PSY 0411 (S-Odd) 3 hrs. cr.
Sensation and Perception
Includes classical and modern psychophysical techniques. The physiology of various sensory systems, e.g. vision and audition, are examined in order to appreciate the nature of perception. Prerequisites: PSY 100 and any Biology course with a minimum grade of ‘C’ in each.

PSY 0412 (F,S) 2 hrs. cr.
Measurement and Evaluation in Education and Psychology
Explores theories and problems of measurement and the assessment of learning. Contemporary and classical approaches to measuring achievement in the educational setting are examined. Prerequisite: PSY 310 with a minimum grade of ‘C’ or consent of instructor.

PSY 0415 (F) 3 hrs. cr.
Animal Behavior
Research in animal behavior from a phylogenetic perspective. Includes theoretical approaches, ethological methods, ethical concerns, sensory capacities, learning, cognition and social behavior of animals. Field observations and experimental research for each topic. Field trips are planned to supplement lectures and discussions. Prerequisites: PSY 100 and any Biology course with a minimum grade of ‘C’ in each.

PSY 0420 (Demand) 3 hrs. cr.
Psychology in Film
An advanced course in psychology examining the use of psychological concepts in feature films. Readings will accompany each film and address the significant concepts illustrated. Specific topics will vary. Prerequisites: PSY 100 with a grade of ‘C’ or better and 6 additional hours of psychology or permission from instructor.

PSY 0422 (S) 3 hrs. cr.
Theories of Personality
Survey of major contemporary theories of personality, issues of personality assessment and current research. Prerequisite: PSY 100 with a minimum grade of ‘C’ and junior standing.

PSY 0432 (F,S) 3 hrs. cr.
Abnormal Psychology
Recognition and classification of the systems of mental disorders, specifying causes and possible therapeutic techniques. Extensive use of the American Psychiatric Association’s Diagnostic and Statistical Manual of Mental Disorders. Prerequisite: PSY 100 with a minimum grade of ‘C’.

PSY 0435 (S) 3 hrs. cr.
Clinical Psychology
Survey of history, current methods, guild issues and future developments of clinical practice. Seminar format with considerable student participation. Prerequisites: Junior standing and 15 hours of psychology with minimum grades of ‘C’.

PSY 0442 (S-Even) 3 hrs. cr.
Physiological Psychology
Structure and function of the nervous system from the individual neuron to the behavior of the organism. The biological basis of movement, sleep, homeostasis, sexual behavior, emotion, learning, language and abnormal behavior will be examined from an ontogenetic and phylogenetic perspective. Prerequisites: PSY 100 and any Biology course with a minimum grade of ‘C’ in each.

PSY 0443 (F,S) 3 hrs. cr.
Memory and Cognition
Designed to acquaint the student with the classic and current research findings in the field of cognitive psychology. General topics include attention, working memory, long-term memory; knowledge representation and language processing. Prerequisites: Junior standing and 15 hours of Psychology with a grade of ‘C’ or above.

PSY 0481 (F,S) 3 hrs. cr.
Senior Thesis (Writing Intensive)
Students design and conduct research projects resulting in a written thesis and an oral presentation. Prerequisites: PSY 330, ENG 101, 102 or 111 with a minimum grade of ‘C’ and Senior standing.

PSY 0498 (Demand) 1-3 hrs. cr.
Advanced Topics in Psychology
Designed to give advanced instruction in some area not covered in other courses. For upper division majors. Prerequisites to be determined by department.

PSY 0499 (Demand) 1-3 hrs. cr.
Independent Study
Course structured by adviser with approval of department head. Prerequisite: Advanced standing in major field. Registration must be approved by adviser and department head.

Faculty  Cade - Head, Cozens, Craig, Day, Edwards, Faine, Flatt, Freeman, Gallemore, Hackett, Hicklin, Overdeer, Pulliam, Robertson, V. Spencer

Mission
The mission of the Teacher Education Department is to develop reflective educators for a global society

Vision
The MSSU Teacher Education faculty and staff are dedicated to developing competent teachers who will incorporate into their classrooms a strong foundation of knowledge and pedagogy; a lifelong love of teaching and learning; and motivation to improve practice through reflection, self-study and professional development. It is our goal to assure that all candidates become ethical classroom practitioners, cognizant of the need to help all students meet their full learning potential.

All Teacher Education programs have been approved by the Missouri Department of Elementary and Secondary Education (DESE) and accredited by the National Council for the Accreditation of Teacher Education (NCATE).

Program Objectives
Objectives for all programs in teacher education can be found in the Teacher Education Program Policy Handbook for Faculty and in the Teacher Education Program Policy Handbook for Students. Objectives for the student teaching program can be found in the Policy Handbook for Student Teachers, Cooperating Teachers and University Supervisors.
Teacher Education

The descriptions of the teacher education programs and the requirements that are listed for each program in teacher education in this catalog are subject to change during the period that this catalog is in use as required by external agencies. As changes are made by the State Department of Elementary and Secondary Education (DESE), legislative and regulatory bodies and accrediting agencies; candidates in the program will be alerted through the advising process. Teacher education candidates are responsible for their programs of study. They are encouraged to obtain degree plan sheets for the program they are pursuing and work closely with their advisers.

Eligibility for current certification is a requirement for graduation. Transfer students with a Missouri Associate of Arts degree will need to meet several MSSU General Education Requirements. The Assistant Teacher Certification Officer, Taylor Hall 222, must complete a transcript evaluation as the core is not automatically complete for certification.

The Teacher Education Program consists of the Teacher Education Department and Conceptual Framework Committee, the Teacher Education Council and NCATE sub-committees. The Teacher Education Department oversees all teacher education programs and is specifically responsible for the elementary education program grades 1 through 6; early childhood education program, birth through grade 3; middle school program, grades 5 through 9; special education programs, grades K through 12.

The Dean of the School of Education is the chief spokesperson for the teacher education program and in this capacity is the chief administrator responsible for the teacher education programs. The Dean serves under the direction of the President of the University and the Vice President for Academic Affairs.

The Teacher Education Program is based on a conceptual framework that defines the role of the teacher as a reflective decision maker. In this role, the teacher must make decisions about pedagogical design and lesson design. Our conceptual framework creates teachers who can think critically, formulate decisions related to the multiple roles of teaching for its successful achievement and develops reflective educators for a global society. An extension of the role of the teacher as a reflective decision maker includes the teacher as a practitioner, lifelong learner, researcher, provider of service and change agent.

Central to the preparation for teaching is the conceptual framework, composed of professional knowledge, skills and dispositions that have been gathered from research, reported effective practices, from learned societies in such areas as human growth and development, learning theory, assessment, cultural diversity and special needs, curriculum content, psychological, sociological, historical and philosophical foundations, principles of effective instruction and school effectiveness.

