in Education Effective Practices I. The course addresses key leadership challenges and decision making in today's complex work world. The course uses reading on selected issues, case discussions, and role plays to move beyond theory and understanding to application and effectiveness.

EDUC-UL 5665 The Urban University Credits: 3
This course examines the development and unique aspects, characteristics and role of the urban university. In addition to an exploration of the historical relationship between urbanization in American society and university development and evolution, seminars will focus attention on undergraduate and graduate education, faculty development, community relations, and regional and economic development for urban institutions.
**Prerequisites:** Doctoral status.

EDUC-UL 5685 Problems And Issues In Education & Urban Leadership Credits: 3
This course serves as the capstone class for all doctoral students in education. The course requires analysis of successful dissertations in urban education and prepares students to write their own dissertation relative to urban study and education.

EDUC-UL 5690 Special Problems Credits: 1-6
Individual studies; thesis exploration, special reading.

EDUC-UL 5690A Special Problems Credits: 1-6
Individual studies; thesis exploration, special reading.
EDUC-UL 5696 Dissertation Administration And Community Leadership Credits: 1-16
Culminating written research project for doctoral students in Urban Leadership and Policy Studies.

**Physical Education Courses**

PHYS-ED 106 Badminton Credit: 1
This course teaches the basic rules, skill techniques, terminology and strategy for badminton.

PHYS-ED 125 Golf Credit: 1

PHYS-ED 145 Social Dance Credit: 1

PHYS-ED 149 Basketball And Team Handball Credit: 1
This course teaches the basic rules, skill techniques, terminology and strategy for basketball and team handball.

PHYS-ED 153 Volleyball Credit: 1
This course teaches the basic rules, skill techniques, terminology and strategy for volleyball.

PHYS-ED 157 Weight Training Credit: 1
Weight Training helps students build a solid foundation of current weight training knowledge and practice that can be used throughout their lifetime. Information in the course is consistent with recommendations of the National Strength and Conditioning Association (NSCA) and the American College of Sport Medicine (ACSM). Based on individual goals and assessments, beginning weight training students will create a personal training program and implement a record keeping system to keep track of their progress.

PHYS-ED 158 Advanced Weight Training Credit: 1
This course teaches free weight training exercises that are used within a well-balanced training program, and provides experience needed to design weight training programs.

PHYS-ED 159 Jogging Credit: 1

PHYS-ED 174 Cross Training Credit: 1
This course provides knowledge, skill and opportunity to improve primary sport/activity performance or overall fitness, through designing and participating in a variety of cross training physical activities.

PHYS-ED 175 Personal Fitness Credits: 2
This course is designed to expose students to facts about and experiences in dealing with motor, physical, physiological, psychological and nutritional aspects of the human being. Specific areas of study include hypokinetic disease, physical fitness, nutrition and wellness concepts.

PHYS-ED 175L Lifetime Fitness Lab Credit: 1
This course is designed to provide supervised activity experiences including self assessment and self directed physical exercise programs that are coordinated with the lecture portion of the course.

PHYS-ED 180 Beginning Swimming Credit: 1
This course is designed to equip each student with basic water safety skills and knowledge in order to make them reasonably safe while in, on or about the water.

PHYS-ED 181 Fitness Swimming Credit: 1
This course is designed to challenge and encourage each student to develop an individualized fitness program based on personal goals. Lap swimming as well as water exercise will be incorporated in the class.

PHYS-ED 189 Special Topics: Activity Credit: 1
A course designed to deal with a special activity class which is not available in the regular course offerings. Activity class, instructors and prerequisites to be listed in the semester bulletin.

PHYS-ED 189AY Special Topics: Activity Credit: 1

PHYS-ED 189BE Special Topics: Activity Credit: 1

PHYS-ED 189YO Special Topics: Activity Credit: 1
Special topics in physical education.

PHYS-ED 206 First Aid And Safety Credit: 1
Methods of administering first aid in case of accident or sudden illness; bandaging; resuscitation; and caring for wounds and injuries. Safety in schools will be stressed. (Elective).

PHYS-ED 207 Outdoor And Leisure Pursuits Credits: 2
Designed to acquaint students with opportunities for leisure and recreational activity in the outdoors. Emphasizes safety measures and planning skills as well as development of particular movement skills and knowledge about associated wildlife.

PHYS-ED 212 Self Defense Credit: 1
Study in the theory of self defense. Content focuses on: technique for eliminating dangers from daily living, methods for recognizing and avoiding dangers, and skills and strategies for employing physical defense when necessary.
PHYS-ED 300 Mechanical Analysis of Human Movement Credits: 3  
Study of the kinesiologic and biomechanical aspects of human motion with focus on application to sport skill, dance and exercise situations.  
Prerequisites: HLSC 120 and HLSC 160 or concurrent enrollment.

PHYS-ED 300L Mechanical Analysis of Human Movement Lab Credit: 1  
Lab activities that support the study of kinesiologic and biomechanical aspects of human motion with focus on application to sport skill, dance, and exercise situations.  
Co-requisites: PHYS-ED 300.

PHYS-ED 312 Physical Education For Elementary Schools Credits: 2  
Identifies physical education needs of elementary school child in relation to his/her total development with emphasis on methods and materials.

PHYS-ED 312L Laboratory Experiences in Physical Educ for the Elementary School Credit: 1  
This course consists of laboratory teaching experiences, with skill theme combinations of games, gymnastics, dance fitness.  
Co-requisites: PHYS-ED 312.

PHYS-ED 323 Nutrition for Fitness and Sport Credits: 3  
This course examines the role nutrition, complemented by exercise, may play in the enhancement of fitness and sport performance. Considerable attention will be devoted to the use of nutritional ergogenic aids with reference to athletic performance.  
Prerequisites: BIOLOGY 218, BIOLOGY 218L, LS-PHYS 217.

PHYS-ED 350 Physiology of Sport and Exercise Credits: 3  
Study of the concepts and principles of exercise physiology with the intent of learning how to apply them to exercise, sport and movement experiences. Includes development of fitness testing skills, program planning and exercise.  
Prerequisites: HLSC 120 and HLSC 160 or concurrent enrollment.

PHYS-ED 350L Physiology of Sport and Exercise Lab Credit: 1  
Using lab activities, the course uses the concepts and principles of exercise physiology and applies them to exercise, sport, and movement experiences. Includes the development of fitness testing skills, program planning and exercise.  
Co-requisites: PHYS-ED 350.

PHYS-ED 361WI Sociology of Sport and Exercise Credits: 3  
The critical examination of the function of sport in the American culture, in an interdisciplinary fashion, with a focus on the contemporary scene. The work of the course will include readings on sociological issues of sport and exercise, the writing of mini-research papers, and a long paper with a presentation. Recommended preparation: Introduction course in sociology.  
Prerequisite: RooWriter.

PHYS-ED 370 Psychology of Sport and Exercise Credits: 3  
Exploration of psychological constructs related to the competitive sport process and to physical activity.

PHYS-ED 389 Special Topics In Health And Physical Education Credits: 1-3  
This course is designed to offer a topic which is not available in the regular course offerings. Topics, instructors and prerequisites to be listed in the semester bulletin.

PHYS-ED 391 Fitness Assessment and Exercise Prescription Credits: 3  
This course introduces students to health appraisal and fitness assessment of individuals. The course proceeds with prescribing exercise and conditioning programs, to enhance health and develop physical performance.  
Prerequisites: PHYS-ED 350.

PHYS-ED 401 Teaching Healthy Behaviors in the Schools Credits: 3  
Study of school health and physical activity programs with emphasis on methods and materials for health, safety, and classroom physical activity instruction in grades K-8.

PHYS-ED 401L Health Teaching In The Schools Lab Credit: 1  
Students will attain beginning level competence in skills related to teaching health in schools, including planning, preparation and presentation skills. Computer skills will be used to search internet, e-mail, and develop a computer generated presentation.

PHYS-ED 499 Internship Credits: 3-6  
Extensive experience in a practical situation under supervision of university faculty and on-site personnel. Breadth and intensity of involvement will depend on student ability. Available only to upper-division majors.

PHYS-ED 5530 Organization And Administration Of Athletics Credits: 3  
Organization and management of a program of competitive athletics for schools and colleges.

