



# ***School of Education***

Kinesiology

Psychology

Teacher Education

# School of Education

## School Dean

Michael John Horvath  
Taylor Hall 220, 625-9314

## Degrees and Majors

### Bachelor of Art

Psychology

### Bachelor of Science

Health Promotion and Wellness  
Psychology

### Bachelor of Science in Education

Elementary Education  
Middle School Education  
Physical Education  
Secondary Education

## Role

The School of Education is comprised of three departments: Kinesiology, Psychology, and Teacher Education. The combined role of these departments involves mentors and scholars dedicated to human development and to shaping communities. Additionally, the school provides support courses in physical education and psychology for the core curriculum. All departments prepare students for professional careers and/or graduate school.

The faculty serve as professional mentors for their students by demonstrating current practices that have been developed from research. The faculty also contribute to the scholarly community through research and writing within their disciplines. The goal of the school is to provide an environment where scholars can expand their knowledge and apply new skills to shape communities.

Specific goals include:

1. To acquire a working knowledge and competency in the philosophical foundation of the discipline;
2. To provide cognitive, affective, and psychomotor learning in communication, problem solving, and values clarification;
3. To develop an understanding of how humans grow and develop. This

understanding includes the theoretical basis for development and how this relates to behavior;

4. To internalize an awareness of the cultural diversity that exists in society and to provide knowledge relative to the contribution made by various cultures;
5. To integrate and apply technology relative to research and professional productivity;
6. To develop awareness in the assessment of developmental and behavioral problems;
7. To develop humanitarian values, professional attitudes, and ethical standards.

## Kinesiology

Robert E. Young Gymnasium 212  
417.625.9316

**Faculty** Lipira - Head, Beard, Beeler, Conklin, Cooke, Corn, Dykens, Fancher, Faubion, Green, Hobbs, Hubbard, Jimerson, Lusk, Mitts, O'Keefe, Rutledge, Smith, Traywick, Turner, Vavra,

Faculty in the department of kinesiology feel that all students at Missouri Southern State College should be trained in sound principles of fitness and wellness. It has been estimated that approximately 60% of Americans are not regularly physically active. This sedentary lifestyle may manifest itself in the form of chronic conditions including heart disease, obesity, diabetes, anxiety and depression, and certain cancers. The core course requirements (Kine 103, Lifetime Wellness and Kine 101, Introduction to Physical Activity) will assist all students in making the lifestyle changes necessary for becoming active, fit, and healthy.

The Kinesiology Department offers two degrees: the Bachelor of Science in Education degree (B.S.E.) with a major in Physical Education and the Bachelor of Science (B.S.) degree with a major in Health Promotion and Wellness. It is the policy of the department of kinesiology that majors be ambassadors of fitness and healthy life-styles. All majors should have knowledge of, and will be assessed on, cardiovascular function, muscular strength and endurance, flexibility, and body composition.

Majors in the department of kinesiology are strongly encouraged to become involved with professional clubs and organizations at the departmental, state, and national levels. The department's programs of study reflect guidelines from the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD), the National Association for Sport and Physical Education (NASPE), Missouri Department of Elementary and Secondary Education (DESE), the American College of Sports Medicine (ACSM), the Association for Worksite Health Promotion (AWHP), the American Red Cross, and requirements from the School of Education at Missouri Southern State College. Students studying in the department of kinesiology must earn a grade of "C" or better in all required courses with a "Kine" prefix.

The department of kinesiology has established a relationship with the Sport Institute of Finland in Vierumaki, Finland. This agreement provides opportunities for students from Vierumaki to study at Missouri Southern, and conversely, students from Missouri Southern may visit and study in Finland.

## Physical Education

Students who desire certification as a teacher of physical education will become qualified at both the elementary and secondary level (K-12). Physical education K-12 majors should refer to **page 165** where the requirements for Missouri Southern's teacher education program are listed.