The Professional Dispositions recognized by the MSSU Teacher Education Department consist of the following four areas: Disposition Toward Self, Disposition Toward Others, Perception of Purpose and Frame of Reference.

In order to be an effective educational decision maker, the teacher must possess certain knowledge, cognitive abilities and pedagogical skills. These are included in the following 9 standards:

1. The teacher candidate understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful for students.

2. The teacher candidate understands how students learn, develop, and differ in their approaches to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

3. The teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher candidate develops, implements, and evaluates curriculum based upon standards and student needs.

4. The teacher candidate uses a variety of instructional strategies to encourage students’ critical thinking, problem solving, and performance skills including instructional resources.

5. The teacher candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive active engagement in learning, positive social interaction, and self-motivation.

6. The teacher candidate models effective verbal, nonverbal and media communication techniques with students and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. The teacher candidate understands and uses formative and summative assessment strategies to assess the learner’s progress, uses assessment data to plan ongoing instruction, monitors the performance of each student, and devises instruction to enable students to grow and develop.

8. The teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

9. The teacher candidate has effective working relationships with students, parents, school colleagues, and community members.

Admission to the Teacher Education Program

After the candidate declares a major in teacher education, two levels of admission to the Teacher Education Program exist.

The first level is application for tentative formal admission, which may be after the candidate has declared a teacher education major and successfully completed 55 semester hours of prescribed course work. See the Department of Teacher Education for application deadlines for fall and spring semester.

Students must have tentative formal admittance before courses can be taken in professional education. Courses with an EDUC prefix cannot be taken until the Junior Block (EDUC 321, 329, & 423) has been completed. EXCEPTIONS: EDUC 100, EDUC 280, and EDUC 302 or 304, should be taken prior to the Junior Block. EDUC 301 must be taken before or concurrently with the Junior Block. EDUC 316, EDUC 323, EDUC 340, EDUC 348, EDUC 422 and EDUC 430 may be taken concurrently with the Junior Block classes.

Qualifications for tentative formal admission include the following:

1. Submit a completed application that is signed by the candidate’s adviser.

2. Have a cumulative GPA of 2.75 in all course work. All candidates in education must maintain a cumulative GPA of 2.5 in their teaching areas, e.g., art, mathematics, elementary education, etc. Additional department/content requirements may apply.

3. Pass all sections of the Missouri C-Base Test with a minimum score of 235. (This test is not required of post baccalaureates.)

4. Have a composite ACT enhanced score of 20 (for candidates with an SAT score see the department of Advising, Counseling and Testing Services for conversion).
5. Applicants who have been convicted of a misdemeanor or felony, including a suspended imposition of sentence (SIS) must identify themselves by so indicating on the application for admission form. Upon identification the candidate will need to make certain documents and information available to the Admissions and Retention Committee of the Teacher Education Program, i.e., conviction status, probation information, and recommendations from court and public officials associated with the conviction. This process must be repeated when application is made for student teaching. There is a process that must be followed before consideration is given for certification in the State of Missouri. Failure to identify one-self will cause the candidate to be immediately removed from the program.

6. Submit a faculty recommendation form completed by an MSSU faculty member.

When candidates attain these qualifications, they will receive tentative formal admission to the Teacher Education Program and subsequent notification.

The second level is formal admission, which is granted after the candidate successfully completes the eight credit hour Junior Block: EDUC 321, Microteaching; EDUC 329, Pedagogical Theory, Methods and Practices; and EDUC 423, Classroom Management. The candidate must be recommended by the instructors of these courses.

In addition to successful completion of the Junior Block, candidates must complete the required disposition assessment. This assessment, taken during the junior block semester is required for formal admission to the program.

The candidate must maintain a cumulative GPA of 2.75. If at any point in the program a candidate's GPA drops below accepted levels, the candidate will be dismissed from the program.

Grades below a 'C' in professional education courses will not be accepted. The candidate must earn a 'C' or better in all professional education courses and must retake courses in which a grade lower than 'C' is earned. Additional department/content requirements may apply. The candidate is expected to maintain their professional requirements that were met as part of the admission requirements to teacher education. Requirements that must be met prior to admission to student teaching are:

1. Be fully admitted to the teacher education program.
2. Have a cumulative GPA of 2.75.
3. Have all previous course work completed at the time of student teaching.
4. Have a completed application for student teaching on file at least one semester prior to the student teaching semester.
5. Have a grade of 'C' or better in each professional education course.
6. Have an approved typewritten autobiography on file. The autobiography must consist of two or more paragraphs.
7. Submit portfolio for initial assessment by assigned teacher education adviser.
8. Show proof of liability coverage as required by the Department of Teacher Education.
9. Background check verification from the approved agency or a current substitute certificate.

The student teaching program is designed for candidates who have met all of the requirements for student teaching at Missouri Southern State University. Attendance is required at a student teaching orientation the semester prior to student teaching. This orientation is held the second week of the semester. Attendance is also required at student teaching seminars. These seminars are held during the student teaching semester.

**Note:** In accordance with Mo. Rev. Stat. 168.400 (2005) and Mo. Code Regs. 5 CSR 80-805.40. Alternative clinical practice in lieu of conventional student teaching. Candidates must see the Teacher Education Certification Officer for eligibility requirements. All other university and departmental requirements for graduation still apply.

**Graduation Requirements**

In order to graduate from the Teacher Education Program, the candidate must successfully complete the following exit requirements, in addition to all other academic requirements of the University:

1. Demonstrate mastery of pedagogical knowledge and skills included in the 9 standards which are required of all teacher education students.
2. Submit a portfolio of the candidate's work in the teacher education program for faculty assessment.
3. Have a cumulative GPA of 2.75 or higher.
4. Have a cumulative GPA of 2.5 or higher in the teaching specialty area. Additional department/content requirements may apply.

5. Pass the Teaching Specialty Exam, currently the ETS PRAXIS II Series.

6. Successfully complete student teaching requirements.

7. Complete the exit interview.

8. Clear the state required background check.


Advisement
Advisers will be assigned to candidates following admission to the University. For those without advisers, freshmen with declared majors in teacher education will have an adviser assigned as part of EDUC 100, Introduction to Teacher Education I and sophomores declaring a major in teacher education will be assigned advisers in EDUC 280, Foundations of Education in a Global Society. All secondary teacher education majors will have advisers in their teaching specialty area, due to the many specific course requirements and entrance and exit requirements for teacher education. Effective academic advisement is a partnership, with advisees taking responsibility for course work and degree completion.

