

TEACHING, B.A. (ONLINE)

Saint Louis University's Bachelor of the Arts in Teaching (Online), also known as Rising Teachers, provides flexibility for students who are currently working in schools as paraprofessionals, long-term substitutes or other classroom support roles who can apply their learning to their day-to-day work in schools.

SLU students will have the support of a tight-knit community of faculty and peers committed to innovative learning, diversity and the Jesuit tradition's intellectual ideas. This program focuses on equity guided by inquiry for the purpose of advocacy.

The online delivery and accelerated design allow students to complete coursework with structured supports, including instructional coaches, to assist students in applying their learning in their daily activities.

Other program highlights include:

- Students engage in online coursework and have the support of instructional coaches who help translate course learning to the daily practices in schools.
- Students are prepared to practice *cura personalis*, care for the whole person, and work for social justice in their communities.
- Students will graduate prepared to bring innovative strategies into their classrooms, build strong classroom communities and have high expectations for all students while advocating for social change.

Curriculum Overview

SLU's B.A. in teaching consists of a minimum of 60 credits (depending on the certification area) including the University Undergraduate Core and education coursework.

Students choose from two concentrations within the teaching major:

Elementary Education (Grades 1 to 6)

The elementary education program of study prepares reflective practitioners to become teachers in diverse elementary classrooms focusing on social justice and equity. Throughout your time in the elementary education in teaching program, you will build a solid foundation in education, engage with current ideas in education and develop leadership qualities, including risk-taking, civic responsibility and ethical character. Graduates leave the program highly qualified and well-prepared to be reflective, ethical and responsive teachers committed to making the world more equitable and just through their work in schools, with families/caregivers, and in the communities they serve.

Special Education (Grades K – 12)

Students who elect this concentration will complete special education coursework towards certification in Special Education Mild/Moderate: Cross-Categorical (Grades K-12).

The special education program of study prepares you to teach students with mild to moderate disabilities across various school settings. Coursework and extensive field experience equip you with the most impactful and effective skills for leading inclusive classrooms and collaborating with professionals in the field and the community. The program's strengths- and assets-based approach to teaching focuses on preparing highly competent, reflective professionals who understand the potential of every child and advocate for quality and inclusive education for all.

Dual Certification in Elementary Education and Special Education

Students who elect the dual certification track will complete elementary and special education coursework. This track requires a minimum of 75 credit hours.

The special education program of study prepares you to teach students with mild to moderate disabilities across various school settings. Coursework and extensive field experience equip you with the most impactful and effective skills for leading inclusive classrooms and collaborating with professionals in the field and the community. The program's strengths- and assets-based approach to teaching focuses on preparing highly competent, reflective professionals who understand the potential of every child and advocate for quality and inclusive education for all.

Careers

As a graduate of this program, you will leave with the tools and skills needed to create safe and inclusive learning environments for all students and be prepared to serve in roles such as:

- Special education teacher
- Resource program teacher
- Intervention specialist
- Learning disabilities special education teacher
- Inclusion special education teacher

A degree in education offers a wide range of career opportunities. While most graduates pursue a career in teaching, some choose to continue their studies in graduate programs while in the workforce. Settings include:

- Public or private schools
- Other teaching venues, such as
 - Alternative schools
 - Boys & Girls Clubs of America
 - Education centers such as museums and zoos
 - Nonprofit organizations

Job placement rates are high for graduates who have a degree in education. You can find immediate work when you graduate. Salaries can vary depending on where you live.

Fieldwork

All students will engage in fieldwork within their school of employment. Fieldwork takes place in the fall and spring terms to coincide with school sessions.

