

# UNIFIED ELEMENTARY/ MIDDLE (UEM)

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## UEM 301 Inclusive Early Literacy & Reading (3 crs)

Prerequisite: Limited to teaching majors admitted into the Special Education & Inclusive Practices Programs.

Pre-service teachers learn to teach reading and writing acquisition skills for students in PreK through beginning reading levels. Reading skills learned include research and evidence-based practices for providing instruction in the five pillars of reading (i.e., phonemic awareness, phonics, vocabulary, comprehension, fluency). Writing skills learned include research and evidence-based practices for providing instruction from pre-writing skills (e.g., development of writing, copying shapes and letters) through paragraph writing.

Attributes: Undergraduate/Graduate Offering

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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## UEM 324 Language and Cultural Diversity (3 crs)

Prerequisite: Grade of B- or above in SEIP 208. Limited to SEIP, Unified Early Childhood, Unified Special Education K-12 and Elementary/Middle School majors admitted to the College of Education and Human Sciences.

This course explores language/cultural diversity in the PK-9th grade classrooms. Topics include literacy, social and instructional language development, anti-bias education, advocacy, self-reflection, and the intentional diversification of classroom materials, environments, and topics. Strategies for collaboratively and intentionally involving families/caregivers in the literacy process while supporting their language and culture in the classroom are also discussed.

Attributes: Undergraduate/Graduate Offering

Grading Basis: A-F Grades Only

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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## UEM 407 Inclusive Education Practicum (1 cr)

Prerequisite: Minimum grade B- in SPED/SEIP 404; SPED/SEIP 431; and UEM 301 OR ES 301 or 305. Co-requisite UEC 425. Admission to the Unified Early Childhood or Unified Special Education K-12 Elementary/Middle program.

This course serves as the seminar for the intensive and inclusive grade-level field placement in grades 5k-8. The placement occurs under the supervision of a cooperating teacher, coupled with UEC or UEM Core classes. Includes 100 hours of pre-student teaching.

Attributes: LE-11 Integration, LE-S3 Creativity, Undergraduate/Graduate Offering

Grading Basis: A-F Grades Only

Lecture/Discussion Hours: 0

Lab/Studio Hours: 1

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## UEM 433 Inclusive Literacy Methods in Grades 4-9 (3 crs)

Prerequisite: SEIP 331, 431, UEM 301 or consent of instructor. Limited to teaching majors admitted to the SEIP Department. Must be taken with UEM 407. This course examines research-based techniques to effectively teach reading, writing, content area reading and writing, and other literacies in diverse middle grade classrooms. The course promotes the use of UDL and other inclusive practices to ensure access to the curriculum for diverse learners.

Attributes: Undergraduate/Graduate Offering

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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## UEM 436 Inclusive Math Content, Instruction, and Interventions Grades 4-9 (3 crs)

Prerequisite: Limited to teaching majors admitted to the College of Education and Human Sciences.

This mathematics course includes instructional techniques, interventions, and assessment effective for teaching diverse learners from intermediate elementary through secondary grades (Grades 4-9). Student will apply knowledge of major concepts, algorithms, and procedures in varied educational contexts.

Attributes: Undergraduate/Graduate Offering

Grading Basis: A-F Grades Only

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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## UEM 438 Inclusive Science and Social Studies Methods Grades 4-9 (3 crs)

Prerequisite: SEIP 331/SPED 331 or consent of instructor. Limited to teaching majors admitted to College of Education and Human Sciences. Must be taken with UEM 407.

Pre-service teachers learn inclusive practices and methods for teaching science and social studies to support students in grades 4-9 in accessing and learning content. This course will focus in on reaching all students through planning with the Universal Design for Learning framework, incorporating scientific methods (e.g., inquiry), and the five themes of social studies.

Attributes: Undergraduate/Graduate Offering

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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## UEM 470 Student Teaching in Inclusive Education K-9 (5 crs)

Prerequisite: Admission to professional semester and department approval. Student teaching in grade-level inclusive education class, all day for one-half semester or half days for one semester. Grades 4K-9th.

Repeat: Course may be repeated for a maximum of 10 credits

Grading Basis: S/U Only Grade Basis

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## UEM 472 Student Teaching in Inclusive Education (3 crs)

Consent: Department Consent Required

•Admission to professional semester.