PHYS-ED 5561 Social-Cultural Aspects of Sport and Physical Activity Credits: 3  
The social significance of sport in modern societies. Research on the social structure, social relations and social problems of sport from several subcultural perspectives will be reviewed.
PHYS-ED 5570 Sport Psychology Credits: 3
Analysis of research and theory focused on the psychological aspects associated with participation in sport and physical activity.
Prerequisites: PHYS-ED 370.

Educ-Teacher Education Courses

TCH-ED 130 Number Systems and Related Topics Credits: 3
This course is designed for elementary perservice teachers to meet certification requirements for a course in number theory. The course provides a constructive development of the real number system, introduces concepts from elementary number theory and applies this knowledge of quantitative systems to solve various types of problems. Recommended preparation: High School Algebra and Geometry.

TCH-ED 140 Geometry for Elementary Teachers Credits: 3
This course is designed for elementary preservice teachers to meet certification requirements for a course in geometry. It provides a constructive development of axiomatic geometry and introduces concepts from transformation geometry. Elements of spatial sense and measurement are included and an emphasis is placed on applying this knowledge to solve various types of problems. Recommended preparation: High School Algebra and Geometry.

TCH-ED 150 Foundations of Urban Education Credits: 3
This course is designed to introduce students to the social and philosophical issues in urban education and will include an emphasis on culture, race, class, and ethnicity as they relate to schooling in urban America.

TCH-ED 151 Introduction to Urban Education Field Experience Credits: 2
Introduction to Urban Education Field Experience. The field experience is intended to give students an opportunity to see the application of learning theory in authentic classroom situations. Students are encouraged to become involved in the learning of the classroom and provide a helping hand to the teacher.

TCH-ED 152 Urban Education Seminar 1: Social Justice Credits: 2
Introductory seminar to the field of urban education. This seminar aligns with the other fall semester experiences and allows students an opportunity to dialogue about the possible application of their experience work as it applies to teaching in an urban school. Students will be introduced to current topics in education and society; identify, develop and enhance study strategies; observe, listen and think critically, sharpen writing skills; and work effectively in groups.

TCH-ED 153 Math Methods for Urban Education teachers: Number Systems Credits: 2
Designed for elementary school teacher. A constructive development of the real number system beginning with the system of whole number, concepts for the elementary number theory; applications of quantitative systems to problems in discrete mathematics.

TCH-ED 160 Introduction to Teaching Credits: 3
Introduction to the historical, social and philosophical dimensions of teaching. Prospective teacher candidates gain greater insight into the commitment, purpose, and responsibility associated with professional teaching practice. Particular focus is place on productive teaching practices and the habits of mind of expert teachers.

TCH-ED 201 Children's Literature Credits: 3
This course emphasizes the critical analysis and selection of a variety of genres of multicultural children’s literature in order to create “windows and mirrors” (Bishop, 1990) through literature for diverse educational settings. It will emphasize the skills and dispositions needed to share literature with culturally and linguistically diverse groups of children and explore prevalent myths and stereotypes in society that are often reflected in children's and young adult literature.

TCH-ED 202 Literature for Adolescents Credits: 3
Focus upon literature for adolescents and ethnic literature, specifically, and upon the special reading interests of the adolescent in relation to the methods and materials of reading in grades 6-12, generally. Attention to literature selection standards, censorship, individualized instruction, and literary theory.

TCH-ED 251 Child and Adolescent Development for Urban Educators Credits: 3
This course is designed to provide students with the information they will use as educators to design developmentally appropriate practices for the children they will work with in the classroom setting, thus discussions about how the information is translated into the classroom will be applied.

TCH-ED 252 Field Exp: Child/Adolescent Development Credit: 1
This field experience is designed in conjunction with TCH-ED 251 to provide students with real-world interactions to study the development of children from birth to adolescence. Field experience settings have been arranged to provide students with an opportunity to observe and interact with children as they study the four stages of development.

TCH-ED 253 Urban Education Seminar II: Social Justice Credit: 1
This seminar aligns with the other semester experiences and allows students an opportunity to dialogue about the possible application of their experience work as it applies to teaching in an urban school. Students will be introduced to current topics in urban education and society; identify, develop and enhance study strategies; observe, listen and think critically, sharpen writing skills; and work effectively in groups as they explore social justice and the relationship between society and schools.

TCH-ED 254 Math Methods for Urban Teachers: Geometry Credits: 2
Designed for elementary school teachers. A constructive development of geometry and concepts from elementary teacher education; applications will be made to connect with elementary curriculum.
TCH-ED 255 Integrated Music and Visual Arts Credits: 3
Basic principles of creativity and their application in the multicultural teaching of art, creative dance and musical and rhythmic interpretation will be explored. An emphasis is placed on interrelationship of these disciplines and their integration into the curriculum. Special emphasis will be placed on helping students to develop a wider and more respectful understanding of our nation’s cultural diversity as reflected in all art forms. Students will be exposed to the literature, poetry, theater, visual art and music contributed by African-Americans, Hispanic Americans and Native Americans among other.

TCH-ED 256 Field Experience: Music and Visual Arts Credit: 1
The field experience is intended to give students an opportunity to see the application of learning theory and integration of the arts in authentic classroom situations.

TCH-ED 258 Math Methods for Urban Teachers: Probability and Statistics Credits: 2
Designed for Elementary and Middle School Teachers. This course is designed to provide undergraduate students in elementary and middle school mathematics with the foundational knowledge of the teaching of probability and statistics and how to use the elements of statistics to interpret and solve problems in elementary and middle school classrooms.

TCH-ED 259 Introduction to Urban Teaching Credits: 3
This course is designed to introduce students to the sociopolitical context of urban education, schooling, teaching and learning. It will provide an overview of education in a multicultural democracy, mostly African Americans, Latino Americans, and other racial/ethnic groups and immigrants. Specifically, it will introduce students to the notion of teaching for social justice, the social justice teacher and social empowerment. Opportunities will be provided for students to review research, debunk stereotypes, negative views, and to recognize urban learners as capable, motivated, and resilient. The ultimate goal of this course is to facilitate experiences that will enable students to develop the knowledge, skills and dispositions needed for learning in urban schools.

TCH-ED 265 Field Experience: Urban Teaching Credit: 1
As a co-requisite to Introduction to Urban Teaching, students will spend 60 hours in urban schools working with diverse student populations, specifically; students will work with African Americans, Latino Americans, and English Language Learners grades K-8. Reflection and discussion of clinical experiences will occur during the urban education seminar and Introduction to urban education classes. Students will keep a reflective journal of their experiences working with diverse learners.

TCH-ED 266 Urban Education IV: Classroom Management Credit: 1
This course will present the foundations for developing expertise in classroom management. Theory and activities will introduce students to strategies and procedures to manage student’s behavior as well as keep them on task throughout the school day. The intent of this course is to provide the prospective teacher with the skills and the expertise necessary to manage the classroom behavior of students effectively while creating a caring and supportive atmosphere.

TCH-ED 300 Summer Community Experience Credits: 3
This course provides an in-depth examination into both the evolution of ghetto communities and dynamics of community building in inner cities, with special emphasis on Kansas City, Missouri. In addition, theories of educational psychology as well as child and adolescent behavior will be infused to assist participants in developing age appropriate mentoring/teaching strategies and activities.

TCH-ED 310 Classroom Climate and Organization Credits: 3
This course is focused on understanding classroom practices that support student cognitive and social development, that supports learning for students from diverse cultural and experiential backgrounds; and developing a well-organized, attractive and functional physical space for learning.

TCH-ED 311 Curriculum and Learning Theory Credits: 4
Focus on classroom organization, building relationships with students, and applying theoretical knowledge of child development to the analysis of contexts impacting students’ educational experiences. Classroom processes and teacher interactions that undergird effective instruction and proactive classroom management.

TCH-ED 312 Legal and Ethical Aspects of Teaching Credits: 3
This course provides an introduction to landmark court cases, federal and state laws, and regulations that frame students’ and teachers’ rights and responsibilities and that provide guidance for ethical professional practices.

TCH-ED 314 Cultural Diversity and Teaching English Language Learners Credits: 3
Foundational knowledge on teaching diverse populations and practical instructional approaches for meeting the needs of linguistically and culturally diverse learners. Emphasis on studying and applying instructional strategies that are appropriate for addressing the unique needs of children whose primary language may not be English.