## Health Promotion and Wellness

Graduates in this major will be prepared to promote life-style strategies to prevent illness and improve quality of life. An impor-

tant component of this course of study includes a core of courses from the School of Business. Students seeking the health promotion and wellness degree will actively participate in an internship experience in their final semester. Upon completion of the program, graduates may seek professional opportunities in a wide variety of areas including, but not limited to:

- hospital wellness programs
- physical/occupational therapy
- cardiac rehabilitation
- graduate school
- business/corporate fitness
- exercise physiology
- fitness/wellness centers
- research
- geriatric programs

Students who wish to pursue the degree in health promotion and wellness must have a cumulative GPA of 2.5 for all college course work prior to admission into Kine 495, Internship in Wellness.

**Health**

The Missouri Department of Elementary and Secondary Education (DESE) identifies Health as a certification area. To teach health in the State of Missouri, one must be certified. A student desiring health certification should complete the following courses and contact DESE for certification. One must have a grade point average of 2.5 on a 4.0 scale in the subject area.

	Semester Hours
Kine 103 Lifetime Wellness	2
OR	
Kine 113 Wellness for the Health Professional	2
Kine 160 Personal and Community Health	2
OR	
Soc 354 Sociology of Health/Wellness	3
Kine 170 Drug Education	2
Kine 220 First Aid & Sport Safety	2
Psy 221 Personal Adjustment	3
Bio 201 Human Anatomy	4
Soc 221 Marriage and Family	3
OR	
Psy 343 Human Sexuality	3
Kine 370 School Health Education (WI)	3
Kine 385 Nutrition for Human Development	3

**Coaching**

In the state of Missouri, head and assistant coaches in all sports must be certified teachers or administrators and be contracted by the Board of Education for the full school year as a full-or part-time teacher or administrator. The school board may also hire, as an assistant coach only, an individual who possesses a valid substitute or temporary (provisional) certificate, provided the school provides evidence that the position is required to maintain existence of the program and/or an adequate safety level, the coach completes an in-service training program, and a copy of the current teaching certificate is on file at the school. All coaches must attend a Missouri State High School Activities Association (MSHSAA) rules meeting.

For the coaching requirements of another state, you will need to contact the state's governing agency.

For students with an interest in coaching, we offer the following related courses.

**These courses are not required and are considered electives.**

	Semester Hours
Kine 150 Rules and Officiating	3
Kine 220 First Aid & Sport Safety	2
Bio 201 Human Anatomy	4
Kine 342 Biomechanical Analysis of Movement	3
Kine 431 Physiology of Exercise	2
Kine 260 Theory of Basketball	2
Kine 261 Theory of Football	2
Kine 262 Theory of Track & Field	2
Kine 263 Theory of Volleyball	2
Kine 264 Theory of Baseball	2
Kine 265 Theory of Soccer	2

**Athletic Training**

To become a certified athletic trainer, one must pass the National Athletic Training Examination. Only persons with a degree in Athletic Training are eligible to take the exam. Missouri Southern **does not** offer a degree in Athletic Training; however, the following courses provide both classroom and hands-on experience for students who desire to pursue athletic training at the graduate school level.

	Semester Hours
Bio 201 Human Anatomy	4
Bio 301 Human Physiology	4
Kine 220 First Aid & Sport Safety	2
Kine 325 Practicum in Sports Medicine	2

Kine 342 Biomechanical Analysis of Movement	3
Kine 385 Nutrition for Human Development	3
Kine 431 Physiology of Exercise	2
Kine 432 Physiology of Exercise Lab	2