Post-graduates holding Missouri certificates must have the Missouri State Department of Elementary and Secondary Education (DESE) evaluate their transcripts and make recommendations for course work that will lead to certification. After a plan sheet is received by the candidate, the requirements specified by DESE may be translated into MSSU courses by the Assistant Certification Officer in the Office of the Dean.

All students who enter Missouri Southern as freshman teacher education candidates are strongly recommended to take EDUC 100, Introduction to Teacher Education I, during their freshman year.

Psychology Requirements
All teacher education majors must take PSY 310 Educational Psychology.

**Elementary education** candidates (grades 1 through 6) and early childhood education candidates (birth through grade 3) must take PSY 100 General Psychology and PSY 200 Child Development.

**Middle school education** candidates (grades 5 through 9), must take PSY 100 General Psychology and PSY 205 Child/Adolescent Development.

**K-12** candidates, including special education candidates (grades K through 12), music education candidates (grades K through 12), art education candidates (grades K through 12), physical education candidates (grades K through 12) and foreign language education candidates (grades K through 12) must take PSY 100 General Psychology and PSY 205 Child/Adolescent Development.

**Secondary** education candidates in business education, English education, mathematics education, social studies education, speech/theatre education, categorical science or unified science education must take PSY 100 General Psychology and PSY 201 Adolescent Development.

Certification
Candidates majoring in elementary education, elementary education/early childhood education, elementary education/special education, middle school education, secondary education or K-12 education, who successfully complete the requirements for this degree will be recommended for the Initial Professional Certificate (IPC). This is a probationary certificate that is granted for four years. Additional certification is granted by the Missouri Department of Elementary and Secondary Education. Candidates with degrees from MSSU or another institution who wish to be certified in the State of Missouri must meet all the requirements that are set forth in this catalog for the BSE degree. All programs are designed to exceed minimal requirements for certification. Programs of study and courses required may be obtained through the Assistant Certification Officer and in the Teacher Education Department.

Exceptions to the General Education Requirements:
Elementary education majors must complete GEOL 210/212.

Physical Education Requirements
All teacher education candidates must meet the General Education Requirements with the exception of elementary education, early childhood education or special education candidates. These candidates are not required to take KINE 103 Lifetime Wellness. In place of this course, these teacher education candidates are required to take KINE 370, School Health Education and KINE 311, Physical Education for the Elementary School.

Bachelor of Science in Education (BSE) - Elementary Education

Area of Concentration
Candidates who seek elementary education (grades 1 through 6) as their teaching area must complete an area of concentration consisting of a minimum of 21 hours. This requirement may be met in one of two ways as follows:

**Option 1:** A collection of 21 hours of approved courses in an area of study, including art, English/language arts, mathematics, music, science, social studies, speech/theatre or other approved areas in which the state of Missouri offers certification.

**Option 2:** An added certification in an area of study, such as early childhood education (birth-grade 3), special education (K-12). A course of study for these certificates is available in the Teacher Education Department Office. The elementary professional education sequence (1-6) must be followed along with the selected area of the added certificate.

**1-6 Elementary Professional Education (Option 1)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 119</td>
<td>MATH Elementary I**</td>
<td>3</td>
</tr>
<tr>
<td>MATH 120</td>
<td>MATH Elementary II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 325</td>
<td>Children's Literature</td>
<td>2</td>
</tr>
<tr>
<td>ART 220</td>
<td>Art Education</td>
<td>2</td>
</tr>
<tr>
<td>MUS 332</td>
<td>Music for the Elementary Teacher</td>
<td>2</td>
</tr>
<tr>
<td>KINE 311</td>
<td>Physical Education for the Elementary Teacher</td>
<td>3</td>
</tr>
<tr>
<td>KINE 370</td>
<td>School Health</td>
<td>3</td>
</tr>
<tr>
<td>PSY 200</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 310</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 100</td>
<td>Introduction to Teacher Education I</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 280</td>
<td>Foundations of Education in a Global Society**</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 301</td>
<td>Technology in Education***</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 304</td>
<td>Exceptional Student</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 311</td>
<td>Science in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 312</td>
<td>Problems in Teaching Arithmetic</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 322</td>
<td>Social Studies in the Elementary &amp; Middle School</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 329</td>
<td>Pedagogical Theory, Methods and Practices</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 321</td>
<td>Microteaching</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 423</td>
<td>Classroom Management</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 340</td>
<td>Language Arts</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 342</td>
<td>Developmental Reading</td>
<td>3</td>
</tr>
</tbody>
</table>

Semester Hours

3.0

**General Education Requirements (p. 45) . . . . . . . 46-47**
Bachelor of Science in Education - Middle School
Candidates who elect middle school (grades 5-9) as their major must complete the required courses for a single or dual certification. The curriculum for these areas is a joint effort by the departments of teacher education and the teaching specialty.

### 5-9 Middle School Professional Education

#### General Education Requirements (p.45) 46-47**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 119</td>
<td>Math Elementary I**</td>
<td>3</td>
</tr>
<tr>
<td>MATH 120</td>
<td>Math Elementary II**</td>
<td>3</td>
</tr>
<tr>
<td>PSY 205</td>
<td>Child/Adolescent Development</td>
<td>4</td>
</tr>
<tr>
<td>PSY 310</td>
<td>Educational Psychology</td>
<td>2</td>
</tr>
<tr>
<td>PSY 412</td>
<td>Measurement &amp; Evaluation in Education &amp; Psychology</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 100</td>
<td>Introduction to Teacher Education I*</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 280</td>
<td>Foundations of Education in a Global Society**</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 301</td>
<td>Technology in Education**</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 302</td>
<td>Exceptional Child</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>EDUC 304</td>
<td>Exceptional Student</td>
<td>2-3</td>
</tr>
<tr>
<td>(EDUC 322, 333, 336, 339, 340, 344, 347)</td>
<td>1-2 content area methods courses</td>
<td>3-6</td>
</tr>
<tr>
<td>EDUC 321</td>
<td>Microteaching</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 329</td>
<td>Pedagogical Theory, Methods and Practices</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 423</td>
<td>Classroom Management</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 342</td>
<td>Developmental Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 343</td>
<td>Content Area Literature: Middle School</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 412</td>
<td>Middle School &amp; Junior High Philosophy</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 413</td>
<td>Methods of Teaching Students in the Middle Grades</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 452</td>
<td>Student Teaching-Middle School</td>
<td>10</td>
</tr>
</tbody>
</table>

* EDUC 100 recommended, not required.

**EDUC 280 satisfies 3 hours of Area I. MATH 119/120 satisfies Area C. MATH 125 or higher satisfies MATH 119 requirement. ECON 201 or 202 will substitute for ECON 180. For transfer or change of major students only.