TCH-ED 315 Assessment and Data Literacy Credits: 3
Data collection and assessment strategies—including formative, summative, formal, and informal—to be used in developing student learning profiles, planning learning experiences, and monitoring student progress toward academic goals. Topics include the impact of assessment on equitable education for diverse learners, critical observation and questioning, basic qualitative and quantitative data analysis, working with data teams, collaboration/communication with families and other educational stakeholders, setting and monitoring learning goals, and the ethics of data collection and sharing.
TCH-ED 316 Reading and Language Arts I Credits: 4
This course emphasizes learning theories and methods for teaching and assessing literacy. It will primarily focus on the components of a culturally responsive literacy curriculum for elementary students in diverse, urban contexts. This course is field-based and there will be multiple opportunities for observing, teaching, and assessing elementary school children.
Co-requisites: TCH-ED 397.

TCH-ED 317 Reading and Language Arts II Credits: 4
This course emphasizes methods for elementary literacy instruction and assessment. The course will primarily focus on the components of a culturally responsive writing curriculum for elementary students in diverse, urban contexts. This course includes a supervised field experience where teacher candidates implement literacy assessment and instruction with students.
Prerequisites: TCH-ED 316.

TCH-ED 318 Literacy Assessment and Instruction Credits: 3
Focus on using formal and informal assessments to design appropriate literacy instruction for diverse learners in urban elementary classrooms.

TCH-ED 330 Analyzing Learning Environments in Urban Contexts Credits: 3
This course serves as the major vehicle for articulating a programmatic construction of classroom management as establishing productive learning environments, facilitating social interaction, and planning relevant and engaging learning experiences based upon deep knowledge of individual students’ contexts and cultures.
Co-requisites: TCH-ED 422.

TCH-ED 333 Learning Environments: Birth to Grade 3 Credits: 3
Course provides an analysis of learning environments (community, school, and classroom) as socio-emotional and physical spaces that nurture learning and development of early childhood learners in urban settings. Teacher candidates use the analysis to frame the design of learning environments as context and content of meaning making.

TCH-ED 350 Multi-Media Production For The Classroom Credit: 1
An introductory course in the media production techniques involving knowledge and practical use of computers, scanners, digital video, digital audio and graphics to create professional multimedia for use in the classroom. The class is designed for prospective and current classroom teachers.

TCH-ED 351 Literature for a Lifetime Credits: 6
This course will provide students with an encompassing survey of fiction and non-fiction literature appropriate for all age ranges from the young child to adult. Lectures and discussions will focus on the value of literature as a tool for thinking, as a way of illuminating modern life, as a means of understanding history and human behavior, and as a source of aesthetic pleasure and lifelong enjoyment. Students will learn how to select and critique both the media used in illustrated books and the literacy techniques and forms of the many genres of literature. In this course special emphasis will be placed on literature that reflects life in many cultures and periods of history, in particular from those racial and ethnic sources that make modern America such a pluralistic and diverse society. There will also be an emphasis on the universal themes that run through literature of the societies.

TCH-ED 365 Seminar in Teacher Identity, Power and Privilege Credit: 1
Focus on developing teacher candidates’ knowledge of themselves and their roles in facilitating learning for diverse student populations. Acquaints pre-service teachers with three areas of multicultural education: knowing one’s self, knowing diverse student populations, and knowing effective practices which will accelerate the learning of the diverse student populations.

TCH-ED 366 Field Experience: Literacy Credit: 1
Students will spend 100 hours working in an urban school classroom. Students will have the opportunity to apply learning and lessons designed in the semester’s pedagogical courses, particularly Integrated Instruction: Language Arts and Social Studies. Students will work with their seminar leader, having the opportunity to be observed and conference about their teaching.

TCH-ED 385 Teaching and Learning with Technology Credits: 3
This course addresses the fundamentals of using technology in education and planning instruction to engage PK-12 students in problem solving and critical thinking using technology. Topics within the course are informed by International Society for Technology in Education Standards (ISTE), InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0, Missouri Teacher Standards and Quality Indicators, and Missouri Learning Standards.

TCH-ED 396 English Language Study for Middle and High School Teachers Credits: 3
Explores the fundamentals of teaching English language and grammar study, emphasizing patterns in the English language including sounds, words, sentences, meaning, and discourse as they are manifested in daily lives. Educationally relevant topics, such as applications of sociolinguistics to the teaching of English language and literature, varieties of grammar, and linguistic descriptions of styles and registers are an integral part of the course.

TCH-ED 397 Practicum I - Elementary Credit: 1
The overarching goal for this introductory field experience is to help teacher candidates shift their perspectives from that of a student to that of a classroom teacher. Emphasis is on observing the relationship among students’ experiences within and outside of school, and planning specific learning experiences for academic and social growth and development. Additionally, teacher candidates attend to the individual student’s responses to learning experiences, as well as the social dynamic among students as they work together in a classroom.
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TCH-ED 416 Reading II: Assessing and Teaching Diverse Learners Credits: 4
This course focuses on understanding the major components of reading processes (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading for individual students at different stages of literacy development. The major project for the course involves assessing and teaching an individual student of the course of the semester. Teacher candidates should also assess and teach small groups of readers.
Prerequisites: TCH-ED 415, admission into teacher education program.

TCH-ED 417 Science Methods in the Elementary School Credits: 3
Prepares teacher candidates in teaching methods focused on ways of involving elementary-aged children (grades 1-6) in science activities and experiences designed to promote curiosity, inquiry-based investigation, and application of scientific concepts as they explore the world.

TCH-ED 418 Social Studies in the Elementary School Credits: 3
The social studies methods course is designed to provide the prospective teacher with the theory, content, powerful teaching practices, and understanding of the role of social studies in a global and multicultural society. The prospective teacher will acquire the knowledge, skills and dispositions needed to design and enact a transformative social studies curriculum that prepares the young to develop civic competence.

TCH-ED 419 Student Teaching in Elementary School Credits: 3-9
Culminating field experience in an elementary school (grades 1-6). Elementary program student teachers engage in an all-day, full semester placement in an elementary classroom. Elementary majors must enroll in 9 credit hours. Hours for other programs using this field experience vary. Teacher candidates should seek advisor approval.

TCH-ED 420 Adolescent Development Credits: 3
Various aspects of physiological, emotional, cognitive, social and moral development in the transition from childhood to adolescence will be considered. Attention is focused on a conception of adolescence that is grounded on current research and theory.

TCH-ED 422 Practicum I - Middle and High School Credit: 1
The overarching goal for this introductory field experience is to help teacher candidates shift their perspectives from that of a student to that of a classroom teacher. Emphasis is on observing the relationship among students’ experiences within and outside of school, and planning specific learning experiences for academic and social growth and development. Additionally, teacher candidates attend to the individual student’s responses to learning experiences, as well as the social dynamic among students as they work together in a classroom.
Prerequisites: Admission to the Teacher Education Professional Program.

TCH-ED 423 Practicum II - Middle and High School Credit: 1
This field experience is part of Block 2—the second field experience within a four-block sequence. The overarching goal is for teacher candidates to observe the implementation of the school curriculum in specific disciplines. Topics include the structure of the discipline, interrelatedness among basic concepts, discipline specific practices, and the design of instruction to facilitate deep learning.
Prerequisites: TCH-ED 422.

TCH-ED 424 Practicum III - Middle and High School Credit: 1
This field experience is part of Block 3—the third field experience within a four-block sequence. The overarching goal for this field experience is for teacher candidates to apply conceptual and theoretical knowledge to practice in identifying appropriate instructional strategies, planning instruction, and assessing learning. The emphasis is on understanding the relationships among instructional practices, learner characteristics, and learning outcomes.
Prerequisites: TCH-ED 423.

TCH-ED 425 General Methods - Secondary 2 Credits: 2
The intent of this course is to prepare pre-service teachers to be effective managers of instruction who are skillful in interpersonal communication. Course activities include opportunities for applying techniques based upon a variety of management/discipline models. Field experiences permit on-site observation of various management styles.
TCH-ED 427 Reading in the Secondary School Credits: 3
An examination of the reading process and study of methods and materials used by the secondary school classroom teacher in assessing student reading ability, determining the readability of content area materials and teaching students of all reading levels how to comprehend their textbooks and other printed instructional materials in various content area subjects.

