

# EDUCATION (EDU)

## EDU 500 Education Orientation Workshop Credits: 0

**Typically Offered:** Fall, Spring, Summer.

**Course Description:** This course is an introduction to the Department of Education's assessment system. The course should be taken during the first semester of a student's enrollment in graduate courses at MWSU. (New MWSU graduate students, who hold a current Tk20 account purchased during their bachelor's degree program, are exempt from this course.) The course fee is \$110.

## EDU 511 Content Area Literacy Credits: 3

**Typically Offered:** Spring (odd-numbered years).

**Course Description:** This course introduces techniques for successful application of a wide variety of instructional materials (e.g., traditional and internet-based and electronic applications) for effectively teaching learners in the MAT students' chosen content areas. The course includes information regarding formative and summative assessment strategies, as well as techniques for appropriately translating and analyzing learners' performance in the selected content area. MAT students will develop observation and evaluation skills for adapting instructional methods and materials in line with learners' strengths and needs in their respective content areas. This course also emphasizes all aspects of the language arts: reading, writing, speaking, and listening, and viewing. On these bases, the course particularly emphasizes strategies for teaching reading comprehension and writing strategies with secondary students in diverse classroom settings.

## EDU 515 Fundamentals and Strategies for Teaching Learners with Exceptionalities Credits: 3

**Typically Offered:** Spring.

**Course Description:** This is a survey course that addresses all fundamentals related to the identification and teaching of learners who experience some type of exceptionality. All federally defined categories of disability will be discussed by definition, etiology, prevalence, and primary characteristics. Aspects of federal civil rights and education laws pertinent to providing educational services, as well as necessary accommodations and modifications for learners who experience exceptionality, will be included. Other key topics examined will include: requirements for IEPs and IEP development, psychological aspects of disability, discipline considerations, and instructional strategies for planning and delivering effective instruction for learners who receive special education services in secondary school settings.

## EDU 520 21st Century Educator: Foundations of Professional Behaviors Credits: 3

**Typically Offered:** Fall, Spring, Summer.

**Course Description:** How the philosophical, historical, and political foundations of education inform research. Special attention will be placed on understanding the theories, values, and assumptions that drive much of the current research base in American schools and to help the professional educator engage research practices with more rigor and understanding.

## EDU 521 Teaching Students with Reading Deficits Credits: 3

**Typically Offered:** Spring.

**Course Description:** Literacy assessment techniques and interventions for upper elementary, middle and high school students with reading deficits. **Prerequisite(s):** EDU 311 and credit or concurrent enrollment in EDU 360.

## EDU 540 Current Barriers to Learning Improvement Credits: 3

**Typically Offered:** Fall, Spring, Summer.

**Course Description:** A constructivist/research approach to identifying barriers to learning within P-12 classrooms and developing strategies to improve learning.

## EDU 561 Induction to the Teaching Profession Credits: 5

**Typically Offered:** Fall, Spring.

**Course Description:** This course is designed to provide a basic introduction to the P-12 school environment as a community of care and teaching, as a profession. Included are foundational aspects of the legal and ethical aspects of teaching, emphasizing confidentiality in all respects, and facilitation of development of the required attitude for maintaining a successful teaching career. Students will complete a baseline disposition assessment in this course. The course provides future educators with an understanding of the physical, cognitive, social and emotional changes that occur from the conception through adolescence—and ways in which developmental changes impact learning and instruction. In addition, general principles of psychology, as these apply to the educational process, are covered. Particular emphases address: educational standards, lesson planning, unit construction, curriculum mapping, and curriculum and learning theories. This course also focuses on the development of authentic assessments, including value derived from structured observations; appropriate collection, analysis, and interpretation of student data; and data-based decision-making processes for the purpose of instructional improvement and increased learned achievement. The course is designed to provide insight into the multiple factors related to teaching second language learners, as well as learners who experience disability, in secondary schools. This induction course is constructed to introduce the criticality of meeting the needs of all learners through the selection of instructional methods, management techniques, and essential practices for supporting diverse learners. To be taken concurrently with EDU 562. **Prerequisite(s):** Acceptance to the MAT Program.