**Bachelor of Science in Education With a Major in Physical Education K-12**

	Semester Hours
<b>Core Requirements (p. 33)</b>	<b>51</b>
<b>Physical Education Requirements</b>	<b>47</b>
Bio 201 Human Anatomy	4
Kine 113 Wellness for the Health Professional	2
Kine 114 Fitness Programming and Assessment	2
Kine 135 History and Philosophy of Physical Education	2
Kine 220 First Aid and Sport Safety	2
Kine 251 Lifetime Activities I	3
Kine 252 Lifetime Activities II	3
Kine 255 Theory & Technique of Dance & Exercise	2
Kine 310 Theory & Technique of Elementary Physical Education I	3
Kine 312 Theory & Technique of Elementary Physical Education II	3
Kine 321 Theory & Technique of Secondary Physical Education	3
Kine 332 Rhythmic Form and Analysis	2
Kine 340 Motor Learning in Physical Education	2
Kine 342 Biomechanical Analysis	3
Kine 345 Tests and Measurements in Physical Education	2
Kine 355 Sports Academy Practicum I	1
Kine 365 Psychological Aspects of Physical Education	2
Kine 366 Social Aspects of Physical Education	2
Kine 375 Adapted Physical Education	2
Kine 431 Physiology of Exercise	2
<b>Professional Certification Requirements</b>	<b>37</b>
Educ 100 Introduction to Teacher Education I	1
Educ 200 Introduction to Teacher Education II	1
Educ 301 Use of Computer Software in the Classroom	3
Educ 302 The Exceptional Child	2

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Educ 321	Microteaching	2
Educ 329	Pedagogical Theory, Methods and Practice	4
Educ 338	Teaching Physical Educ.	2
Educ 402	Foundations of Educ.	2
Educ 422	Content Area Literacy: Secondary	2
Educ 423	Classroom Management	2
Educ 432	Critical Issues in Educ.	2
Educ 464	Student Teaching - EL-SEC (PK-12)	8
Psy 305	Child/Adolescent Dev	4
Psy 310	Educational Psychology	2
<b>TOTAL</b>		<b>132</b>

\*The kinesiology requirements count for 5 hrs. of core.

## Suggested Order of Study

### Bachelor of Science in Education Major Code 0822 Physical Education PK-12

#### Freshman Year

Fall Semester		
Course		Hours
Kine 113	Wellness for Health Prof	2
Eng 101	College Composition I (WI)	3
Educ 100	Intro to Education I	1
Psy 100	General Psychology	3
Psy 120	College Orientation	1
Comm 100	Oral Communication	3
CORE		3
		<b>16</b>

#### Spring Semester

Kine 114	Fitness Prog & Assessment	2
Eng 102	College Composition II(WI)	3
Phys 100	Fund of Physical Science	5
Kine 135	History & Philosophy of PE	2
CORE		6
		<b>18</b>

#### Sophomore Year

Fall Semester		
Kine 251	Lifetime Activities I	3
Educ 200	Intro to Teacher Education II	1
Bio 101	General Biology	4
Psy 302	Exceptional Child	2
CORE		6
		<b>16</b>

#### Spring Semester

Kine 252	Lifetime Activities II	3
Kine 255	Theory/Tech of Dance & Exer	2
Psy 310	Educational Psychology	2
Kine 220	First Aid & Sport Safety	2
Bio 201	Human Anatomy	4
CORE		3
		<b>16</b>

<b>Junior Year</b>		
Fall Semester		
Kine 310	Theory/Tech of Elem P.E. I	3
Kine 321	Theory/Tech of Sec P.E.	3
Kine 332	Rhythmic Form & Analysis	2
Kine 340	Motor Learning in P.E.	2
Psy 305	Child/Adolescent Dev	4
CORE		3
		<b>17</b>

#### Spring Semester

Kine 312	Theory/Tech of Elem P.E. II	3
Kine 342	Biomechanical Analysis	3
Kine 345	Tests/Measurements in P.E.	2
Kine 366	Social Aspects of P.E.	2
Educ 329	Ped Theory, Meth & Prac#	4
Educ 321	Microteaching#	2
Educ 423	Classroom Management#	2
		<b>18</b>