TCH-ED 429 Mathematics in the Elementary School II Credits: 3
Mathematics-specific pedagogy. Methods, techniques, tools and materials for the effective teaching of mathematics. Focuses on the principles, methods, and materials of elementary school mathematics instruction and state curriculum in the context of diverse student backgrounds.
Prerequisites: TCH-ED 413.
Co-requisites: TCH-ED 479.
TCH-ED 430 Gateway to Teaching Credits: 3
This course is designed to introduce pre-service teachers to the education profession and to the teacher education program at UMKC. Through lecture discussion and field experiences the students will examine the social, political, cultural and professional aspects of teaching in 21st century America. In addition, the students will be given an overview of the teacher preparation program and the requirements and expectations for completing the program and qualifying for a certificate to teach in the state of Missouri.

Prerequisites: Admission into the Teacher Education program.

TCH-ED 431 Summer Community Experience Credits: 3
This field-based course provides an in-depth examination into both the evolution of urban communities and dynamics of community building in inner cities, with special emphasis on Kansas City, Missouri. In addition, theories of educational psychology as well as child and adolescent behavior will be infused to assist participants in developing age appropriate mentoring/teaching strategies and activities. Students in the course are engaged with the community through field trips, simulations, course events, and community service.

TCH-ED 432 Special Methods of Teaching English in Middle and High Schools Credits: 3
This course stresses the skills, knowledge, and dispositions pertinent to teaching English Language Arts in middle schools and high schools.

TCH-ED 433 Special Methods of Teaching Mathematics in Middle and High Schools Credits: 3
This course stresses the skills, knowledge, and dispositions pertinent to teaching mathematics in middle schools and high schools.

TCH-ED 434 Seminar in Social Science Curriculum Credits: 3
This seminar course is designed to strengthen teacher candidates’ content knowledge for designing and enacting transformative social science curriculum and pedagogy. Students will actively examine key content, concepts, themes, issues, multiple perspectives, and enduring questions embedded in the social science disciplines such as history, geography, economics, anthropology, sociology, political science and psychology and cultural and social contexts to enhance their knowledge, skills, and confidence for designing and enacting a transformative social science curriculum for diverse middle and high school students’ development of civic competence.

TCH-ED 435 Special Methods of Teaching Science in Middle and High Schools Credits: 3
Provides an opportunity for future science teachers to refine their skills as science educators and at the same time to reflect upon the ways and whys of teaching science.

TCH-ED 436 Special Methods of Teaching Social Science in Middle and High Schools Credits: 3
This course will assist teacher candidates in developing the knowledge, skills, and dispositions needed to design and enact powerful transformative social studies curricular experiences, to foster middle and secondary school students’ abilities to make informed, reasoned decisions and actions for the public good. Students will be introduced to powerful teaching practices, issues, and resources in secondary school social science.

TCH-ED 437 Student Teaching in High School Credits: 3-9
Culminating experience in a secondary school (grades 9-12).

TCH-ED 438 Culturally Responsive Strategies for Teaching Diverse Learners Credits: 3
This course will heighten students’ understanding of cultural characteristics and their relationships to teaching and learning. Students will learn culturally responsive strategies and their enactment in instruction for diverse learners.

TCH-ED 440 Introduction To Early Childhood Education Credits: 3
This course is an introduction to the historical, theoretical, ethical, and pedagogical underpinnings of the early childhood education profession. Teacher candidates explore play, inquiry-based learning, documentation, and the role of family and community within diverse curriculum approaches to early childhood education.

TCH-ED 441 Language Development Credits: 3
An introduction to what language is, how first and second languages are acquired, and how to support language development in early childhood classrooms in collaboration with families and communities. Teacher candidates construct knowledge through university classroom experiences, observations of focal children in urban educational settings, and family interviews.

TCH-ED 442 Assessment, Screening, and Data-Informed Early Childhood Teaching Credits: 3
This course provides analysis of assessment methods, application of authentic assessment throughout the teaching cycle and investigation of data-based decision-making through focused inquiry and application in the practicum setting.

TCH-ED 443 Mathematics in Early Childhood II Credits: 3
Approaches to assessing and developing mathematical competencies in young children, birth through Grade 3. Emphasis is placed upon mathematics as a sense-making tool through which actions such as observation, classification, ordering, pattern seeking, and testing of ideas drive experiences and problem solving in the child's immediate environment.

Prerequisites: TCH-ED 444.

TCH-ED 444 Mathematics in Early Childhood I Credits: 3
Approaches to developing mathematical competencies in young children, through Grade 3. Emphasis is placed upon mathematics as a sense-making tool through which actions such as observation, classification, ordering, pattern seeking, and testing of ideas drive experiences and problem solving in the child's immediate environment. A variety of materials and tools are studied in terms of the ways they help children explore, develop and test ideas, construct meaning, and communicate ideas.
TCH-ED 445 Science In Early Childhood Credits: 3
This course provides an exploration of the major concepts and culturally responsive teaching strategies in early childhood science (birth –Grade 3). Teacher candidates analyze inquiry processes and tools in science to develop integrated learning experiences that ensure mastery of content and promote curiosity, creativity, inquiry, and self-awareness as learners explore their world.

TCH-ED 446 Early Childhood Creative Activities Credits: 3
Analysis of symbolic representations, creativity, and imagination as a foundation for learning and development of diverse learners in urban early childhood settings. Hands on exploration of creative materials and activities from different representational systems to shape planning of learning experiences and environments that enhance learning and promote children's creative abilities development.

TCH-ED 447 Social Studies in Early Childhood Credits: 3
This course provides an exploration of the major concepts and teaching strategies in early childhood social studies (birth-Grade 3). Teacher candidates analyze the processes and tools of scientific inquiry related to social studies to design integrated learning experiences that incorporate authentic local and global issues relevant to the learners.

TCH-ED 450 Integrating The Curriculum In Early Childhood Education Credits: 3-4
A culminating curriculum course for early childhood students. The overall goal is to help students become more aware, skilled and informed about developmentally and educationally appropriate practice and curriculum for children during early childhood. Its focus is on constructing an integrated curriculum. A field-based experience is included.

TCH-ED 451 Child Guidance in Early Childhood Classrooms Credits: 3
This course provides an analysis of theory and research on child guidance to frame teacher candidates’ development of guidance procedures that meet ethical guidelines and foster a classroom environment conducive to optimal learning and development of early childhood learners.

TCH-ED 452 Family and Program Relationships in Early Childhood Education Credits: 3
This course provides an analysis of purposes and procedures of family, school and community partnerships that frame teacher candidates’ collaborations, consultation, and teaching of early childhood learners in urban settings.

TCH-ED 453 Learning from Parents Credits: 2
Designed to provide students with direct interactions with parents whose children are participating in early childhood programs, birth to age 8. Emphasis is placed upon students’ understanding of, and sensitivity to, parents' perspectives regarding the care and education of their young children and recognition of parents as significant informants about their children. 

Co-requisites: TCH-ED 452.

TCH-ED 454 Human Relations In The Early Childhood Classroom Credits: 3
Students will analyze the connections between an effective helping relationship and effective teaching in the early childhood classroom. Effective interpersonal communication skills will be identified and practiced. The development of self-concept will be discussed.

TCH-ED 455 Student Teaching In Preschool Credits: 6-10
Observation and student teaching under supervision in a preschool setting.

TCH-ED 456 Student Teaching in Early Childhood Credits: 9
Culminating field experience in Early Childhood. Student teachers engage in an all day, full-semester placement in a K-3 early childhood setting.

Co-requisites: TCH-ED 486.

TCH-ED 457 Infant and Toddler Care and Education Credits: 3
This course provides an investigation into infant/toddler care and education theories and practices. Teacher candidates explore relevant curriculum and teaching methods, visit infant and toddler programs, analyze state regulations and national standards for quality care, and evaluate early learning environments.

TCH-ED 458 Practicum For Learning About Infants And Toddlers Credit: 1
The purpose of this course is to learn about child care and education practices in various centers. We will discuss how practices are influenced or constrained by human biology and developmental stages, as they are by ecological and environment pressures such as mothers’ work roles. The central themes of the course can be summarized by the phrases purposeful care practices and the optimal practices for infants and toddlers.

TCH-ED 459 Early Childhood Program Management Credits: 3
This course provides an exploration of the program manager's role as a leader who establishes school culture, implements and maintains policies and procedures, and partners with families and communities to facilitate high performing urban early childhood learning environments. Teacher candidates analyze licensing and accreditation regulations that contribute to health, safety and nutrition of learners; interview administrator and community members; and observe at an urban early childhood program.