## EDU 562 Participation in Teaching - Secondary Education Credits: 1

**Typically Offered:** Fall, Spring.

**Course Description:** This exploratory course provides concrete exposure to the principles and practices being taught in EDU 561, as well as the opportunity to observe teaching, assist students, and experience the cultural climate of a school. Students will be required to find their own placement for this experience, within the area in which they are seeking initial teaching licensure. Thirty clock hours of observation are required for successful completion of this course, which will be graded credit/failure. The Department of Education must approve all placements before observation begins. To be taken concurrently with EDU 561. **Prerequisite(s):** Acceptance to the MAT program.

**EDU 565 Instructional Methods for Secondary Learners Credits: 3**  
**Typically Offered:** Fall (even-numbered years).

**Course Description:** The primary purpose of this course is to further develop the MAT students' skills in: (a) curriculum scope and sequence mapping and (b) lesson planning and unit construction—with the goal of applying subject area standards within their individually chosen content. The primary purpose of this course is to develop students' skills in planning and delivering effective instruction in their specialty areas. Major focus of content includes the following theoretical models: constructivism, cognitive psychology, experiential learning, multiple intelligences, behaviorism, mastery learning, inductive learning, and the communities of practice approach. The foundation of this course is the premise that basic language skills, along with reading and writing abilities, undergird successful learning in all content areas. To reinforce this premise, MAT students will apply strategies for enhancing learners' reading skills in the content area, along with skills for writing across the curriculum. Finally, this course closely examines the relationships between assessment, curriculum, and instruction, in order to provide insight into the multiple factors related to successful teaching in the secondary school environment. **Prerequisite(s):** EDU 561.

**EDU 570 Seeking Support for Assessment: Funds, Partners, and Disseminating Results Credits: 3**  
**Typically Offered:** Fall, Spring, Summer.

**Course Description:** Exploration of the importance of partnerships to include funding opportunities and drafts of proposals to gain support. Attention will also be given to the importance of disseminating results and ways in which technology can assist.

**EDU 571 Fundamentals of Autism Spectrum Disorder Credits: 3**  
**Typically Offered:** Fall.

**Course Description:** Provides an understanding of autism spectrum disorder (ASD) and its effects on life and learning (PreK-adulthood), as well as a comprehensive overview of history, issues, and practices. Topics include: the breadth and viability of ASD; educational criteria, identification, and assessment; interdisciplinary collaboration; learning, socialization, perception, communication, and sensory processing characteristics and teaching strategies; and the perspectives of individuals with ASD, as well as their family members.

**EDU 572 Assistive Technology and Augmentative Communication in Inclusive Settings Credits: 3**  
**Typically Offered:** Spring.

**Course Description:** Focuses on current technology to support learners progress in the general curriculum in the areas of motor disabilities, sensory disabilities, reading and writing deficits, language disorders, and communication disorders. Includes theory and practical applications for students with and without identified disabilities in the context of universal design for learning.

**EDU 573 Preparing Students and Families for Transitions and Careers Credits: 3**  
**Typically Offered:** Spring.

**Course Description:** Focuses on transition points for individuals with disabilities across, into, and out of their PreK-12 experience, from the initial identification or transition from early childhood services to the transition to postsecondary education or career. Emphasizes preparation at all grade levels for future career and employment, and identifying and preparing for postsecondary education options. Highlights ways to include parents and families in the process and provide them with resources.

**EDU 574 Collaborating with Families and School Personnel for Inclusion Credits: 3**

**Typically Offered:** Fall.

**Course Description:** Explores effective ways to work with parents/guardians and other family members as collaborators and to provide them with resources. Considers the collaborative relationships between school personnel: co-teachers; general educators; ancillary teachers, and consulting special educators; curriculum teams; teachers and paraprofessionals; teachers and related services personnel.