Student teaching in special education and inclusive practices for students seeking to extend a certification.

Repeat: Course may be repeated for a maximum of 6 credits

Grading Basis: S/U Only Grade Basis

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**UEM 475 Internship Teaching in Inclusive Education (5-10 crs)**

Consent: Department Consent Required

- *Admission to the professional semester and departmental approval is required.*

The intern is a paid contractual member of a public school staff who spends an entire semester in a school system, including the opening and closing periods.

Grading Basis: S/U Only Grade Basis

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**UEM 501 Inclusive Early Literacy & Reading (3 crs)**

Consent: Department Consent Required

- *Consent of Department of Special Education and Inclusive Practices*

Pre-service teachers learn to teach reading and writing acquisition skills for students in PreK through beginning reading levels. Reading skills learned include research and evidence-based practices for providing instruction in the five pillars of reading (i.e., phonemic awareness, phonics, vocabulary, comprehension, fluency). Writing skills learned include research and evidence-based practices for providing instruction from pre-writing skills (e.g., development of writing, copying shapes and letters) through paragraph writing.

Grading Basis: A-F Grades Only

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**UEM 524 Language and Cultural Diversity (3 crs)**

Prerequisite: Grade of B- or above in SEIP 208/SPED 205. Limited to SEIP, Unified Early Childhood, Unified Special Education K-12 and Elementary/Middle School majors admitted to the College of Education and Human Sciences.

- *Dual-listed with UEC 324. Credit may not be earned in both courses.*

This course explores language/cultural diversity in the PK-9th grade classrooms. Topics include literacy, social and instructional language development, anti-bias education, advocacy, self-reflection, and the intentional diversification of classroom materials, environments, and topics. Strategies for collaboratively and intentionally involving families/caregivers in the literacy process while supporting their language and culture in the classroom are also discussed.

Grading Basis: A-F Grades Only

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**UEM 607 Inclusive Education Practicum (1 cr)**

Prerequisite: Minimum grade B- in SPED/SEIP 604; SPED/SEIP 631; and UEM 501 OR ES 501. Co-requisite UEC 625. Admission to the Unified Early Childhood or Unified Special Education K-12 Elementary/Middle program

- *Dual-listed with UEM 407.*

Seminar/This course serves as the seminar for the intensive and inclusive grade-level field placement in grades 5k-8. The placement occurs under the supervision of a cooperating teacher, coupled with UEC or UEM Core classes. Includes 100 hours of pre-student teaching.

Grading Basis: No S/U Grade Option

Lab/Studio Hours: 0

Practicum Hours: 3

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**UEM 633 Inclusive Literacy Methods in Grades 4-9 (3 crs)**

Prerequisite: SEIP 531, 631, UEM 501 or consent of instructor. Must be taken with UEM 607

This course examines research-based techniques to effectively teach reading, writing, content area reading and writing, and other literacies in diverse middle grade classrooms. The course promotes the use of UDL and other inclusive practices to ensure access to the curriculum for diverse learners.

Grading Basis: A-F Grades Only

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**UEM 636 Inclusive Math Content, Instruction, and Interventions Grades 4-9 (3 crs)**

Consent: Instructor Consent Required

- *Consent of instructor.*

This mathematics course includes instructional techniques, interventions, and assessment effective for teaching diverse learners from intermediate elementary through secondary grades (Grades 4-9). Students will apply knowledge of major concepts, algorithms, procedures in varied educative contexts.

Grading Basis: A-F Grades Only

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**UEM 638 Inclusive Science and Social Studies Methods Grades 4-9 (3 crs)**

Prerequisite: SEIP 331/SPED 331 or SEIP 531/SPED 531 or consent of instructor. Limited to teaching majors admitted to College of Education and Human Sciences. Must be taken with UEM 407/607.

- *Dual-listed with UEM 438. Credit may not be earned in both courses.*

Pre-service teachers learn inclusive practices and methods for teaching science and social studies to support students in grades 4-9 in accessing and learning content. This course will focus in on reaching all students through planning with the Universal Design for Learning framework, incorporating scientific methods (e.g., inquiry), and the five themes of social studies.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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