TCH-ED 460 Middle School Curriculum Credits: 2
This course offers the pre-service teachers an overview of middle school goals, basic principles, and organizations. The course explores interdisciplinary teaming, flexible scheduling, exploratory and advisory programs, and other aspects of the organization within the context of middle school goals and practices.
TCH-ED 461 Student Teaching In Middle School Credits: 6-9
Culminating field experience in a middle school setting. Student teachers engage in an all-day, full semester placement in a middle school classroom. Middle School Education majors must enroll in 9 credit hours. Hours for other programs using this field experience vary. Teacher candidates should seek advisor approval.
**Prerequisites:** TCH-ED 424.

TCH-ED 462 Middle School Philosophy and Organization Credits: 3
This course offers teacher candidates an overview of middle school goals, basic principles, and organizations. Topics include interdisciplinary teaming, flexible scheduling, exploratory and advisory programs, and other aspects of the organization within the context of middle school goals and practices.

TCH-ED 463 Literacy Intervention across the Disciplines Credits: 3
Examination of research, policy, and effective practice of literacy intervention in middle and secondary disciplinary classrooms (i.e. English/language arts, mathematics, science, social studies). Topics will include recognition of reading and writing difficulties, response-to-intervention (RTI), scaffolding instruction for grade level reading comprehension, metacognition, and culturally responsive literacy instruction.

TCH-ED 464 Math Methods for Urban Teachers Credits: 3
Mathematics-specific pedagogy for urban teachers. Methods, techniques, tools and materials for the effective teaching of mathematics. Emphasis on problem solving and reasoning skills in applying mathematics and on teaching in the context of diverse student backgrounds. Portions of this course will occur in urban school classrooms. Students will apply learning to urban classrooms.
**Prerequisites:** Admission into the Institute for Urban Education.

TCH-ED 465 Urban Education VI: Teaching Diverse Students Credit: 1
This interactive course will investigate and examine the principles of teaching diverse students and factors influencing effectiveness of instruction, including empowering African American males, teaching students from diverse populations and working with students with special needs. Some of the class sessions will be taught electronically and work will be submitted electronically.
**Prerequisites:** Admission into the Institute of Urban Education.

TCH-ED 466 Field Experience: Diverse Learners Credit: 1
Students will spend a minimum of 90 hours in an urban school classroom. Students will have the opportunity to apply learning and lessons designed in the semester's pedagogical courses, particularly Best Practices for Teaching Math, Science, and strategies for working with diverse learners. Students will work with their seminar leader, having the opportunity to be observed and conference about their teaching.
**Prerequisites:** Admission into the Institute for Urban Education.
**Co-requisites:** TCH-ED 465.

TCH-ED 470 Philosophy and History of Science and Technology Credits: 3
This course uses an historical survey to introduce the main philosophical interpretations of the nature and structure of both science and technology. Core concepts such as prediction, explanation, progress, truth, and utility will be examined in light of various philosophical perspectives. Following this, case study methodology will be used to examine interactions among science, technology, and society. Although the major focus will be upon modern Western culture, some attention will be paid to earlier and non-Western cultures. Case studies to be examined include: Perception and Estimation, nuclear power and pesticides; the impact of high technology upon medicine; and the estimated cost/benefit of computer-mediated communications, for example, the Internet.

TCH-ED 475 Working with Families and Communities Credits: 3
This course provides an in-depth examination of research and theory relative to children, family and community which have implications for and application to learning and instruction. Emphasis will be placed on the exploration and critical examination of and insights into the significance of school-family relationships and their relevance to teaching and learning.

TCH-ED 476 Seminar - Elementary Credits: 3
Supports the culminating student teaching experience and the submission of a final professional teaching portfolio. Student teachers analyze the effectiveness of the teaching strategies they are applying in their student teaching experiences, for their effectiveness in facilitating learning in classrooms, and adapt lessons and assessment for individual learners. Student teachers will work cooperatively with school personnel, the larger professional community, and families to meet students’ needs.

TCH-ED 479 Practicum III – Elementary Credit: 1
This field experience is part of Block 3—the third field experience within a four-block sequence. The overarching goal for this field experience is for teacher candidates to apply conceptual and theoretical knowledge to practice in identifying appropriate instructional strategies, planning instruction, and assessing learning. The emphasis is on understanding the relationship among instructional practices, learner characteristics, and learning outcomes.
**Prerequisites:** TCH-ED 398.
TCH-ED 480 Practicum I - Early Childhood Credit: 1
The overarching goal for this introductory field experience is to help teacher candidates shift their perspectives from that of a student to that of a classroomteacher. Emphasis is on observing the relationship among students’ experiences within and outside of school, and planning specific learning experiences for academic and social growth and development. Additionally, teacher candidates attend to the individual student’s responses to learning experiences, as well as the social dynamic among students as they work together in a classroom.

TCH-ED 481 Practicum II - Early Childhood Credit: 1
This field experience is part of Block 2—the second field experience within a four-block sequence. The overarching goal is for teacher candidates to observe the implementation of the school curriculum in specific disciplines. Topics include the structure of the discipline, interrelatedness among basic concepts, discipline specific practices, and the design of instruction to facilitate deep learning.

TCH-ED 482 Seminar in Teaching and Evaluating Writing Credits: 3
This course is designed to provide future teachers with a framework for success in the teaching of writing within the English Language Arts curriculum. The goal is to help students turn sound theory provided by the National Writing Project, the National Council of Teachers of English, and other experts in the field of rhetoric and composition into effective practice in the classroom.

TCH-ED 483 Early Childhood Literacy I Credits: 4
This course emphasizes learning theories and methods for early literacy instruction and assessment. It will primarily focus on the components of a culturally responsive literacy curriculum for early childhood students in diverse, urban preprimary and kindergarten contexts. This course includes a field experience with multiple opportunities for observing, teaching, and assessing the literacy development of young children throughout the teaching cycle including engagement with their families and communities.

TCH-ED 484 Early Childhood Literacy II Credits: 4
This course emphasizes learning theories and methods for early literacy instruction and assessment. The course will primarily focus on the components of a culturally responsive curriculum for early childhood students in diverse, urban kindergarten through 3rd grade contexts. This course includes a supervised field experience with multiple opportunities for observing, teaching, and assessing the literacy development of young children throughout the teaching cycle including engaging with their families and communities.

TCH-ED 485 Language Arts in the Early Childhood Classrooms Credits: 3
This course provides instruction in planning, implementing, and assessing early childhood (birth through third-grade) language arts activities. Critical analysis in classroom settings is emphasized. Other issues discussed include: literature-based instruction, multicultural perspectives, special needs students and professional behaviors.

TCH-ED 486 Seminar - Early Childhood Credits: 3
Supports the culminating student teaching experience and the submission of a final professional teaching portfolio. Student teachers analyze the effectiveness of the teaching strategies they are applying in their student teaching experiences, for their effectiveness in facilitating learning in classrooms, and adapt lessons and assessment for individual learners. Student teachers will work cooperatively with school personnel, the larger professional community, and families to meet students’ needs.

Co-requisites: TCH-ED 456.

TCH-ED 487 Practicum III - Early Childhood Credit: 1
This field experience is part of Block 3, the third field experience within a four-block sequence. The overarching goal for this field experience is for teacher candidates to apply conceptual and theoretical knowledge to practice in identifying appropriate instructional strategies, planning instruction, and assessing learning. The emphasis is on understanding the relationships among instructional practices, learner characteristics, and learning outcomes.

TCH-ED 491 Seminar - Art Education Credits: 3
Supports the culminating student teaching experience and the submission of a final professional teaching portfolio. Student teachers analyze the effectiveness of the teaching strategies they are applying in their student teaching experiences, for their effectiveness in facilitating learning in classrooms, and adapt lessons and assessment for individual learners. Student teachers will work cooperatively with school personnel, the larger professional community, and families to meet students’ needs.

TCH-ED 492 Integrated Instruction: Language Arts and Social Studies Credits: 6
This course will focus on teaching Language Arts and Social Studies in the Urban Elementary School. Methods, techniques, tools and materials for the effective teaching will be observed and practiced. Students will work closely with in-service teachers and their university instructor. There will be emphasis on balanced literacy, readers’ and writers’ workshops, literacy development, assessment techniques and the integration of social studies and language arts. Curriculum mapping and unit planning will be introduced and practiced in this course. This course will focus on school and classroom organization and management, detailed lesson planning, use of instructional materials and media in the teaching of language arts and social studies.