#### Summer Semester

Kine 355	Sports Academy Practium	1
		<b>1</b>

#### Senior Year

##### Fall Semester

Kine 365	Psych. Aspects of P.E. (WI)	2
Kine 375	Adapted Physical Educ.	2
Kine 431	Physiology of Exercise	2
Educ 301	Computer Software	3
Educ 422	Content Area Lit: Sec (WI)	2
CORE		3
		<b>14</b>

##### Spring Semester

Educ 338	Teaching Physical Educ. @	2
Educ 402	Foundations of Ed. (WI) @	2
Educ 432	Critical Issues in Educ. @	2
Educ 464	Student Teaching (K-12) @	8
		<b>14</b>

# Application for *Junior Block* courses one semester in advance and note criteria for admission  
@ Application for *Professional Semester* one semester in advance and note criteria for admission

### Bachelor of Science in Health Promotion and Wellness

Semester Hours  
**50**

#### Core Requirements (p. 33)\*\* Health Promotion and Wellness Requirements

Bio 201	Human Anatomy	4
GB 320	Business Communication	3
MM 300	Principles of Marketing	3
MM 350	Principles of Management	3
MM 352	Human Resource Management	3
MM 441	Organizational Behavior	3
Comp 105	Introduction to Microcomputer Use	3
Psy 221	Personal Adjustment	3
	<i>Select one of the following:</i>	<b>3</b>
Psy 343	Human Sexuality (3)	
Psy 382	Behavior Management (3)	

Soc 221	Marriage and Family (3)	
Soc 322	Sociology of Work & Leisure (3)	
Soc 354	Sociology of Health & Wellness (3)	
Kine 113	Wellness for the Physical Professional	2
Kine 114	Fitness Programming and Assessment	2
Kine 220	First Aid & Sport Safety	2
Kine 251	Lifetime Activities I	3
Kine 252	Lifetime Activities II	3
Kine 255	Theory and Technique of Dance and Exercise	2
Kine 292	Fitness and Weight Training	2
Kine 295	Orientation to Health Promotion and Wellness	1
Kine 305	Aging and Health	2
Kine 340	Motor Learning	2
Kine 342	Biomechanical Analysis	3
Kine 345	Tests and Measurements in Physical Education	2
Kine 375	Adapted Physical Education	2
Kine 385	Nutrition for Human Development	3
Kine 395	Practicum in Wellness	2
Kine 431	Physiology of Exercise	2
Kine 432	Physiology of Exercise Laboratory	2
Kine 495	Internship in Wellness (WI)	6
Electives (WI)		3
<b>TOTAL</b>		<b>125</b>

\*\* NOTE: Students in the Health Promotion and Wellness degree program take Math 140 Algebra and Trigonometry, and Econ 202 Principles of Economics (Micro), for the Core Curriculum requirements. A minimum of 124 hours are required for graduation.

## Suggested Order of Study

### Bachelor of Science Health Promotion and Wellness Code 6000

#### Freshman Year

Course			Hours
Fall Semester			
Kine 113	Wellness for Health Prof.		2
Eng 101	College Composition I (WI)		3
Comm 100	Oral Communication		3
CORE			3
Psy 100	General Psychology		3
OR			
Soc 110	Sociology		3
Psy 120	College Orientation		1
			<b>15</b>

Spring Semester		
Kine 114	Fitness Prog & Assessment	2
Eng 102	College Composition II (WI)	3
Comp 105	Intro to Microcomputer Use	3
CORE		9
		<b>17</b>

### Sophomore Year

Fall Semester		
Kine 220	First Aid & Sport Safety	2
Kine 251	Lifetime Activities I	3
Bio 101	General Biology	4
Econ 202	Principles of Economics	3
Psy 221	Personal Adjustment	3
Kine 255	Theory/Tech of Dance/Exer	2
		<b>17</b>

### Spring Semester

Kine 252	Lifetime Activities II	3
MM 300	Principles of Marketing	3
Phys 100	Fund of Physical Science	5
Kine 292	Fitness/Weight Training	2
Kine 295	Orient. to Health Prom/Wllns	1
Bio 201	Human Anatomy	4
		<b>18</b>

