

EDUCATION (EDUC)

EDUC 1010 - Introduction to Teaching: Sense of Identity

Credit(s): 1 Credit

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

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

* Concurrent enrollment allowed.

EDUC 1015 - Teacher Learning Community Seminar (Phase I)

Credit(s): 1 Credit (Repeatable up to 5 credits)

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

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

* Concurrent enrollment allowed.

EDUC 1020 - Introduction to Teaching: Sense of Purpose

Credit(s): 1 Credit

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

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

* Concurrent enrollment allowed.

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

Credit(s): 2 Credits (Repeatable up to 8 credits)

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

EDUC 1030 - Introduction to Teaching: Sense of Context

Credit(s): 1 Credit

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

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

* Concurrent enrollment allowed.

EDUC 1040 - Introduction to Teaching: Sense of Inquiry

Credit(s): 1 Credit

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

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

* Concurrent enrollment allowed.

EDUC 1050 - Introduction to Teaching: Sense of Praxis

Credit(s): 1 Credit

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

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

* Concurrent enrollment allowed.

EDUC 1100 - Reimagining School and Society

Credit(s): 2 Credits

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

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

* Concurrent enrollment allowed.

EDUC 1200 - Growth, Development, and Learning

Credit(s): 3 Credits

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

Attributes: UUC:Social & Behavioral Sci

EDUC 1300 - Exceptional Learners**Credit(s): 3 Credits**

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

EDUC 2015 - Teacher Learning Community Seminar (Phase II)**Credit(s): 1 Credit** (Repeatable up to 4 credits)

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

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

* Concurrent enrollment allowed.

EDUC 2100 - Big Ideas: Literacy and Social Studies (Birth-Grade 12)**Credit(s): 3 Credits**

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

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

Corequisite(s): EDUC 2015, EDUC 2200

EDUC 2150 - Environments for Learning 1: Space and Classroom Design**Credit(s): 1 Credit**

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

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

Corequisite(s): EDUC 2015

EDUC 2200 - Big Ideas: Mathematics and Science (Birth-Grade 12)**Credit(s): 3 Credits**

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

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

Corequisite(s): EDUC 2015

EDUC 2310 - Principles of Early Childhood Education (Birth-Grade 3)**Credit(s): 3 Credits**

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

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

Corequisite(s): EDUC 2015

EDUC 2320 - Play Across the Curriculum (Birth-Grade 3)**Credit(s): 3 Credits**

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

Prerequisite(s): EDUC 2310*

* Concurrent enrollment allowed.

Corequisite(s): EDUC 2015

EDUC 2330 - Meaningful Mathematics for Young Children (Birth-Grade 3)**Credit(s): 3 Credits**

Addresses design, assessment, and instructional strategies for early math curriculum. Explores materials to invite mathematical thinking and engagement. Emphasis on children birth through age eight. Field experience included.

Prerequisite(s): EDUC 2310*; EDUC 2200*

* Concurrent enrollment allowed.

Corequisite(s): EDUC 2015

EDUC 2400 - Literature and the Arts: A Tool for Advocacy, Equity, and Identity (Kindergarten-Grade 8)**Credit(s): 3 Credits**

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

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

Corequisite(s): EDUC 2015

EDUC 2410 - Language Acquisition and Supports for Learners with Special Needs**Credit(s): 3 Credits**

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

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

Corequisite(s): EDUC 2015

EDUC 3000 - Inclusive Practices in Instructional Settings (Birth-Grade 12)**Credit(s): 3 Credits**

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

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

* Concurrent enrollment allowed.

EDUC 3015 - Teacher Learning Community Seminar - Teachers as Researchers (Phase III)**Credit(s): 1 Credit** (Repeatable up to 4 credits)

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

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

* Concurrent enrollment allowed.

EDUC 3025 - Teacher Learning Community Seminar - Learners as Researchers (Phase III)**Credit(s): 1 Credit** (Repeatable up to 4 credits)

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

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

* Concurrent enrollment allowed.

EDUC 3150 - Environments for Learning 2: Intentional Design for Classroom Management**Credit(s): 1 Credit**

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

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

* Concurrent enrollment allowed.