Prerequisites: Admission into the Institute of Urban Education.

TCH-ED 493 Seminar - Mathematics Credits: 3
Supports the culminating student teaching experience and the submission of a final professional teaching portfolio. Student teachers analyze the effectiveness of the teaching strategies they are applying in their student teaching experiences for their effectiveness in facilitating learning in classrooms, and adapt lessons and assessment for individual learners. Student teachers will work cooperatively with school personnel, the larger professional community, and families to meet students’ needs.

Co-Requisites: TCH-ED 437 or TCH-ED 461.
TCH-ED 494 Seminar - English/Language Arts Credits: 3
Supports the culminating student teaching experience and the submission of a final professional teaching portfolio. Student teachers analyze the effectiveness of the teaching strategies they are applying in their student teaching experiences, for their effectiveness in facilitating learning in classrooms, and adapt lessons and assessment for individual learners. Student teachers will work cooperatively with school personnel, the larger professional community, and families to meet students' needs.
**Co-requisites:** TCH-ED 437 or TCH-ED 461.

TCH-ED 495 Seminar - Science Credits: 3
Supports the culminating student teaching experience and the submission of a final professional teaching portfolio. Student teachers analyze the effectiveness of the teaching strategies they are applying in their student teaching experiences, for their effectiveness in facilitating learning in classrooms, and adapt lessons and assessment for individual learners. Student teachers will work cooperatively with school personnel, the larger professional community, and families to meet students' needs.
**Co-requisites:** TCH-ED 437 or TCH-ED 461.

TCH-ED 496 Seminar - Social Science Credits: 3
Supports the culminating student teaching experience and the submission of a final professional teaching portfolio. Student teachers analyze the effectiveness of the teaching strategies they are applying in their student teaching experiences, for their effectiveness in facilitating learning in classrooms, and adapt lessons and assessment for individual learners. Student teachers will work cooperatively with school personnel, the larger professional community, and families to meet students' needs.
**Co-requisites:** TCH-ED 437 or TCH-ED 461.

TCH-ED 497 Teaching Internship Credits: 3-8
Teacher candidates will work 3 to 5 days at the school site in which the candidate will complete the year-long teaching internship.
**Prerequisites:** TCH-ED 398.

TCH-ED 498 Urban Education Seminar VII Credit: 1
This seminar meets weekly for 2 hours and is led by a clinical professor who serves as a mentor for the students throughout their program. Students will work closely with mentor teachers in the application and integration of social justice and the elementary school curriculum. A critical analysis of current practices, teaching methods, materials and how social justice manifests in curriculum and instruction. Emphasis is on understanding cultural diversity and cultural influences on learning. Concepts of a classroom community, parental relations and democratic classroom processes will be addressed. Students will have opportunities to apply their learning to urban classrooms.
**Prerequisites:** Admission into the Institute for Urban Education.

TCH-ED 499 Capstone Credits: 2
This seminar is designed to complement the student teaching experience through the discussion and analysis of school-based issues. It is intended to help further develop a reflective, critical and analytical approach to pedagogical decision making through supportive collaboration.

TCH-ED 5312 Legal and Ethical Aspects of Teaching Credits: 3
This course provides an introduction to landmark court cases, federal and state laws, and regulations that frame students' and teachers' rights and responsibilities and that provide guidance for ethical professional practices.

TCH-ED 5314 Cultural Diversity and Teaching English Language Learners Credits: 3
Foundational knowledge on teaching diverse populations and practical instructional approaches for meeting the needs of linguistically and culturally diverse learners. Emphasis on studying and applying instructional strategies that are appropriate for addressing the unique needs of children whose primary language may not be English.

TCH-ED 5315 Assessment and Data Literacy Credits: 3
Data collection and assessment strategies—including formative, summative, formal, and informal—to be used in developing student learning profiles, planning learning experiences, and monitoring student progress toward academic goals. Topics include the impact of assessment on equitable education for diverse learners, critical observation and questioning, basic qualitative and quantitative data analysis, working with data teams, collaboration/communication with families and other educational stakeholders, setting and monitoring learning goals, and the ethics of data collection and sharing.

TCH-ED 5385 Teaching and Learning with Technology Credits: 3
This course addresses the fundamentals of using technology in education and planning instruction to engage PK-12 students in problem solving and critical thinking using technology. Topics within the course are informed by International Society for Technology in Education Standards (ISTE), InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0, Missouri Teacher Standards and Quality Indicators, and Missouri Learning Standards.

TCH-ED 5396 English Language Study for Middle and High School Teachers Credits: 3
Explores the fundamentals of teaching English language and grammar study, emphasizing patterns in the English language including sounds, words, sentences, meaning, and discourse as they are manifested in daily lives. Educationally relevant topics, such as applications of sociolinguistics to the teaching of English language and literature, varieties of grammar, and linguistic descriptions of styles and registers are an integral part of the course.

TCH-ED 5404 Education of the Exceptional Child and Youth Credits: 3
Students will be introduced to identification and educational intervention strategies for educating exceptional children and adolescents in inclusive classroom situations. This course requires a 10-hour field experience.
Provides instruction in planning, implementing and assessing language arts activities. Critical analysis in classroom settings is emphasized. Other issues discussed include: literature-based instruction, multicultural perspectives, special needs students and professional behaviors.

**TCH-ED 5413 Mathematics in the Elementary School I Credits: 3**
Mathematics-specific pedagogy. Methods, techniques, tools and materials for the effective teaching of mathematics. Focus on the principles, methods, and materials of elementary school mathematics instruction and state curriculum in the context of diverse student backgrounds.

**TCH-ED 5417 Science Methods in The Elementary School Credits: 3**
The course prepares pre-service teachers to teach science from a constructivist, inquiry-oriented perspective.

**TCH-ED 5418 Social Studies Methods in the Elementary and Middle Schools Credits: 3**
A critical analysis of current practices, teaching methods, materials and the relationship of the social sciences to social studies. Emphasis is on understanding cultural diversity and cultural influences on learning. The planning, implementation and evaluation of an interdisciplinary social studies unit of instruction, focusing on competencies and skills needed for the 21st Century.

**TCH-ED 5419 Student Teaching in Elementary School Credits: 3-12**
Observation and student teaching under supervision in an elementary school. Elementary majors must enroll in 12.0 credit hours. Music education majors enroll in 3.0 or 7.0 hours; art education and foreign language education majors enroll in 7.0 hours.

**TCH-ED 5422 Practicum I - Middle and High School Credit: 1**
The purpose of this field experience is to apply theoretical and practical knowledge gained in concurrent courses.

**Co-requisites:** TCH-ED 312; TCH-ED 430; TCH-ED 420.

**TCH-ED 5423 Practicum II - Middle and High School Credit: 1**
The purpose of this field experience is to apply theoretical and practical knowledge gained in concurrent courses.

**Prerequisites:** TCH-ED 422.

**Co-requisites:** TCH-ED 385, TCH-ED 314.

**TCH-ED 5424 Practicum III - Middle and High School Credit: 1**
The purpose of this field experience is to apply theoretical and practical knowledge gained in concurrent courses.

**Co-requisites:** TCH-ED 315, TCH-ED 463, TCH-ED 438, Content specific methods courses.

**TCH-ED 5427 Reading in the Secondary School Credits: 3**
An examination of the reading process and study of methods and materials used by the secondary school classroom teacher in assessing student reading ability, determining the readability of content area materials and teaching students of all reading levels how to comprehend their textbooks and other printed instructional materials in various content area subjects.

**TCH-ED 5430 Analyzing Learning Environments in Urban Contexts Credits: 3**
This course serves as the major vehicle for articulating a programmatic construction of classroom management as establishing productive learning environments, facilitating social interaction, and planning relevant and engaging learning experiences based upon deep knowledge of individual students’ contexts and cultures.

**TCH-ED 5431 Summer Community Experience Credits: 3**
This field-based course provides an in-depth examination into both the evolution of urban communities and dynamics of community building in inner cities, with special emphasis on Kansas City, Missouri. In addition, theories of educational psychology as well as child and adolescent behavior will be infused to assist participants in developing age appropriate mentoring/teaching strategies and activities. Students in the course are engaged with the community through field trips, simulations, course events, and community service.