Admission Requirements

Students admitted into this program must meet the following requirements:

1. Have an associate degree (we anticipate some applicants will not hold an applied sciences associate, which would require additional coursework);
2. Agree to take the MOGEA (if taken prior to July 2024) or the ETS Praxis (July 2024 or later) during the first year of the program or have an ACT score of 21; (the MoGEA will change in year two to a nationally normed ETS Praxis), and

3. Provide a letter of sponsorship from their current school system employer.

Tuition

| Tuition | Cost Per Credit |
|-------------------------|-----------------|
| Teaching, B.A. (Online) | \$370 |

Additional charges may apply. Other resources are listed below:

Net Price Calculator (<https://www.slu.edu/financial-aid/tuition-and-costs/calculator.php>)

Cost of Attendance (<https://www.slu.edu/financial-aid/tuition-and-costs/cost-of-attendance.php>)

Information on Tuition and Fees (<https://catalog.slu.edu/academic-policies/student-financial-services/tuition/>)

Miscellaneous Fees (<https://catalog.slu.edu/academic-policies/student-financial-services/fees/>)

Information on Summer Tuition (<https://catalog.slu.edu/academic-policies/student-financial-services/tuition-summer-current/tuition-summer-current.pdf>)

Scholarships and Financial Aid

Most students entering into the program are eligible for considerable grants, scholarships, and tuition reimbursements.

Learning Outcomes

- **The learner and learning:** The teacher has high expectations for each and every learner and implements developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential.
- **Content:** The teacher has a deep and flexible understanding of their content areas and is able to draw upon content knowledge as they work with learners to access information, apply knowledge in real-world settings and address meaningful issues to assure learner-mastery of the content.
- **Instructional practice:** Teachers understand and integrate assessment, planning and instructional strategies in coordinated and engaging ways.
- **Professional responsibility:** Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice and advancing their profession.

Requirements

| Code | Title | Credits |
|--|---|--------------|
| Undergraduate University Core (https://catalog.slu.edu/academic-policies/academic-policies-procedures/university-core/) | | 32-35 |
| Major Requirements | | 58-71 |
| EDUC 1004 | Internalizing Curriculum | 3 |
| EDUC 1204 | Classroom and Community | 3 |
| EDUC 1304 | Instructional Delivery | 3 |
| EDUC 1404 | Partnerships with Learners and Caregivers | 3 |

| | | |
|-----------|--|---|
| EDUC 1504 | Inclusive Practices for Learner Support | 3 |
| EDUC 1604 | Assessment for Learning and Evaluation | 3 |
| EDUC 2004 | Foundations for Supporting Exceptional and Bilingual Emergent Learners | 3 |
| EDUC 2104 | Instructional Design for Flourishing Learners | 2 |
| EDUC 2204 | Equity and Asset-based Pedagogy | 3 |
| EDUC 2304 | Foundations of Language and Literacy | 3 |
| EDUC 2404 | Childhood Development and Learning | 3 |
| EDUC 2504 | Historical and Systemic Issues in Education | 3 |
| EDUC 3004 | Practicum and ELA Methods | 3 |
| EDUC 3104 | Practicum and Math Methods | 3 |
| EDUC 3204 | Practicum and Science, Social Studies, and Technology Methods | 3 |

| | |
|---|--------------|
| Concentration | 12-25 |
| Students should choose a concentration. | |
| Elementary Education (p. 3) | |
| Special Education (p. 3) | |
| Elementary and Special Education (p. 3) | |
| General Electives | 16-29 |
| Total Credits | 120 |

Continuation Standards

To remain in the Teacher Certification program students must maintain a 2.75 or better cumulative GPA (in all courses, not just education courses) as well as a 3.0 GPA in their content area.

A student must receive a minimum grade of "C" in each professional education course required for certification by the Missouri State Department of Elementary and Secondary Education. A "C-" is not acceptable. If a grade below a "C" (C-, D, or F) is received, the student will be placed on program probation or academic probation. Probation will be lifted when a student has received a "C" grade (or higher) for the course, provided the course in question has not been repeated more than one time. If the course in which the student did not receive a passing score is a prerequisite to a future course the student may not enroll in the future course until the prerequisite course has been completed and passed with a grade of "C" or higher.