### Junior Year

Fall Semester		
Math 140	Algebra and Trigonometry	5
Kine 340	Motor Learning in P.E.	2
MM 350	Princ. of Management (WI)	3
Kine 375	Adapted Physical Educ.	2
Kine 385	Nutrition for Human Dev	3
CORE		3
		<b>18</b>

### Spring Semester

Kine 305	Aging and Health	2
Kine 342	Biomechanics	3
Kine 345	Tests/Measurements in P.E	2
GB 320	Business Comm. (WI)	3
Kine 395	Practicum in Wellness	2
CORE and Elective		6
		<b>18</b>

### Senior Year

Fall Semester		
Kine 431	Physiology of Exercise	2
Kine 432	Physiology of Exercise Lab	2
MM 352	Human Resource Manage	3
Psy 343	Human Sexuality elective	3
MM 441	Organizational Behavior	3
CORE		3
		<b>16</b>

### Spring Semester

Kine 495	Internship in Wellness	6
		<b>6</b>

For additional information contact:

Pat Lipira

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Phone: 417.625.9573

E-mail: lipira-p@mail.mssc.edu

## Course Descriptions

Kine 101 (F,S) 1 hr. cr.

### Introduction to Physical Activity

Designed to assist students in developing proficiency in a physical activity to increase the likelihood of lifetime participation. Required course for Core Curriculum. Non-repeated activities may be taken a maximum of three times for credit.

Kine 103 (F,S) 2 hrs. cr.

### Lifetime Wellness

Designed to provide students with the knowledge and self-management skills that will assist them in adopting healthy lifestyles. The course will encompass all areas of wellness: physical, emotional, spiritual, social, and intellectual. Required course for Core Curriculum.

Kine 113 (F, S) 2 hrs. cr.

### Wellness for the Health Professional

Contemporary information about the beneficial effects of a positive health life-style and how to implement and live such a life-style. Required and limited to students studying in the department of kinesiology.

Kine 114 (F, S) 2 hrs. cr.

### Fitness Programming and Assessment

Designed to teach introductory theory and technique in exercise programming and testing. Techniques for conducting physical fitness assessments are studied. Tests of cardiorespiratory fitness, muscular strength and endurance, joint flexibility, body composition, and pulmonary capacity are addressed. Prerequisite: Kine 113.

Kine 135 (S) 2 hrs. cr.

### History and Philosophy of Physical Education

Changing role of physical education from past to present as evidenced through the influence of the various philosophies. Prerequisite: Kine 113 or concurrently.

Kine 150 (S) 3 hrs. cr.

### Rules and Officiating of Team Sports

Knowledge and skills for officiating basketball, volleyball, softball, baseball, and football; officiating laboratory required in some areas. Open to all students.

Kine 160 (F) 2 hrs. cr.

### Personal and Community Health

Study of the major risk factors determining health status, with special considerations given to principles and practices of good health for individual and community concerns, including personal and community assessments, body mechanics, nutrition, legal and illegal substances, responsible sexual behavior, mental health, and the cause and prevention of disease. Not recommended for elementary education majors.

Kine 170 (S) 2 hrs. cr.

### Drug Education

Examine the dimensions and problems of drug use and abuse in our society. Basic information on drug classifications, as well as specific content areas dealing with pharmacology, legislation, drug testing, drug education and prevention efforts will be covered. Key societal influences will be addressed including drugs in the workplace, in sports, in medicine, and throughout our culture.

Kine 220 (F,S) 2 hrs. cr.

### First Aid and Sport Safety

Designed to offer students the knowledge and skills necessary to sustain life, in an emergency situation, by minimizing the consequences of injury and sudden illness until medical help arrives. Strategies for providing a safe environment for athletes and injury prevention will also be presented.

Kine 251 (F) 3 hrs. cr.