**Prerequisites:** Admission into Elementary Education program or Institute for Urban Education.

**TCH-ED 5432 Special Methods of Teaching English in Middle and High Schools Credits: 3**
This course stresses the skills, knowledge, and dispositions pertinent to teaching English Language Arts in middle schools and high schools.

**TCH-ED 5433 Special Methods of Teaching Mathematics in Middle and High Schools Credits: 3**
This course stresses the skills, knowledge, and dispositions pertinent to teaching mathematics in middle schools and high schools.

**Co-requisites:** TCH-ED 315, TCH-ED 463, TCH-ED 438.

**TCH-ED 5434 Seminar in Social Science Curriculum Credits: 3**
This seminar course is designed to strengthen teacher candidates’ content knowledge for designing and enacting transformative social science curriculum and pedagogy. Students will actively examine key content, concepts, themes, issues, multiple perspectives, and enduring questions embedded in the social science disciplines such as history, geography, economics, anthropology, sociology, political science and psychology and cultural and social contexts to enhance their knowledge, skills, and confidence for designing and enacting a transformative social science curriculum for diverse middle and high school students’ development of civic competence.

**TCH-ED 5435 Special Methods of Teaching Science in Middle and High Schools Credits: 3**
Provides an opportunity for future science teachers to refine their skills as science educators and at the same time to reflect upon the ways and whys of teaching science.
TCH-ED 5436 Special Methods of Teaching Social Science in Middle and High Schools Credits: 3
This course will assist teacher candidates in developing the knowledge, skills, and dispositions needed to design and enact powerful transformative social studies curricular experiences, to foster middle and secondary school students' abilities to make informed, reasoned decisions and actions for the public good. Students will be introduced to powerful teaching practices, issues, and resources in secondary school social science.

TCH-ED 5437 Student Teaching in Secondary School Credits: 3-9
Culminating experience in a secondary school (grades 9-12). Enrollment hours vary for teacher candidates in Music, Art, and Foreign Languages. Secondary majors in English, Mathematics, Science, and Social Science enroll for 9 semester credit hours.
Prerequisites: TCH-ED 5424.

Co-Requisite: Seminar.

TCH-ED 5438 Culturally Responsive Strategies for Teaching Diverse Learners Credits: 3
This course is designed to move students from cultural awareness to the application of culturally responsive practice. Specifically, this course will heighten students' understanding of cultural characteristics and their relationships to teaching and learning. Students will learn culturally responsive strategies and their enactment in instruction for diverse learners.

TCH-ED 5440 Introduction To Early Childhood Education Credits: 3
Introduction to the field of early childhood care and education, birth to age 8. Designed to familiarize future practitioners with the unique characteristics of early childhood education and its practice.

TCH-ED 5441 Literacy Development I Credits: 3
An introduction to how language is acquired and how to facilitate oral language expression in early childhood classrooms.

TCH-ED 5442 Observation, Assessment & Screening in Early Childhood Classrooms Credits: 3
This course is designed to identify developmentally appropriate ways to measure and evaluate child growth and development.

TCH-ED 5444 Mathematics In Early Childhood and Elementary Schools Credits: 3
The course prepares teachers who can create a learning environment in which mathematical concepts are drawn from and modeled within the child's active investigation of his or her own surroundings and views of the world. The emphasis is upon mathematics as a sense-making tool through which observation, action, classification, ordering, seeking patterns and common features, and testing of ideas come together to organize experiences and solve problems in the immediate environment. Stress is placed on methods and materials to make mathematics learning active and hands-on. A variety of materials, physical models, and tools are studied in terms of the way they can be used to help children explore, develop and test ideas, construct meaning, and communicate ideas.

TCH-ED 5445 Science In Early Childhood and Elementary Schools Credits: 3
Focus on ways of involving young children in science activities and experiences designed to promote curiosity, investigation and self-awareness as they explore their world.

TCH-ED 5447 Social Studies In Early Childhood and Elementary Schools Credits: 3
This course is designed to help students understand basic social studies concepts and pedagogy for young learners.

TCH-ED 5448 Literacy Development II Credits: 3
This course is designed to introduce the student to the different theories on literacy development. Students will examine different approaches but focus on a developmental perspective to literacy development.

TCH-ED 5449 Literacy Development III Credits: 3
This course is designed to help students identify effective and developmentally appropriate practices, strategies and experiences that foster literacy development.

TCH-ED 5450 Integrating The Curriculum In Early Childhood Education Credits: 3-4
A culminating curriculum course for early childhood students. The overall goal is to help students become more aware, skilled and informed about developmentally and educationally appropriate practice and curriculum for children during early childhood. Its focus is on constructing an integrated curriculum. A field-based experience is included.

TCH-ED 5451 Child Guidance Within The Classroom Credits: 3
Designed to help students examine and evaluate guidance techniques and teaching strategies used in classrooms for young children. Preventive measures in classroom management will be stressed.
Co-requisites: TCH-ED 481.

TCH-ED 5452 Family and Program Relationships in Early Childhood Education Credits: 4
Provides insight into the challenge of parenting, knowledge about the development and implementation of parent education and support programs, and the significance of school-family relationships. In addition, this course seeks to facilitate students' understanding of and sensitivity to parents' perspectives regarding the care and education of their young children.
Co-requisites: TCH-ED 453.
TCH-ED 5453 Learning From Parents Credits: 2
Designed to provide students with direct interactions with parents whose children are participating in early childhood programs, birth to age 8. Emphasis is placed upon students’ understanding of, and sensitivity to, parents’ perspectives regarding the care and education of their young children and recognition of parents as significant informants about their children.
Co-requisites: TCH-ED 452.

TCH-ED 5454 Human Relations In The Early Childhood Classroom Credits: 3
Students will analyze the connections between an effective helping relationship and effective teaching in the early childhood classroom. Effective interpersonal communication skills will be identified and practiced. The development of self-concept will be discussed.

TCH-ED 5455 Student Teaching In Preschool Credits: 6-10
Observation and student teaching under supervision in a preschool setting.

TCH-ED 5456 Student Teaching In Elementary, K Through 3 Credits: 6-12
Observation and student teaching under supervision in an elementary school, grades K through 3.

TCH-ED 5457 Infant And Toddler Care And Education Credits: 3
In this course, students will investigate infant and toddler care and education theories and practices. Students will learn about appropriate curriculum and teaching methods, visit infant and toddler programs, learn about state regulations and national standards for quality, and complete an environment rating scale.

TCH-ED 5458 Practicum For Learning About Infants And Toddlers Credit: 1
The purpose of this course is to learn about child care and education practices in various centers. We will discuss how practices are influenced or constrained by human biology and developmental stages, as they are by ecological and environment pressures such as mothers’ work roles. The central themes of the course can be summarized by the phrases purposeful care practices and the optimal practices for infants and toddlers.

TCH-ED 5459 Early Childhood Program Management and Advocacy Credits: 2
Students will begin to explore basic early childhood program components. Different types of advocacy will be presented, discussed, and implemented.
Prerequisites: TCH-ED 440.

TCH-ED 5460 Middle School Curriculum Credits: 2
This course offers the pre-service teachers an overview of middle school goals, basic principles, and organizations. The course explores interdisciplinary teaming, flexible scheduling, exploratory and advisory programs, and other aspects of the organization within the context of middle school goals and practices.

TCH-ED 5461 Student Teaching In Middle School Credits: 6-9
Culminating field experience in a middle school setting. Student teachers engage in an all-day, full semester placement in a middle school classroom. Middle School Education (English, Mathematics, Science, Social Science) majors must enroll in 9 credit hours. Hours for other programs using this field experience vary. Teacher candidates should seek advisor approval.
Prerequisites: TCH-ED 5424.
Co-Requisite: Seminar.

TCH-ED 5462 Middle School Philosophy and Organization Credits: 3
This course offers teacher candidates an overview of middle school goals, basic principles, and organizations. Topics include interdisciplinary teaming, flexible scheduling, exploratory and advisory programs, and other aspects of the organization within the context of middle school goals and practices.

TCH-ED 5463 Literacy Intervention across the Disciplines Credits: 3
Examination of research, policy, and effective practice of literacy intervention in middle and secondary disciplinary classrooms (i.e. English/language arts, mathematics, science, and social studies). Topics will include recognition of reading and writing difficulties, response-to-intervention (RTI), scaffolding instruction for grade level reading comprehension, metacognition, and culturally responsive literacy instruction.