***EDUC 301 satisfies department computer literacy requirement.

Core and department requirements for the middle school professional education courses total 100/101 hours. The number of hours added to this core depends on the content areas chosen. The possible choices and hours are listed below.

#### Dual Certification

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EM00</td>
<td>Social Studies/English</td>
<td>30</td>
</tr>
<tr>
<td>EM01</td>
<td>English/Business</td>
<td>41</td>
</tr>
<tr>
<td>EM02</td>
<td>Business/Social Studies</td>
<td>41</td>
</tr>
<tr>
<td>EM05</td>
<td>English/Math</td>
<td>36</td>
</tr>
<tr>
<td>EM06</td>
<td>English/Science</td>
<td>36</td>
</tr>
<tr>
<td>EM07</td>
<td>Industrial Tech/Social Studies</td>
<td>39</td>
</tr>
<tr>
<td>EM09</td>
<td>Industrial Tech/English</td>
<td>39</td>
</tr>
<tr>
<td>EM10</td>
<td>Math/Business</td>
<td>45</td>
</tr>
<tr>
<td>EM11</td>
<td>Math/Industrial Tech</td>
<td>43</td>
</tr>
<tr>
<td>EM12</td>
<td>Math/Speech &amp; Theater</td>
<td>45</td>
</tr>
<tr>
<td>EM13</td>
<td>Social Studies/Math</td>
<td>35</td>
</tr>
<tr>
<td>EM14</td>
<td>Science/Math</td>
<td>40</td>
</tr>
<tr>
<td>EM15</td>
<td>Science/Business</td>
<td>45</td>
</tr>
<tr>
<td>EM16</td>
<td>Science/Industrial Tech</td>
<td>43</td>
</tr>
<tr>
<td>EM17</td>
<td>Social Studies/Science</td>
<td>35</td>
</tr>
</tbody>
</table>
The curriculum for secondary education is a joint effort of each department supporting a teaching specialty area and the Teacher Education Department.

The candidate who desires to teach in a secondary school may choose to become qualified in a single teaching field with a high degree of specialization. Specialties available for secondary and K-12 school teaching are:

1. Art K-12
2. Biology 9-12
3. Business Education 9-12
4. Chemistry 9-12
5. English 9-12
6. French K-12
7. German K-12
8. Industrial Technology 9-12
9. Mathematics 9-12
10. Music K-12 (Vocal and/or Instrumental)
11. Physical Education K-12
12. Physics 9-12
13. Social Sciences 9-12 (with emphasis in History, Political Science or Sociology)
14. Spanish K-12
15. Speech/Theatre 9-12
16. Unified Science 9-12 (with emphasis in Biology, Chemistry or Physics)

For content area requirements please see the respective degree program in catalog.

**Plan A: (Double Teaching Field)**
Plan A is intended for those who desire to qualify as teachers in two different secondary content areas. Plan A is not available in all specialty areas. Please see your department/content area for advisement. Each area requires a minimum of 30 semester hours of specific course work which must meet Missouri State Department of Elementary and Secondary Education requirements.

**Plan B: (Single Teaching Field)**
Plan B is intended for persons who wish to concentrate teacher preparation in one subject matter area only. Forty or more semester hours are required in the subject matter area or related supporting courses listed in this catalog by department.

**The Teaching Specialty for Secondary Education K-12/9-12**
Candidates in secondary education must meet the same General Education Requirements as all MSSU students. Depending on the teaching specialty, these candidates will differ in the order in which they take the General Education Requirements. Each specialty area has a sequence of courses for the teaching specialty. Candidates should refer to the catalog under the teaching specialty.

**K-12 Professional Education Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 201</td>
<td>Adolescent Development</td>
<td>4</td>
</tr>
<tr>
<td>PSY 310</td>
<td>Educational Psychology</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 100</td>
<td>Introduction to Teacher Education I*</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 280</td>
<td>Foundations of Education in a Global Society**</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 301</td>
<td>Technology in Education***</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 304</td>
<td>Exceptional Student****</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 321</td>
<td>Microteaching</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 329</td>
<td>Pedagogical Theory, Methods and Practices</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 335</td>
<td>337, 345 (Methods Course)</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 412</td>
<td>or 420 or PSY 412 (Elective)</td>
<td>2-3</td>
</tr>
<tr>
<td>EDUC 422</td>
<td>Content Area Literature: Secondary</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 423</td>
<td>Classroom Management</td>
<td>2</td>
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<tr>
<td>EDUC 432</td>
<td>Critical Issues</td>
<td>2</td>
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<tr>
<td>EDUC 464</td>
<td>Student Teaching K-12</td>
<td>10</td>
</tr>
</tbody>
</table>

*EDUC 100 recommended, not required.
**EDUC 280 satisfies 3 hours of Area I.
***EDUC 301 satisfies department computer literacy requirement.
****K-12 Physical Education candidates take EDUC 302 Exceptional Child, 2 cr. hrs.

**9-12 Secondary Professional Education Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
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</thead>
<tbody>
<tr>
<td>PSY 201</td>
<td>Adolescent Development</td>
<td>3</td>
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<tr>
<td>PSY 310</td>
<td>Educational Psychology</td>
<td>2</td>
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<tr>
<td>EDUC 100</td>
<td>Introduction to Teacher Education I*</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 280</td>
<td>Foundations of Education in a Global Society**</td>
<td>3</td>
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<tr>
<td>EDUC 301</td>
<td>Technology in Education***</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 302</td>
<td>Exceptional Child</td>
<td>2</td>
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<tr>
<td>EDUC 321</td>
<td>Microteaching</td>
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<tr>
<td>EDUC 329</td>
<td>Pedagogical Theory, Methods and Practices</td>
<td>4</td>
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<tr>
<td>EDUC 330, 332, 333, 334, 336, 339, 344 (Methods Course)</td>
<td>2-3</td>
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<tr>
<td>EDUC 412</td>
<td>or 420 or PSY 412 (Elective)</td>
<td>2-3</td>
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<tr>
<td>EDUC 422</td>
<td>Content Area Literature: Secondary</td>
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<td>EDUC 423</td>
<td>Classroom Management</td>
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<tr>
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<td>EDUC 462</td>
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<td>10</td>
</tr>
</tbody>
</table>

*EDUC 100 recommended, not required.
**EDUC 280 satisfies 3 hours of Area I.
***EDUC 301 satisfies department computer literacy requirement.