EDUC 3310 - Designing, Delivering, and Documenting Integrated Curriculum for Infants and Toddlers (Birth-Age 3)**Credit(s): 4 Credits**

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

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

* Concurrent enrollment allowed.

EDUC 3320 - Designing, Delivering, and Documenting Integrated Curriculum for Preschoolers (Ages 3-5)**Credit(s): 4 Credits**

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

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

* Concurrent enrollment allowed.

EDUC 3330 - Curricular Foundations of Language and Literacy (Birth-Grade 3)**Credit(s): 3 Credits**

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

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

* Concurrent enrollment allowed.

EDUC 3335 - Curricular Foundations of Mathematics and Science (Kindergarten-Grade 3)**Credit(s): 3 Credits**

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

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

* Concurrent enrollment allowed.

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

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

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

* Concurrent enrollment allowed.

EDUC 3350 - Creative Arts for Young Children (Birth-Grade 3)**Credit(s): 3 Credits**

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

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

* Concurrent enrollment allowed.

EDUC 3440 - Assessment to Inform Special Education Programming**Credit(s): 3 Credits**

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

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

EDUC 3470 - Transition and Independence for Learners with Special Needs**Credit(s): 2 Credits**

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

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

* Concurrent enrollment allowed.

EDUC 3480 - Developing Strength-Based Class Communities in Specialized Settings**Credit(s): 3 Credits**

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

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

* Concurrent enrollment allowed.

EDUC 3490 - Designing and Implementing Curriculum for Learners with Mild/Moderate Educational Needs**Credit(s): 3 Credits**

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

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

* Concurrent enrollment allowed.

EDUC 3500 - Curricular Foundations of Disciplinary Literacy (Grades 4-12)**Credit(s): 3 Credits**

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

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

* Concurrent enrollment allowed.

EDUC 3550 - Curricular Foundations of Mathematical/Scientific Problem-Solving (Grades 4-12)**Credit(s): 3 Credits**

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

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

* Concurrent enrollment allowed.

EDUC 3560 - Promoting Health and Wellness Across the Elementary
Credit(s): 2 Credits

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

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

* Concurrent enrollment allowed.

EDUC 3600 - Designing, Delivering, and Documenting Integrated Mathematics/Science Curriculum (Kdg-Grade 12)**Credit(s): 3 Credits**

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

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

* Concurrent enrollment allowed.

EDUC 3700 - Designing, Delivering, and Documenting Integrated Literacy/Social Studies Curriculum (Kdg-Grade 12)**Credit(s): 3 Credits**

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

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

* Concurrent enrollment allowed.

EDUC 3800 - Middle School Organization and Philosophy**Credit(s): 2 Credits**

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

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

* Concurrent enrollment allowed.

EDUC 4000 - Collaboration in Education: Families and Communities
Credit(s): 3 Credits

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

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

Corequisite(s): EDUC 4015

EDUC 4015 - Teacher Learning Community Seminar (Phase IV)**Credit(s): 1 Credit** (Repeatable up to 4 credits)

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

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

* Concurrent enrollment allowed.

EDUC 4025 - Teacher Learning Community - Senior Seminar (Phase IV)**Credit(s): 1 Credit** (Repeatable up to 4 credits)

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

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

Corequisite(s): EDUC 4500

EDUC 4150 - Environments for Learning 3: Creating Culturally Sustaining Learning Environments**Credit(s): 1 Credit**

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

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

Corequisite(s): EDUC 4015

EDUC 4200 - Internship**Credit(s): 3-5 Credits**

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

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

Corequisite(s): EDUC 4015

EDUC 4300 - Understanding and Responding to All Literacy Learners (Kindergarten-Grade 12)**Credit(s): 3 Credits**

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

Corequisite(s): EDUC 4025

EDUC 4310 - Leadership in Early Childhood Education**Credit(s): 3 Credits**

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

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

Corequisite(s): EDUC 4015

EDUC 4400 - Understanding and Responding to All Mathematics Learners (Kindergarten-Grade 12)**Credit(s): 3 Credits**

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

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

Corequisite(s): EDUC 4015

EDUC 4500 - Student Teaching**Credit(s): 8 Credits**

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

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

Corequisite(s): EDUC 4025