TCH-ED 5464 Math Methods for Urban Teachers Credits: 3
Mathematics-specific pedagogy for urban teachers. Methods, techniques, tools and materials for the effective teaching of mathematics. Emphasis on problem solving and reasoning skills in applying mathematics and on teaching in the context of diverse student backgrounds. Portions of this course will occur in urban school classrooms. Students will apply learning to urban classrooms.

TCH-ED 5465 Urban Education VI: Teaching Diverse Students Credit: 1
This interactive course will investigate and examine the principles of teaching diverse students and factors influencing effectiveness of instruction, including empowering African American males, teaching students from diverse populations and working with students with special needs. Some of the class sessions will be taught electronically and work will be submitted electronically.
Prerequisites: Admission into the Institute of Urban Education.
TCH-ED 5466 Field Experience: Diverse Learners Credit: 1
Students will spend a minimum of 90 hours in an urban school classroom. Students will have the opportunity to apply learning and lessons designed in the semester’s pedagogical courses, particularly Best Practices for Teaching Math, Science, and strategies for working with diverse learners. Students will work with their seminar leader, having the opportunity to be observed and conference about their teaching.

Prerequisites: Admission into the Institute for Urban Education.

Co-requisites: TCH-ED 465.

TCH-ED 5470 Philosophy and History of Science and Technology Credits: 3
This course uses an historical survey to introduce the main philosophical interpretations of the nature and structure of both science and technology. Core concepts such as prediction, explanation, progress, truth, and utility will be examined in light of various philosophical perspectives. Following this, case study methodology will be used to examine interactions among science, technology, and society. Although the major focus will be upon modern Western culture, some attention will be paid to earlier and non-Western cultures. Case studies to be examined include: Perception and Estimation, nuclear power and pesticides; the impact of high technology upon medicine; and the estimated cost/benefit of computer-mediated communications, for example, the Internet.

TCH-ED 5475 Working with Families and Communities Credits: 3
This course provides an in-depth examination of research and theory relative to children, family, and community which have implications for and application to learning and instruction. Emphasis will be placed on the exploration and critical examination of and insights into the challenge or parenting, knowledge about the development and support programs, and the significance of school-family relationships. In addition, this course seeks to facilitate students’ understanding of and sensitivity to families’ perspectives regarding the care and education of their children and adolescents.

The course is for students in the elementary education program and Institute for Urban Education.

Prerequisites: Admission into Teacher Education or IUE.

TCH-ED 5480 Practicum I Early Childhood Credit: 1
Early Childhood students will participate in observation, assessment, and screening activities as they explore the complex nature of primary school settings. Students will be expected to spend 60 hours at classroom sites during the semester.

Co-requisites: TCH-ED 442.

TCH-ED 5481 Practicum II Early Childhood Credit: 1
Early Childhood students will participate in classroom management and guidance practices as they explore the complex nature of pre-kindergarten settings. Students will be expected to spend 60 hours at classroom sites during the semester.

Prerequisites: TCH-ED 480, admission into teacher education program.


TCH-ED 5482 Seminar in Teaching and Evaluating Writing Credits: 3
This course is designed to provide future teachers with a framework for success in the teaching of writing within the English Language Arts curriculum. The goal is to help students turn sound theory provided by the National Writing Project, the National Council of Teachers of English, and other experts in the field of rhetoric and composition into effective practice in the classroom.

TCH-ED 5483 Early Childhood Reading I: Introduction to Literacy and Reading Education Credits: 4
This course introduces concepts about literacy processes: i.e., social, cultural, cognitive and linguistic foundations of reading and writing processes. The major focus of the course is on learning components of comprehensive reading curriculum and a range of instructional approaches and methods appropriate for early childhood learners at different stages of literacy development.

TCH-ED 5484 Early Childhood Reading II: Assessing and Teaching Diverse Learners Credits: 4
This course introduces focuses on understanding the major components of reading processes (Phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading for individual students at different stages of literacy development. The major projects for the course involves assessing and teaching an individual student over the course of the semester. Teacher candidates should also assess and teach in small groups of readers.

Prerequisites: Admission into the teacher education program.

TCH-ED 5485 Language Arts in the Early Childhood Classroom Credits: 3
This course provides instruction in planning, implementing, and assessing early childhood (birth through third-grade) language arts activities. Critical analysis in classroom settings is emphasized. Other issues discussed include: literature-based instruction, multicultural perspectives, special needs students and professional behaviors.

TCH-ED 5492 Language Arts Capstone Credits: 2
Designed for students in their last professional semester of the TE program, and are in a full-time student teaching placement. The course will serve as a culminating experience of the major concepts from the previous three semesters. Topics covered include school law, classroom management, working with special needs students, building critical thinking activities into the curriculum, planning and implementing authentic assessments, and examining the obligations, challenges, and realities of the teaching profession.

Prerequisites: TCH-ED 432.

Co-requisites: student teaching.
TCH-ED 5493 Seminar - Mathematics Credits: 3
Supports the culminating mathematics student teaching experience and the submission of a final professional teaching portfolio. Student teachers analyze the effectiveness of the teaching strategies they are applying in their student teaching experiences for their effectiveness in facilitating learning in classrooms, and adapt lessons and assessments for individual learners. Peer and mentor collaboration in the analytical process are fundamental to the course objectives.
Prerequisites: TCH-ED 5433.

Co-requisites: Student Teaching.

TCH-ED 5494 Seminar - English/Language Arts Credits: 3
Designed for students in their last professional semester of the TE program, and are in a full-time student teaching placement. The course will serve as a culminating experience of the major concepts from the previous three semesters. Topics covered include: school law, classroom management, working with special needs students, building critical thinking activities into the curriculum, planning and implementing authentic assessments, and examining the obligations, challenges, and realities of the teaching profession. Supports the culminating English/Language Arts student teaching experiences, and the submission of a final professional teaching portfolio. Student teachers analyze the effectiveness of the teaching strategies they are applying in their student teaching experiences, for their effectiveness in facilitating learning in classrooms, and adapt lessons and assessment for individual learners. Peer and mentor collaboration in the analytical process are fundamental to the course objectives.
Prerequisites: TCH-ED 5432.

Co-requisites: Student teaching.

TCH-ED 5495 Seminar - Science Credits: 3
Supports the culminating Science Education student teaching experience and the submission of a final professional teaching portfolio. Student teachers analyze the effectiveness of teaching strategies they apply in their student teaching experiences, their effectiveness in facilitating learning in classrooms, and adaption of lessons and assessment for individual learners. Peer and mentor collaboration in the analytical process are fundamental to the course objectives.
Prerequisites: TCH-ED 5435.

Co-requisites: Student teaching.

TCH-ED 5496 Seminar — Social Science Credits: 3
Supports the culminating Social Science Education student teaching experience and the submission of a final professional teaching portfolio. Student teachers analyze the effectiveness of the teaching strategies they are applying in their student teaching experiences, for their effectiveness in facilitating learning in classrooms, and adapt lessons and assessment for individual learners. Peer and mentor collaboration in the analytical process are fundamental to the course objectives.
Prerequisites: TCH-ED 5436.

Co-requisites: Student Teaching.

TCH-ED 5497 Teaching Internship Credits: 3-8
Teacher candidates will work 3 to 5 days at the school site in which the candidate will complete the year-long teaching internship.
Prerequisites: TCH-ED 398.

TCH-ED 5498 Urban Education Seminar VII Credit: 1
This seminar meets weekly for 2 hours and is led by a clinical professor who serves as a mentor for the students throughout the program. Students will work closely with mentor teachers in the application and integration of social justice and the elementary school curriculum. A critical analysis of current practices, teaching methods, materials and how social justice manifests in curriculum and instruction. Emphasis is on understanding cultural diversity and cultural influences on learning. Concepts of a classroom community, parental relations and democratic classroom processes will be addressed. Students will have opportunities to apply their learning to urban classrooms.
Prerequisites: Admission into the Institute for Urban Education.

TCH-ED 5499 Capstone Credits: 2
This seminar is designed to complement the student teaching experience through the discussion and analysis of school-based issues. It is intended to help further develop a reflective, critical and analytical approach to pedagogical decision making through supportive collaboration.