For additional information contact:
Teacher Education Department
Office: Taylor Hall 237
Phone: 417.625.9309
Fax: 417.659.4387

Graduate Program
For information about master’s degree programs, please contact the School of Education, 417-625-9314 or refer to the MSSU Graduate website at www.mssu.edu/graduate.
Course Descriptions

EDUC 0100  (F,S)  1 hr. cr.
Introduction to Teacher Education I
An orientation to teacher education required for freshmen who select elementary or secondary education as their major field. Intended to help clarify decisions about education as a major and career choice. Concepts covered include: teaching as a career, teacher preparation, employment prospects, educational funding and technology in education.

EDUC 0200  (Demand)  1 hr. cr.
Introduction to Teacher Education II
An extension of EDUC 100. Classroom experiences emphasized as well as the conditions for teaching. A 15 clock hour, field-based component is included.

EDUC 0205  (F,S)  1 hr. cr.
Tutor Training
A course designed to provide students hired as tutors with an educational foundation of the methods and techniques needed to tutor students in a higher education setting.

EDUC 0280  (F,S,Demand)  3 hrs. cr.
Foundations of Education in a Global Society
An introduction to and orientation class for all Teacher Education Programs and is required for all teacher education majors. As an International General Education Requirements course, it examines and compares the policies and practices of educational systems in countries throughout the world with those in the United States, to develop an understanding and appreciation of the historical, philosophical, political and financial aspects of education in a pluralistic, diverse society. A 32 clock hour field based component of American diversity in Southwest Missouri is included. Requires background check. Prerequisites: ENG 101 & ENG 102 or ENG 111.

EDUC 0301  (F,S,Demand)  3 hrs. cr.
Technology in Education
A study designed to explore the role of technology in education with a special emphasis on technology as a tool in teaching and learning. The course will also examine a variety of technologies as well as strategies for the integration of these technologies into instruction. Specific technologies addressed will be subject to change as technology and its application to education continue to evolve. Prerequisite: Must be taken prior to or concurrently with the Junior Block. Required of all teacher education majors.

EDUC 0302  (F,S,Demand)  2 hrs. cr.
The Exceptional Child
Designed for 5-9 Middle School, K-12 Physical Education and 9-12 Secondary majors and will include a series of awareness experiences dealing with the added complexities an exceptional student presents to a regular classroom teacher. This course emphasizes methods of meeting the diverse educational needs of today’s secondary students through techniques of teaching, unit construction and daily planning. Includes characteristics of the exceptional student, resources in the community and legislation that determines school policy. Prerequisite: PSY 100.

EDUC 0303  (F,S,Demand)  3 hrs. cr.
The Exceptional Student
The Exceptional Student
Designed for 1-6 Elementary, 5-9 Middle School and K-12 Art, Music, Foreign Language, ECE, TESOL and Special Education majors. It includes an introduction to the five areas of mild/moderate disabilities; learning disabled, mentally handicapped, behavior disordered, physically disabled and other health impaired. A series of awareness experiences dealing with the added complexities an exceptional child presents to K-12 regular and special education teachers. This course emphasizes methods of meeting the diverse educational needs of today’s K-12 students through techniques of teaching, unit construction and daily planning. Includes characteristics of the exceptional child, resources in the community and legislation which determines school policy. Required for 1-6 Elementary and K-12 Art, Music, Foreign Language, ECE, TESOL and Special Education majors. Prerequisite: PSY 100, take prior to or concurrent with Junior Block classes.

EDUC 0304  (F,S,Demand)  3 hrs. cr.
Science in the Elementary School
Designed to help students (1) comprehend the basic notion of science and how children go about learning science, (2) develop materials suitable for demonstration, discovery and inquiry lessons and (3) develop the instructional skills necessary to achieve the first two goals. Prerequisites: Courses in biological and physical sciences and completion of Junior Block.

EDUC 0311  (F,S,Demand)  3 hrs. cr.
Problems of Teaching Arithmetic in Elementary Schools
Application of principles of learning and techniques of presentation. Techniques for diagnosis and remediation are treated as they relate to the elementary classroom. Includes a 32 clock-hour practicum. Prerequisite: MATH 119 and completion of Junior Block.

EDUC 0312  (F,S,Demand)  3 hrs. cr.
Foundations, Issues and Trends in Early Childhood Education
A survey course designed to acquaint the prospective teacher of young children with the historical, philosophical, psychological and social foundations of early childhood education; current trends and issues associated with early childhood programming; resultant role expectations of prospective teachers and field experiences with programs for young children with diverse needs. Prerequisite: Junior standing or instructor permission.

EDUC 0313  (S)  3 hrs. cr.
Early Childhood Curriculum and Learning
Fundamentals of curriculum and learning for young children with special emphasis on: developing literacy and positive relationships and supportive interactions; using effective approaches, strategies and tools; understanding the importance, central concepts, inquiry tools and structures of content areas or academic disciplines; and incorporating resources to design, implement and evaluate experiences that promote positive outcomes for young children. Prerequisites: Junior Block and EDUC 316. Must be taken concurrently with EDUC 319.

EDUC 0319  (S)  2 hrs. cr.
Practicum I in Early Childhood Education
Supervised teaching of three to five-year-olds in the MSSU Child Development Center for a minimum of 64 clock hours. Candidates will design and implement the following: small group, large group and individual learning experiences, develop appropriate materials for children’s use and practice appropriate teaching and guidance strategies for young children. Prerequisite: Junior Block and EDUC 316. Must be taken concurrently with EDUC 319.
EDUC 0321  (F,S)  2 hrs. cr.  Microteaching
A required part of Education 329. Short teaching episodes are prepared, taught and analyzed via video-tape. The basic concern is with the demonstration of effective teaching skills as enumerated in the outline. Must be taken concurrently with EDUC 329 and EDUC 423. Tentative admission to Teacher Education.

EDUC 0322  (F,S,Demand)  3 hrs. cr.  Teaching Social Studies in Elementary and Middle School
An introduction to the instructional materials and methods of teaching social studies in the elementary and middle school. Prerequisite: Junior Block.

EDUC 0323  (S)  3 hrs. cr.  Building Family and Community Relationships
To acquaint the teacher candidate with (1) the complex characteristics and concerns of children’s families and their communities; (2) ways to support, empower and link families with key community resources appropriate for specific purposes; (3) strategies to involve families and communities in their children’s development and learning through respectful, reciprocal relationships. Lecture, field trips and field experiences. Prerequisite: Junior standing or instructor permission.

EDUC 0329  (F,S)  4 hrs. cr.  Pedagogical Theory, Methods and Practices
Examines the theoretical basis for the decision making model of the teacher education program. Provides the methodological basis for making pedagogical decisions concerning lesson design, identification of learning styles and assessment techniques. Microteaching provides an opportunity to practice methods and techniques for teaching. Thirty-two hours of junior internship in the elementary, middle and secondary school classroom provides an opportunity to refine theory into practical applications. Must be taken concurrently with EDUC 321 and EDUC 423. Tentative admission into Teacher Education. Prerequisite: EDUC 280.