Non-Course Requirements

Missouri General Education Assessment (MOGEA) or ETS Praxis

The Missouri General Education Assessment (MoGEA) measures student's current knowledge in the following 5 areas: English, Writing, Mathematics, Science, and Social Studies. Students must earn a passing score on all 5 sub-tests. Beginning July 2024, the requirement will shift to successful completion of the ETS Praxis. Passing Scores Established by Educator Preparation Programs (<https://praxis.ets.org/state-requirements/missouri-tests.html>)

ETS Praxis Completed at the End of the Program (Elementary or Elementary plus Special Education depending upon certification area selected by the student).

Missouri Educator Evaluation System (MEES)

The Missouri Educator Evaluation System (MEES) is a performance-based assessment. The purpose of the MEES is to assess the instructional capability of teacher candidates before licensure. This evaluation is required for teacher certification. Teacher candidates

must have a minimum combined summative score (from a University Supervisor and Cooperating Teacher) of a minimum combined summative score of 42 points (with no zero scores), as well as artifacts (via products or performance) illustrating teacher candidates' knowledge.

Employment in good standing in a school or school district during program enrollment

This program is designed to be a paid teacher apprenticeship program in partnership with employing schools and/or districts. Candidates must be able to provide instruction to students on an ongoing basis to complete the requirements of the program.

Elementary Education, Concentration

| Code | Title | Credits |
|----------------------|--|-----------|
| EDUC 4104 | Student Teaching and Advanced ELA Methods | 3 |
| EDUC 4204 | Student Teaching and Advanced Math Methods | 3 |
| EDUC 4304 | Student Teaching and Advanced Science Methods | 3 |
| EDUC 4404 | Student Teaching and Advanced Social Studies Methods | 3 |
| Total Credits | | 12 |

Special Education, Concentration

| Code | Title | Credits |
|----------------------|---|-----------|
| EDUC 3404 | Process of Special Education | 2 |
| EDUC 3704 | Professionalism and Collaboration for Educators Working with Exceptional Learners | 2 |
| EDUC 3504 | Educational Foundations and Characteristics of Exceptional Learners | 3 |
| EDUC 3604 | Methods of Teaching Exceptional Learners | 3 |
| EDUC 4804 | Student Teaching and Advanced Methods of Teaching the Exceptional Learner | 3 |
| Total Credits | | 13 |

Elementary and Special Education, Concentration

| Code | Title | Credits |
|-----------|---|---------|
| EDUC 3404 | Process of Special Education | 2 |
| EDUC 3504 | Educational Foundations and Characteristics of Exceptional Learners | 3 |
| EDUC 3604 | Methods of Teaching Exceptional Learners | 3 |
| EDUC 3704 | Professionalism and Collaboration for Educators Working with Exceptional Learners | 2 |
| EDUC 4104 | Student Teaching and Advanced ELA Methods | 3 |
| EDUC 4204 | Student Teaching and Advanced Math Methods | 3 |
| EDUC 4304 | Student Teaching and Advanced Science Methods | 3 |
| EDUC 4404 | Student Teaching and Advanced Social Studies Methods | 3 |

| | | |
|----------------------|---|-----------|
| EDUC 4804 | Student Teaching and Advanced Methods of Teaching the Exceptional Learner | 3 |
| Total Credits | | 25 |

Roadmap

This roadmap is just one example of a semester-by-semester plan of study for this program. There are other plans students can and do take. The plan of study for each particular student is established in consultation with each student's academic advisor; *this roadmap does not replace academic advising appointments.*

Roadmap notes:

- This Roadmap assumes full-time enrollment unless otherwise noted.
- Courses/Milestones marked with an "!" are critical and must be completed in the semester listed in the Roadmap to ensure a timely graduation.
- Course availability and sequencing are subject to change.

The following roadmaps are assuming students come in with a completed associate degree or approximately 60 credits of transfer coursework. Students must fulfill all University Undergraduate Core requirements at SLU or through transfer coursework.