### Lifetime Activities I

Study of the skills and instructional strategies of selected lifetime activities commonly found in the school physical education curriculum. Health Promotion majors will participate in traditional as well as contemporary exercise interventions. Enrollment restricted to students studying in the Kinesiology department. Prerequisite: Kine 113.

Kine 252 (S) 3 hrs. cr.

### Lifetime Activities II

Study of the skills and instructional strategies of selected lifetime activities commonly found in the school physical education curriculum. Health Promotion majors will participate in traditional as well as contemporary exercise interventions. Enrollment restricted to students studying in the Kinesiology department. Prerequisite: Kine 113.

Kine 255 (F,S) 2 hrs. cr.

### Theory and Technique of Dance and Exercise

Students will develop and refine the content knowledge and pedagogical skills needed for instructing dance, rhythms, and lifelong leisure activities.

Kine 260 (S) 2 hrs. cr.

### Theory of Basketball

Organization and management of a school basketball program. Offensive and defensive systems, rules, strategies, drills, and fundamentals are studied.

Kine 261 (S) 2 hrs. cr.

### Theory of Football

Organization and management of a school football program. Offensive and defensive systems, rules, strategies, drills, and fundamentals are studied.

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- Kine 262 (S) 2 hrs. cr.  
**Theory of Track and Field**  
Organization and administration of meets, coaching, physical conditioning, and training for each event in track and field programs.
- Kine 263 (F) 2 hrs. cr.  
**Theory of Volleyball**  
Organization and management of volleyball competition. Offensive and defensive systems, rules, strategies, drills, and fundamentals are studied.
- Kine 264 (F) 2 hrs. cr.  
**Theory of Baseball and Softball**  
Organization and management of a school baseball/softball program including individual techniques, team play, and challenges in coaching.
- Kine 265 (S) 2 hr. cr.  
**Theory of Soccer**  
Organization and management of soccer competition. Systems of offense and defense, rules, strategy, and fundamentals of soccer are studied.
- Kine 292 (F,S) 2 hrs. cr.  
**Fitness and Weight Training**  
Designed to assist health promotion professionals with designing and implementing strength training programs and with weight room management. Restricted to Health Promotion majors. Prerequisite: Kine 113
- Kine 295 (F, S) 1 hr. cr.  
**Orientation to Health Promotion and Wellness**  
An orientation to health promotion and wellness. A 15 clock-hour field based component is a part of this class. Students will receive initial exposure to community and hospital health promotion and wellness programs as well as Southern's Wellness Program. Limited to Kine majors. Prerequisites: Kine 114 and Kine 220.
- Kine 305 (S) 2 hrs. cr.  
**Aging and Health**  
Designed to explore the physiological process of aging and the role of interventions. Prerequisite: Kine 103 or Kine 113.
- Kine 310 (F) 3 hrs. cr.  
**Theory and Technique of Elementary Physical Education I**  
Designed to provide pedagogical knowledge and application necessary for instruction of physical education with the elementary school child. Emphasis on motor skill instruction and analysis, curricular design, lesson planning, and class management. Enrollment restricted to Physical Education majors. Prerequisite: Kine 251 or Kine 252.
- Kine 311 (F,S) 2 hrs. cr.  
**Physical Education for the Elementary School**  
Provides elementary education candidates with the skill, content and pedagogical knowledge necessary to design and implement an interdisciplinary physical education program. Emphasis is on development of the total child through physical activity. Prerequisite: a biology course and 60 hours
- Kine 312 (S) 3 hrs. cr.  
**Theory and Technique of Elementary Physical Education II**  
Designed to provide pedagogical knowledge and practical experience for instruction in the elementary school physical education setting. Emphasis on physical fitness assessment, unit planning, and lifetime activity and sport instruction. Includes an 18-hour field experience. Prerequisite: Kine 310.
- Kine 321 (F) 3 hrs. cr.  