EDUC 0330  (S,Demand)  3 hrs. cr.  Industrial Technology Methods
This is a required teacher education course, which is an introduction to the instructional planning, materials, philosophy, rationale and methods of teaching Industrial Technology. Prerequisite(s): Recommend concurrent enrollment with Junior Block. Must be taken prior to professional education semester.

EDUC 0332  (F,S)  3 hrs. cr.  Teaching English and Language Arts in Secondary School
Provides an introduction to the instructional materials and methods of teaching English and language arts in the Secondary School. Prerequisite(s): Recommend concurrent enrollment with Junior Block. Must be taken prior to professional education semester.

EDUC 0333  (S)  2 hrs. cr.  Teaching Social Science in Secondary School
A required education course which is an introduction to the instructional planning, materials, philosophy, rationale and methods of teaching Social Studies. Prerequisite(s): Recommend concurrent enrollment with Junior Block. Must be taken prior to professional education semester.

EDUC 0335  (S)  2 hrs. cr.  Teaching Music in Secondary School
An introduction to the instructional planning, materials and methods of teaching music. Prerequisite(s): Recommend concurrent enrollment with Junior Block. Must be taken prior to professional education semester.

EDUC 0336  (S)  2 hrs. cr.  Teaching Business in Secondary School
An introduction to the instructional planning, materials and methods of teaching business. Prerequisite(s): Recommend concurrent enrollment with Junior Block. Must be taken prior to professional education semester.

EDUC 0337  (S)  2 hrs. cr.  Teaching Art in Secondary School
An introduction to the instructional planning, materials and methods of teaching art. Prerequisite(s): Recommend concurrent enrollment with Junior Block. Must be taken prior to professional education semester.

EDUC 0339  (F)  3 hrs. cr.  Teaching Mathematics in Secondary School
An introduction to the instructional planning, materials and methods of teaching mathematics. Includes brief survey of the history of algebra and trigonometry. Prerequisite(s): Recommend concurrent enrollment with Junior Block. Must be taken prior to professional education semester.

EDUC 0340  (F,S,Demand)  2 hrs. cr.  Language Arts
A foundations course for the development of understanding the attitudes necessary to teach written and oral communication at the elementary and middle school level. Must be taken concurrently with Junior Block.

EDUC 0342  (F,S,Demand)  3 hrs. cr.  Developmental Reading: Elementary
Explore, study and apply a variety of reading strategies that provide understanding of effective, current text-based and experience-based teaching practices; review and compile information from journals/literature which includes research, ideas, trends, methods and experiences relevant to developmental reading; evaluate various reading approaches and programs; construct reading enrichment materials; and develop an attitude that will positively affect the self-concept of children with diverse learning styles, abilities, backgrounds and attitudes as they learn to read. Includes practicum. Prerequisite: Junior Block.

EDUC 0343  (F,S,Demand)  3 hrs. cr.  Content Area Literacy: Middle School  (Writing Intensive)
Expand and extend the knowledge base acquired from Introduction to Developmental Reading; explore, study, apply and assimilate new learning about effective reading/study-skill strategies appropriate to the development and needs of the middle-school population; design and construct enrichment materials to enhance reading in the content areas; develop knowledge on assessing middle-school students’ needs, plan instruction based on those needs and select appropriate and effective reading/study-skills instruction.
strategies; and focus on the importance of recreational reading as a lifetime habit. Includes practicum. Prerequisite: EDUC 342, taken concurrently with EDUC 470.

EDUC 0344  (S,Demand)  2 hrs. cr.  Teaching Speech and Theatre in Secondary School Techniques, methods and course content used in teaching speech and theatre. Prerequisite(s): Recommend concurrent enrollment with Junior Block. Must be taken prior to professional education semester.

EDUC 0345  (F)  2 hrs. cr.  Teaching Foreign Language in PK-12 An introduction to the instructional materials and the methodology used in the teaching of foreign languages in PK-12. Prerequisite(s): Recommend concurrent enrollment with Junior Block. Must be taken prior to professional education semester.

EDUC 0348  (S)  2 hrs. cr.  Transition Services A coordinated set of activities for a student designed within an out-come-oriented process that promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living or community participation. Study of coordinated activities, including instruction, community experiences, employment and other post school adult living objectives. Prerequisite: EDUC 304. May be taken concurrently with or after the Junior Block.

EDUC 0380  (F,Demand)  3 hrs. cr.  Theories of Teaching English as a Second Language An introduction to the fundamental concepts and processes of first and second language acquisition. A systematic overview of factors that affect an individual’s ability to acquire a new language both during childhood and later in life. Special emphasis is on acquiring English as a second language in instructed settings. (May be taken concurrently with or after Junior Block).

EDUC 0381  (S,Demand)  3 hrs. cr.  Teaching in a Multicultural Society The foundations of multicultural education along with approaches to multicultural education and teaching strategies applicable to all ages, grades and subjects. (May be taken concurrently with or after Junior Block).

EDUC 0385  (Demand)  3 hrs. cr.  Introduction to Teaching English to Speakers of Other Languages (TESOL) This course is an overview of what Teaching English to Speakers of Other Languages (TESOL) entails. It is divided into five components: a. Methods and resources for teaching English as a second/foreign language, b. Language acquisition development, c. The structure of the English language, d. Assessing language learning and e. The role of culture in learning a second/foreign language. Prerequisite: Junior status or course instructor’s permission.

EDUC 0387  (S,Demand)  3 hrs. cr.  Grammar for Pedagogical Purposes A systematic overview of the elements of the English language. Focus on grammatical analysis and the approaches to English grammar that are particularly relevant for language educators. Linguistic analysis of academic tasks for making sound pedagogical decisions and scaffolding instruction. Prerequisite: Junior status.

EDUC 0402  (F,S)  2 hrs. cr.  Historical and Philosophical Perspectives in Education (Writing Intensive) Analysis of the historical, philosophical, political and sociological aspects of education and their impact on professional educators today. Emphasis is on the development of the American education system from the colonial period and the acquisition of educational belief systems. Prerequisite: Recommend concurrent enrollment with Junior Block. Must be taken prior to the professional education semester.

EDUC 0403  (Demand)  3 hrs. cr.  Methods of Teaching Students with Mental Handicaps Designed to help the prospective or in-service teacher understand mental retardation and how to work effectively with students with mental retardation. Includes appropriate curriculum, individualized program development and teaching strategies. Prerequisite: EDUC 304 & Junior Block.