**EDU 583 Practicum in Elementary Reading Credits: 3**  
**Typically Offered:** Fall, Spring, Summer.

**Course Description:** Students will be placed with a teacher holding a Reading Specialist certification in a K-5 classroom for practical experience in the teaching of reading development. Teacher candidates will apply skills and knowledge for supporting developing readers with elementary students. Completion of the practicum requires 90 hours of documented experience. Students must apply for practicum placement the semester prior to the experience. Clinical treatment of identified reading and learning problems. **Prerequisite(s):** EDU 511, EDU 521, and TSL 632.

**EDU 584 Practicum in Secondary Reading Credits: 3**  
**Typically Offered:** Fall, Spring, Summer.

**Course Description:** Students will be placed with a teacher holding a Reading Specialist certification in a secondary classroom for practical experience in the teaching of reading development. Teacher candidates will apply skills and knowledge for supporting developing readers with secondary students. Completion of the practicum requires 90 hours of documented experience. Students must apply for practicum placement the semester prior to the experience. **Prerequisite(s):** EDU 511, EDU 521, and TSL 632.

**EDU 603 Internship in Teaching Secondary Education Credits: 2**  
**Typically Offered:** Fall (even-numbered years).

**Course Description:** This course constitutes the mid-level field experience for MAT students. It builds upon the early field experience (i.e., EDU 562) and requires the MAT student to function as a teaching intern in a secondary school environment. Over the course of one semester, the student will engage in actual teaching, implementing previously learned content regarding effective instruction and management. The student will be required to apply for a placement for this course one semester in advance of anticipated enrollment. By the conclusion of this course, the student will be required to achieve a passing score on the appropriate MOCA (i.e., content area assessment) in the area of certification in order to progress to the next field experience. **Prerequisite(s):** Completion of a minimum of 12 credit hours toward the MAT degree; must make application with the department one semester in advance of enrollment.

**EDU 604 Seminar for Student Teaching Professionals Credits: 1**  
**Typically Offered:** Fall, Spring.

**Course Description:** This seminar course is designed to book-end the MAT program; students will complete it in conjunction with the culminating experience in a secondary school environment. Students will discuss and problem solve the practical, philosophical, ethical, instructional, management, and legal challenges they have encountered related to working in a secondary school. Further, they will consider interpersonal relations, as these apply to teaching diverse learners. To be taken concurrently with EDU 608. **Prerequisite(s):** A minimum 3.0 GPA in major, achievement of a passing score on the appropriate MoCA (i.e., content area assessment) in the area of certification.

**EDU 607 Professional Student Teaching Secondary Education Credits: 3****Typically Offered:** Fall, Spring.

**Course Description:** The MAT student will complete a minimum of 12 weeks of full-time teaching as the teacher of record in a secondary school setting and assume all duties associated with this professional position. This student teaching option is available only to those MAT students who will have completed two years of successful teaching, as the teacher of record in the content area, by the conclusion of the EDU 607 semester. During this experience, the professional student teacher will be observed and evaluated according to criteria on the Missouri Educator Evaluation System (MEES) as defined by the Missouri Department of Elementary and Secondary Education (MO-DESE). The student teacher must earn a minimum passing score on the MEES in order to earn a passing grade in EDU 607. This constitutes the culminating clinical experience required by the MAT program. The student will be required to apply for a placement for this course one semester in advance of anticipated enrollment. To be taken concurrently with EDU 604.

**EDU 608 Student Teaching Secondary Education Credits: 8****Typically Offered:** Fall, Spring.

**Course Description:** The MAT student will complete a minimum of 12 weeks of full-time teaching as a student intern in a secondary school setting, under the supervision of a certified cooperating teacher, and assume all duties associated with this professional position. This constitutes the culminating clinical experience required by the MAT program. The student will be required to apply for a placement for this course one semester in advance of anticipated enrollment. To be taken concurrently with EDU 604. **Prerequisite(s):** Enrollment in the MAT program, a minimum 3.0 GPA in major field, achievement of a passing score on the appropriate MoCA (i.e., content area assessment) in the area of certification.