**Theory and Technique of Secondary Physical Education**  
Offers pedagogical considerations necessary to develop teaching methodologies relative to lesson plan construction, class organization, and evaluation of students. Teaching sessions will provide the opportunity to experience a variety of teaching methods and organizational styles. Enrollment restricted to Physical Education majors. Prerequisite: Kine 251 or Kine 252.
- Kine 325 (F,S) 2 hrs. cr.  
**Practicum in Sports Medicine**  
This course is designed to provide the student the opportunity to observe and participate in athletic training procedures performed on athletes in the MSSC athletic training facility. (80 hours). Can be repeated once for credit. Prerequisites: Kine 220 and permission of instructor.
- Kine 332 (F) 2 hrs. cr.  
**Rhythmic Form and Analysis**  
Designed to develop content knowledge and pedagogical skill in the area of dance and rhythmic activities developmentally appropriate for the PK-6 elementary physical education curriculum. Emphasis on movement concepts through activities involving creative dance, singing games, dances of American origin, international folk dances, and a variety of rhythmic activities. Includes a five-hour pre-school experience. Prerequisite: Kine 310 or concurrent enrollment in Kine 310.
- Kine 340 (F,S) 2 hrs. cr.  
**Motor Learning in Physical Education**  
Designed to provide students with the background necessary for identification of physical, mental, social, and emotional development and the effects on behavior movement. Prerequisite: 30 hours.
- Kine 342 (F,S) 3 hrs. cr.  
**Biomechanical Analysis of Movement**  
A biomechanical approach to the study of forces on the human body with an emphasis on performance improvement, injury prevention, and rehabilitation in sport and exercise. Prerequisite: Bio 201.
- Kine 345 (F,S) 2 hrs. cr.  
**Tests and Measurements in Physical Education**  
Designed to introduce students to the techniques of measuring and evaluating performance. Includes preparation and administration of skill, fitness, and written tests along with statistical procedures for data analysis. Prerequisite: Kine 114
- Kine 355 (Summer) 1 hr. cr.  
**Lifetime Sports Academy Practicum**  
A one-week practicum designed to provide students with practical teaching experience of children in lifetime sports and recreational activities. The *Lifetime Sports Academy* is held annually on the campus of Missouri Southern State College during the second week of June and is open to all elementary-aged children. Required of Physical Education majors. Can be repeated once for credit.
- Kine 365 (F) 2 hrs. cr.  
**Psychological Aspects of Physical Education** (*Writing Intensive*)  
Behavior exhibited in the learning of skills and physical performance related to psychological concepts connected with the demands of physical activities. Particular attention given to self-efficacy, motivation, and participation and their effect on physical performance and personal wellness.
- Kine 366 (S) 2 hrs. cr.  
**Social Aspects of Physical Education**  
Knowledge of the sociological aspects of physical activity relevant to physical education in schools. Particular attention given to the role of physical activity in social, ethical, and moral development of citizens.
- Kine 370 (F,S) 3 hrs. cr.  
**School Health Education** (*Writing Intensive*)  
This course provides the background information and skills teachers need to implement comprehensive school health education at the grade levels in which they are certified. Prerequisite: Educ 329 or current enrollment in Educ 329.
- Kine 375 (F,S) 2 hrs. cr.  
**Adapted Physical Education**  
Provides information and strategies to assist professionals in designing and implementing appropriate physical activity programs for individuals with disabilities.

Kine 385 (F,S) 3 hrs. cr.

**Nutrition for Human Development**

Students will examine nutrition associated with human development and performance. Emphasis on the physiological and biochemical basis of nutrient absorption and utilization. Particular attention will be given to evaluating and developing strategies for optimal nutrition at various life stages. Prerequisite: any biology or chemistry course.

Kine 395 (F,S) 2 hrs. cr.