Elementary Education Concentration

| Course | Title | Credits |
|-----------------|--------------------------------------|------------|
| Year One | | |
| Summer | | |
| Summer 2 | | |
| CORE 1500 | Cura Personalis 1: Self in Community | 1 |
| CORE 1000 | Ignite First Year Seminar | 2-3 |
| EDUC 1004 | Internalizing Curriculum | 3 |
| Credits | | 6-7 |

| | | |
|----------------|--|-----------|
| Fall | | |
| Fall 1 | | |
| EDUC 1204 | Classroom and Community | 3 |
| EDUC 2404 | Childhood Development and Learning | 3 |
| Fall 2 | | |
| EDUC 2004 | Foundations for Supporting Exceptional and Bilingual Emergent Learners | 3 |
| EDUC 1304 | Instructional Delivery | 3 |
| Credits | | 12 |

| | | |
|-----------------|---|-----------|
| Spring | | |
| Spring 1 | | |
| EDUC 1404 | Partnerships with Learners and Caregivers | 3 |
| EDUC 1504 | Inclusive Practices for Learner Support | 3 |
| Spring 2 | | |
| EDUC 1604 | Assessment for Learning and Evaluation | 3 |
| EDUC 2304 | Foundations of Language and Literacy | 3 |
| Credits | | 12 |

| | | |
|-----------------|---------------------------------|---|
| Year Two | | |
| Summer | | |
| Summer 2 | | |
| EDUC 2204 | Equity and Asset-based Pedagogy | 3 |

| | | |
|-------------------------------------|---|--------------|
| EDUC 2504 | Historical and Systemic Issues in Education | 3 |
| UUC Course or Elective | | 3 |
| Credits | | 9 |
| Fall | | |
| Fall 1 | | |
| EDUC 2104 | Instructional Design for Flourishing Learners | 2 |
| EDUC 3004 | Practicum and ELA Methods | 3 |
| Fall 2 | | |
| EDUC 3204 | Practicum and Science, Social Studies, and Technology Methods | 3 |
| EDUC 3104 | Practicum and Math Methods | 3 |
| Credits | | 11 |
| Spring | | |
| Spring 1 | | |
| EDUC 4104 | Student Teaching and Advanced ELA Methods | 3 |
| EDUC 4204 | Student Teaching and Advanced Math Methods | 3 |
| Spring 2 | | |
| EDUC 4304 | Student Teaching and Advanced Science Methods | 3 |
| EDUC 4404 | Student Teaching and Advanced Social Studies Methods | 3 |
| Credits | | 12 |
| Year Three | | |
| Summer | | |
| UUC Course or Electives (as needed) | | 0-6 |
| Credits | | 0-6 |
| Total Credits | | 62-69 |

Elementary Education and Special Education Concentration

| Course | Title | Credits |
|-----------------|--|------------|
| Year One | | |
| Summer | | |
| Summer 2 | | |
| CORE 1500 | Cura Personalis 1: Self in Community | 1 |
| CORE 1000 | Ignite First Year Seminar | 2-3 |
| EDUC 1004 | Internalizing Curriculum | 3 |
| Credits | | 6-7 |
| Fall | | |
| Fall 1 | | |
| EDUC 1204 | Classroom and Community | 3 |
| EDUC 2404 | Childhood Development and Learning | 3 |
| Fall 2 | | |
| EDUC 2004 | Foundations for Supporting Exceptional and Bilingual Emergent Learners | 3 |
| EDUC 1304 | Instructional Delivery | 3 |
| Credits | | 12 |
| Spring | | |
| Spring 1 | | |

| | | |
|-----------------|---|-----------|
| EDUC 1404 | Partnerships with Learners and Caregivers | 3 |
| EDUC 1504 | Inclusive Practices for Learner Support | 3 |
| Spring 2 | | |
| EDUC 1604 | Assessment for Learning and Evaluation | 3 |
| EDUC 2304 | Foundations of Language and Literacy | 3 |
| EDUC 3404 | Process of Special Education | 2 |
| Credits | | 14 |

Year Two

Summer

Summer 1

| | | |
|-----------|---|---|
| EDUC 2504 | Historical and Systemic Issues in Education | 3 |
| EDUC 2204 | Equity and Asset-based Pedagogy | 3 |

Summer 2

| | | |
|----------------|---|-----------|
| EDUC 3504 | Educational Foundations and Characteristics of Exceptional Learners | 3 |
| EDUC 3704 | Professionalism and Collaboration for Educators Working with Exceptional Learners | 2 |
| Credits | | 11 |