EDUC 0404  (Demand)  3 hrs. cr.  Methods of Teaching Students with Learning Disabilities Designed for the prospective or in-service teacher of students with learning disabilities: diagnosis, evaluation, programming, instructional approaches, instructional strategies and materials. Prerequisite: EDUC 304 and Junior Block.

EDUC 0405  (Demand)  3 hrs. cr.  Methods of Teaching Students with Behavior Disorders Establishes a teaching rationale utilizing an individualized teaching strategy which enables the student with severe emotional disturbance to profit more fully from school experiences. Prerequisite: EDUC 304 and Junior Block.

EDUC 0407  (Su)  2 hrs. cr.  Overcoming Math Anxiety Designed to help students overcome their personal mathematics anxiety, this course will also teach students how to stop the math anxiety cycle for their prospective elementary school students. Using a variety of intervention strategies and instruction in elementary education mathematics and mathematics education pedagogy, the course will enable students to help reduce, prevent and eliminate fear and avoidance of mathematics in future generations of students. Prerequisite: MATH 111 or MATH 119.

EDUC 0408  (F,Demand)  4 hrs. cr.  Assessment and Practicum in Early Childhood An in-depth study of standardized early childhood screening instruments, informal observation techniques and current assessment strategies will be provided along with supervised administration, scoring and interpretation of standardized screening instruments. Course requires three hours of lecture and two clock-hours of practicum per week to practice systematic informal observation techniques and administer screening instruments, culminating in a written case study report. Prerequisites: EDUC 316, EDUC 318 and EDUC 319 or instructor permission.

EDUC 0410  (S,Demand)  3 hrs. cr.  Teaching in the Mild/Moderate: Cross-Categorical Classroom: K-12 A methods course designed to give students numerous examples of curricular and instructional methodologies in the teaching of elementary and secondary students with mild disabilities in cross-categorical classrooms. Methodologies for students with learning disabilities, mental handicaps, behavior disorders, physical disabilities and other health impairments are discussed. Prerequisite: EDUC 304 and Junior Block.
EDUC 0412  (F,S,Demand)  2 hrs. cr.
Middle School Philosophy Organization, and Curriculum
Effective teaching and learning strategies for the Middle School and Junior High students, including comprehension of the developmental and academic needs of students. Designed for teacher education majors seeking middle school certification (Grades 5-9) and for others interested in upper elementary grades and curriculum and instruction. A 10 clock hour practicum is included. Prerequisite: Junior Block.

EDUC 0413  (F,S,Demand)  2 hrs. cr.
Methods of Teaching Students in the Middle Grades (Writing Intensive)
Exploration of middle school developmentally appropriate instructional planning, materials, evaluation and reporting of pupil progress. Student communication and personal development are stressed through exploratory programs and the balance of teaching and learning styles. Inquiry, problem solving and discovery methods used to show the importance of content knowledge and its application to decision making. Emphasis on the importance of interdisciplinary units of instruction to acculturate students. Designed for teacher education majors seeking middle school certification (Grades 5-9) and for others interested in upper elementary grades and curriculum and instruction. A 10 clock hour practicum is included. Prerequisite: Junior Block. EDUC 412 or recommended to be taken concurrently. Must be taken prior to professional education semester.

EDUC 0420  (F,S)  3 hrs. cr.
Introduction to Counseling (Writing Intensive)
Survey course exploring the role and function of counseling, including theories, techniques, legal issues, ethical issues, diversity and current issues and trends. Designed as an overview for the classroom teacher and the special educator for use with students and parents. Prerequisite: EDUC 302 or 304. Must be taken prior to or concurrently with the Junior Block.

EDUC 0422  (F,S,Demand)  2 hrs. cr.
Content Area Literacy: Secondary (Writing Intensive)
Secondary education majors explore, study and apply a variety of research-based and classroom-tested teaching/learning strategies designed to enhance and extend teaching in their content areas; develop and design materials that integrate reading, writing and conversation into their content areas; identify and modify critical thinking strategies relevant to their content areas; compile and understand effective reading/study skills components appropriate for secondary students; compose their philosophy of reading; and review assessment techniques relevant to reading in the secondary school. Prerequisite(s): Recommend concurrent enrollment with Junior Block. Must be taken prior to or concurrently with the Junior Block.

EDUC 0423  (F,S)  2 hrs. cr.
Classroom Management
Classroom Management teaches an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation. Current theory will be investigated to devise strategies for a proactive approach to managing student behavior, immediate responses to classroom situations, and long-term maintenance of a positive learning environment. To be taken concurrently with EDUC 329 and EDUC 321.

EDUC 0430  (F)  3 hrs. cr.
Language Development for Exceptional Children
Required for certification in special education. Basic structures of language, normal sequence of language acquisition and characteristics of language disorders. Strategies suggested for both assessing and remediating language delays or disorders. Prerequisite: EDUC 304. May be taken concurrently with Junior Block.

EDUC 0432  (F,S)  2 hrs. cr.
Critical Issues in Education
This course will concentrate on the exploration of current school problems with special regard to the following three categories: Law and Ethical Issues related to jurisprudence, legislation, and values; Classroom Management including dispositions for teachers and relationships with administration, pupils, parents, and the community; and Differentiation of Instruction to manage behavior and to accommodate the needs of learners in twenty-first century classrooms. The course includes field-based work and is part of the student teaching semester. Part of Professional Semester.

EDUC 0440  (F)  1 hr. cr.
International Student Teaching Seminar I
Offered to students selected to participate in the International Student Teaching Program. One credit hour of course work will be completed during the Fall Semester and one credit hour of course work will be completed during the Spring Semester. Class discussion will focus on the (given) culture, the applicable educational systems as they relate to the development of the American educational system and current educational trends in both countries. Specifically, the history, structure and pedagogical practices of both countries will be examined in a comparative education format. Specific travel requirements such as passports, insurance and cultural adaptation will be addressed. The culminating activity is the successful completion of student teaching abroad. Prerequisite: Enrollment is limited to selected program participants.

EDUC 0441  (S)  1 hr. cr.
International Student Teaching Seminar II
Offered to students selected to participate in the International Student Teaching Program. One credit hour of course work will be completed during the Fall Semester and one credit hour of course work will be completed during the Spring Semester. Class discussion will focus on the (given) culture, the applicable educational systems as they relate to the development of the American educational system and current educational trends in both countries. Specifically, the history, structure and pedagogical practices of both countries will be examined in a comparative education format. Specific travel requirements such as passports, insurance and cultural adaptation will be addressed. The culminating activity is the successful completion of student teaching abroad. Prerequisite: Enrollment is limited to selected program participants.