**EDU 610 Prairie Lands Writing Project Invitational Institute Credits: 6****Typically Offered:** Summer.

**Course Description:** This four-week writing workshop (plus spring orientation and fall reflection) brings together teachers, grades k-16, as they prepare to assume leadership roles that promote good writing in their own schools. Participants will 1) Write, revise, and publish their own writing; 2) Study current theory and research, especially research of teachers of writing; 3) Share classroom expertise, especially their most successful writing practices. May be taken up to three times for credit. Same as ENG 610. **Prerequisite(s):** Admission into the Invitational Institute: at least one year of successful teaching experience; a commitment to writing as a way to learn and to communicate learning; recommendation from building administrator, department head or Prairie Lands Teacher Consultant; potential for leadership; successful meeting with Prairie Lands interview team.

**EDU 611 Research Development and Literature Analysis Credits: 3**  
**Typically Offered:** Fall.

**Course Description:** The course is designed to explore the methods professional scholars use to conduct their own inquiries in the field of education. Students will investigate different research designs, including qualitative, quantitative, single-subject, ethnography, survey and case study. It will emphasize the rules and guidelines of APA format and style, including the basic features of technical and bias-free writing. The course will present important information about the Institutional Review Board (IRB) and its procedures, and challenge students to understand and adhere to appropriate research ethics. Students will compare and contrast scholarly publications in order to refine their skills in synthesizing literature. This course will include synchronous, on-line class meetings. (The instructor will schedule these meetings at a time convenient to as many enrolled students as possible)

**EDU 620 Applied Educational Research: Developing a Learning and Assessment Plan Credits: 3****Typically Offered:** Fall, Spring, Summer.

**Course Description:** The development of an applicable knowledge base regarding learning and assessment that is based on current research and best practice. Prominent educational research regarding learning and assessment with an emphasis on validity, reliability, measurability, accountability, differentiation, and application will be key elements as well as traditional and non-traditional methodologies to learning and assessment. As a culminating activity for the course, a comprehensive learning and assessment plan for a classroom, building, or district will be developed.

**EDU 640 Applied Research for School Improvement Credits: 3****Typically Offered:** Fall, Spring, Summer.

**Course Description:** Refinement of the draft learning and assessment plan to include interaction with in-school professional school leaders and one-on-one mentoring by an education faculty member. This course provides students with an opportunity to examine their learning and assessment plan within the authentic context of the school.

**EDU 661 Multidisciplinary Approaches in Differentiated Instruction Credits: 3****Typically Offered:** Summer.

**Course Description:** The four essential principles of differentiated instruction (i.e., content, process, product, and learning environment) will be examined and applied to classroom scenarios. Students' readiness, interests, and learner profiles will be explored, with emphasis on SPED and ELL populations. Students will practice instructional planning for differentiation, learning to apply a multidisciplinary, collaborative model and using assessment data and contextual information to create flexible activities and assignments.

**EDU 662 Teacher Leadership for Differentiated Instruction Credits: 3****Typically Offered:** Summer.

**Course Description:** This course focuses on how classroom teachers can increase their influence over their peers in the area of differentiated instruction. The course will explore and examine topics related to teacher leadership for differentiated instruction, including needs analysis, shared vision, improved communication, adult learning, effectiveness measurement, and overcoming resistance. **Prerequisite(s):** Credit or concurrent enrollment in EDU 661.

**EDU 667 Teaching Critical Thinking through Technology, Collaboration and Differentiated Instruction Credits: 3****Typically Offered:** Spring (odd-numbered years).