Fall

Fall 1

| | | |
|-----------|---|---|
| EDUC 2104 | Instructional Design for Flourishing Learners | 2 |
| EDUC 3004 | Practicum and ELA Methods | 3 |
| EDUC 3604 | Methods of Teaching Exceptional Learners | 3 |

Fall 2

| | | |
|----------------|---|-----------|
| EDUC 3104 | Practicum and Math Methods | 3 |
| EDUC 3204 | Practicum and Science, Social Studies, and Technology Methods | 3 |
| Credits | | 14 |

Spring

Full Spring Term

| | | |
|-----------|---|---|
| EDUC 4804 | Student Teaching and Advanced Methods of Teaching the Exceptional Learner | 3 |
|-----------|---|---|

Spring 1

| | | |
|-----------|--|---|
| EDUC 4104 | Student Teaching and Advanced ELA Methods | 3 |
| EDUC 4204 | Student Teaching and Advanced Math Methods | 3 |

Spring 2

| | | |
|----------------|--|-----------|
| EDUC 4304 | Student Teaching and Advanced Science Methods | 3 |
| EDUC 4404 | Student Teaching and Advanced Social Studies Methods | 3 |
| Credits | | 15 |

Year Three

Summer

| | | |
|-------------------------------------|--|--------------|
| UUC Course or Electives (as needed) | | 0-6 |
| Credits | | 0-6 |
| Total Credits | | 72-79 |

Special Education Concentration

| Course | Title | Credits |
|-----------------|---|-----------|
| Year One | | |
| Summer | | |
| Summer 2 | | |
| CORE 1000 | Ignite First Year Seminar | 2 |
| CORE 1500 | Cura Personalis 1: Self in Community | 1 |
| EDUC 1004 | Internalizing Curriculum | 3 |
| Credits | | 6 |
| Fall | | |
| Fall 1 | | |
| EDUC 1204 | Classroom and Community | 3 |
| EDUC 2404 | Childhood Development and Learning | 3 |
| Fall 2 | | |
| EDUC 2004 | Foundations for Supporting Exceptional and Bilingual Emergent Learners | 3 |
| EDUC 1304 | Instructional Delivery | 3 |
| Credits | | 12 |
| Spring | | |
| Spring 1 | | |
| EDUC 1404 | Partnerships with Learners and Caregivers | 3 |
| EDUC 1504 | Inclusive Practices for Learner Support | 3 |
| Spring 2 | | |
| EDUC 1604 | Assessment for Learning and Evaluation | 3 |
| EDUC 2304 | Foundations of Language and Literacy | 3 |
| EDUC 3404 | Process of Special Education | 2 |
| Credits | | 14 |
| Year Two | | |
| Summer | | |
| Summer 1 | | |
| EDUC 3504 | Educational Foundations and Characteristics of Exceptional Learners | 3 |
| EDUC 3704 | Professionalism and Collaboration for Educators Working with Exceptional Learners | 2 |
| Summer 2 | | |
| EDUC 2204 | Equity and Asset-based Pedagogy | 3 |
| EDUC 2504 | Historical and Systemic Issues in Education | 3 |
| Credits | | 11 |
| Fall | | |
| Fall 1 | | |
| EDUC 2104 | Instructional Design for Flourishing Learners | 2 |
| EDUC 3004 | Practicum and ELA Methods | 3 |
| EDUC 3604 | Methods of Teaching Exceptional Learners | 3 |
| Fall 2 | | |
| EDUC 3204 | Practicum and Science, Social Studies, and Technology Methods | 3 |
| EDUC 3104 | Practicum and Math Methods | 3 |
| Credits | | 14 |

Spring

| | | |
|----------------------|---|-----------|
| EDUC 4804 | Student Teaching and Advanced Methods of Teaching the Exceptional Learner | 3 |
| Credits | | 3 |
| Total Credits | | 60 |

Contact Us

Apply for Admission (<https://www.slu.edu/admission/>)

For additional admission questions, please contact:
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 314-977-3292
 slued@slu.edu