EDUC 0442  (F,S)  10 hrs. cr.
Student Teaching - Elementary
Supervised participation on the elementary level in an assigned off-campus school site. The elementary student teaching experience requires the student teacher to demonstrate his/her ability to be an entry-level, effective decision making teacher. Arrangements for placement are to be made in the semester preceding the actual student teaching block. Prerequisites: Please see Requirements for Admission to Student Teaching.

EDUC 0444  (F,S)  10 hrs. cr.
Student Teaching - Special Education
Supervised teaching in a special education setting in an assigned off-campus site. Course assignments require students to demonstrate their ability to be entry-level effective decision making teachers. Arrangements for placement are to be made in the semester preceding the actual student teaching block. The student will be required to divide the experience into two equal segments - elementary and secondary. Assignment to the sites is determined by the special education practicum assignment. Prerequisites: Please see Requirements for Admission to Student Teaching.
EDUC 0446  (F)  2 hrs. cr.  Practicum in Special Education
Clinical experience in special education settings with students who have mild/moderate disabilities. This experience will occur in one of the following classroom settings: cross-categorical, learning disabled, mentally handicapped or behavior disordered. Includes both time in special education classes and on-campus seminar sessions. Prerequisites: EDUC 304 and 3 credit hours of special education methods.

EDUC 0452  (F,S)  10 hrs. cr.  Student Teaching - Middle School
Supervised teaching on the middle school level in an assigned off-campus school site. The middle school teaching experience requires the student teacher to demonstrate his/her ability to be an entry-level, effective decision making teacher. Arrangements for placement are to be made in the semester preceding the actual student teaching block. Prerequisites: Please see Requirements for Admission to Student Teaching.

EDUC 0462  (F,S)  10 hrs. cr.  Student Teaching-Secondary
Supervised teaching on the secondary level in an assigned off-campus school site. The secondary school teaching experience requires the student teacher to demonstrate his/her ability to be an entry-level, effective decision making teacher. Arrangements for placements are to be made in the semester preceding the actual student teaching block. Prerequisites: Please see requirements for Admission to Student Teaching.

EDUC 0464  (F,S)  10 hrs. cr.  Student Teaching -(K-12)
Supervised teaching on the secondary and elementary levels in assigned off-campus school sites. The PK-12 teaching experience requires the student teacher to demonstrate his/her ability to be an entry-level, effective decision making teacher. The student will be required to divide the experience into two equal segments - elementary and secondary. Arrangements for placement are to be made in the semester preceding the actual student teaching block. Prerequisites: Please see Requirements for Admission to Student Teaching.

EDUC 0470  (F,S,Demand)  3 hrs. cr.  Diagnostic & Remedial Reading
Prepares the beginning remedial reading teacher and the regular classroom teacher to deal with remedial reading problems. Emphasis on diagnosing strengths and weaknesses in a student's reading as well as tutoring experience that provides developmentally appropriate instruction. Class requires administering informal assessments and reporting test results, student instruction and recommendations for future instruction. Prerequisites: EDUC 342, taken concurrently with EDUC 343.

EDUC 0471  (Demand)  3 hrs. cr.  Practicum in Diagnosis of Reading Difficulties
Practice in administering, interpreting and reporting diagnostic test results of reading assessments. Emphasis on developmentally appropriate instruction based on testing results. Requires working with a reading disabled student and may involve off campus travel. Prerequisites: EDUC 342 or EDUC 422, EDUC 343, EDUC 474. May be taken concurrently with EDUC 470.

EDUC 0474  (F)  3 hrs. cr.  Educational-Psychological Testing in Special Education
Comprehensive study of the various psycho-educational assessment techniques for diagnosis of learning problems of exceptional children, including educational, intelligence and psychomotor. Emphasis on translating assessment data to remedial programs. Prerequisites: EDUC 304, PSY 310 and Junior Block.

EDUC 0480  (Su,Demand)  3 hrs. cr.  Methods & Techniques for TESOL
Current program designs for teaching English language learners with a focus on English as a second language and sheltered immersion. Recent methodologies in language teaching, such as task-based and content-based instruction. Effective techniques for developing language skills, curriculum development, lesson planning, needs and task analysis. (May be taken concurrently with or after Junior Block).

EDUC 0481  (F,Su,Demand)  3 hrs. cr.  Material Development and Assessment for TESOL
Considerations for evaluating, selecting and adapting materials for the development of reading, writing, listening and speaking skills. The use of a variety of assessment methodologies to guide instruction and practice, evaluate language proficiency and measure learner progress, especially in the context of content-based English language instruction. Prerequisite: Junior Block.

EDUC 0482  (F,S,Demand)  3 hrs. cr.  Practicum for Teaching English to Speakers of Other Languages
The application of TESOL coursework supervised by the TESOL faculty. Training in the sheltered instruction observation protocol (SIOP) with particular attention given to implementing language objectives. Supervised practical classroom experience. Prerequisites: EDUC 380, EDUC 381, EDUC 480 and EDUC 481 and Junior Block.

EDUC 0483  (Demand)  2 hrs. cr.  Comparative Education and Cultures
One credit hour of course work will be completed on campus prior to and following the field experience. Class lectures will focus on the culture and educational systems of designated countries as they relate to the development of the American education system and current educational trends in the various applicable cultures. One additional credit hour of the course will be gained from the field experience component. Travel in cultures studied will include visits in schools with interviews arranged to meet the certification profile of class participants.

EDUC 0484  (Demand)  1-2 hrs. cr.  Seminar in Science Education
This course is designed to explore science and science education related to topics not currently in the required teacher education curriculum. Offerings will vary by term to meet the needs of students and availability of faculty. Prerequisite: Completion of Junior Block and permission of instructor.

EDUC 0498  (Demand)  1-3 hrs. cr.  Seminar in Problems of Education
A weekly seminar for upper division majors. Credit hours determined by the department each semester. Covers specialized knowledge and/or current research in the discipline. Topics vary by semester and situation. Prerequisites: Advanced standing and consent of department head.
EDUC 0499  (Demand)  1-3 hrs. cr.
Independent Study
Structured by the adviser with approval of department head. Prerequisites: Advanced standing in the major field and approval of adviser and department head.

The Child Development Center (CDC) serves as the child care center for children of students, faculty, staff and alumni. The CDC has been in operation since 1986. It is licensed by the Missouri Department of Health and Senior Services to care for children from six weeks through five years old. The CDC has been accredited by Missouri Accreditation since 1996. The center is also utilized by students in various departments for child observation, research and practicum experiences. The Child Development Center is committed to providing high quality care and early education in a safe, nurturing and supportive environment for optimal growth and development of the children enrolled.

Nikki D. Tappana, Acting Director

Staff: Cole, Miller, VanDine

The Child Development Center
Taylor Hall 246, 417.625.9360 or 417.625.3178