**Course Description:** This course develops strategies and techniques regarding the cross-cutting themes of instructional differentiation, collaboration, and technology to facilitate learners' development of critical thinking and problem solving skills. Differentiated instruction principles are foundational to this course; these are operationalized through the introduction of co-teaching and collaboration strategies, along with the integration of instructional technology. The four essential elements of differentiated instruction (i.e. content, process, product, and learning environment) are examined and applied to classroom scenarios. Learners' readiness, interests, and profiles will be explored, with emphasis on learners who experience disability and/or who are culturally diverse. Students will practice instructional planning for differentiation and learn to apply an inter-professional, collaborative model and using assessment data and contextual information to create flexible activities and assignments to maximize learners' engagement. The course explores the appropriate use of the primary seven different models of co-teaching to facilitate learners' development of critical thinking skills. Cooperating learning models are incorporated to offer opportunities for problem solving among heterogeneous groups of learners. The course also considers the collaborative relationships among school personnel (i.e., co-teachers, general educators, ancillary teachers, special educators, paraprofessionals, and related services personnel), to provide optimal experiences for learners. The appropriate pedagogical applications of computer technology to the secondary classroom are integrated throughout this course. Emphasis on the use of the internet in the classroom and the development and use of a variety of electronic instructional materials is explored.

**EDU 675 Assessment and the Identification Process Credits: 3****Typically Offered:** Summer.

**Course Description:** Follows the identification process from the first evidence of a student's distress to eligibility determination. Emphasizes the roles and procedures of the following teams: pre-referral, child study, eligibility, and individualized education program (IEP). Focuses on data-based decision-making in the response-to-intervention (RtI) process and using behavioral data. Includes discussion of achievement, adaptive, social, and behavioral assessments.

**EDU 676 Behavioral Management and Interventions Credits: 3****Typically Offered:** Summer.

**Course Description:** Reviews strategies for improving a classroom environment through both physical and social considerations, as well as addresses classroom management skills for effectively teaching both large and small groups of learners. Approaches behavioral interventions through the lens of practical and legal aspects. Concentrates on collecting observational data, such as for a functional behavioral assessment (FBA), and developing data-based interventions documented through behavior intervention plans (BIP). Includes content regarding applied behavior analysis and cognitive behavior management, as well as behavioral methods for working with students with challenging behavior, including positive behavior intervention support (PBIS), in all educational settings.

**EDU 677 Advanced Methods, Differentiation, and Instruction Credits: 3**  
**Typically Offered:** Fall.

**Course Description:** Builds on students' existing knowledge of methods for teaching students with disabilities by focusing on current research in the field. Emphasizes evaluating educational methods for usefulness and evidence-base, highlighting incorporation of these methods in inclusive environments to differentiate and serve all students. Additional focus is on the individualized education program (IEP) and how to serve a student's individualized needs within the general education curriculum.

**EDU 678 Master Educator Experience I Credits: 3****Typically Offered:** Fall, Spring, Summer.

**Course Description:** This seminar supports the preparatory phase for the Master Educator Experience - II and program completion. The course focuses on developing all aspects of the foundation for the applied Master Educator internship experience (i.e., identification of a location, agency, setting, on-site mentor, and letter of support from the cooperating organization). It includes preparation of a formal proposal and development of an annotated table of peer-reviewed literature.

**Prerequisite(s):** Completion of EDU 611 with a grade of C or better, and a minimum of 21 graduate credits (from designated program).

**EDU 679 Master Education Experience II Credits: 1-3****Typically Offered:** Fall, Spring, Summer.

**Course Description:** An immersion experience supports the opportunity to focus on an area / question of interest and a specific graduate level leadership role, mentored by a practicing master teacher or educational administrator. Students will present and defend outcomes of the Master Educator internship experience via a professional paper and formal presentation to members of the Department of Education's graduate committee. May be taken for up to 10 credit hours. **Prerequisite(s):** Successful completion of EDU 678 with credit.