**Practicum in Wellness**

Students will gain experience in planning, implementing, and evaluating various aspects of health promotion programs. Knowledge of wellness programs will be enhanced by the development and refinement of skills appropriate to the discipline. Out of class opportunities will include working with the Missouri Southern Wellness Program and/or the community. Prerequisite: Kine 295.

Kine 431 (F,S) 2 hrs. cr.

**Physiology of Exercise**

Study of the effects of acute and chronic exercise on the systems of the body. Emphasis on energy, nutrition, and human performance. Prerequisite: Bio 201.

Kine 432 (F) 2 hrs. cr.

**Physiology of Exercise Laboratory**

Lab activities with emphasis on instrumentation and techniques used in the assessment of the physiological response to exercise. Required course for Health Promotion and Wellness majors. Prerequisite: Bio 201.

Kine 495 (F, S) 6 hrs. cr.

**Internship in Wellness**

Extensive, off-campus internship providing opportunity for students to be an integral component of a wellness or health promotion facility. Students and on-site supervisor will develop a contractual agreement that provides specific learning experiences for the internship. Prerequisites: health promotion and wellness major, application for experience at least one semester in advance, and consent of department.

Kine 498 (Demand) 1-3 hrs. cr.

**Seminar in Health or Physical Education**

A thorough study of an advanced problem in health or physical education for selected students. Prerequisites: senior standing, permission of department head.

Kine 499 (F,S) 1-3 hrs. cr.

**Independent Study**

Research of a problem or field of study relating to kinesiology. Material, content, credit, and schedule to be arranged by the department head. Prerequisites: senior standing, 3.0 GPA in major and permission of department head.

**Psychology**

Taylor Hall 206, 417.625.9315

**Faculty** Murdock-Head, Babbitt, Cathey, Cochran, A. Cole, C. Cole, Griffin, Huffman, McDermid

The psychology department offers two degrees: the bachelor of arts (B.A.) and the bachelor of science (B.S.). Both degrees have the same requirements in the core and psychology. The B.A. includes an emphasis on foreign language; the B.S. includes an emphasis in math or science. Both degrees prepare students for careers that require a broad liberal arts education at the bachelor's level. Recent graduates with the bachelor's degree (B.A. & B.S.) have entered careers in human and social services, research, and business. The B.A. and B.S. degrees provide an excellent foundation for students who wish to earn advanced graduate degrees or go to professional school. Almost half of the recent graduates have entered into graduate programs.

Many psychology courses are taken by students with other majors. Psy 100 fulfills a requirement in the Core Curriculum. Several degrees require supporting courses in psychology. Students may also obtain a minor in psychology.

**Student Organizations**

**Psychology Club** is open to all students who are interested in psychology. The club provides an informal setting for students to learn more about psychology. The club sponsors a wide variety of social and intellectual activities each semester.

**Psi Chi** is the national honor society in psychology. Psi Chi recognizes academic excellence and stimulates further scholarship. Psi Chi members are invited to participate in national and regional professional organizations. Locally the Psi Chi members share many activities with the Psychology Club.

**Bachelor of Arts in Psychology**

	Semester Hours
<b>Core Requirements (p. 33)</b>	<b>51</b>
<b>Psychology Requirements</b>	<b>46</b>
Psy 100 General Psychology *	3
Psy 305 Child & Adolescent Development (4)	

OR		
Psy 300	Child Development (3)	
AND		
Psy 301	Adolescent Development (3)	4-6
Psy 320	Applied Statistics	3
Psy 325	Computers in the Behavioral Sciences	3
Psy 330	Experimental Psychology	5
Psy 386	Conditioning & Learning	3
Psy 411	Sensation & Perception	
OR		
Psy 415	Animal Behavior	
OR		
Psy 442	Physiological Psychology	3
Psy 341	Social Psychology	
OR		
Psy 422	Theories of Personality	3
Psy 390	Junior Seminar	1
Psy 443	Memory & Cognition	3
Psy 452	History & Systems of Psychology	3
Psy 481	Senior Thesis	3
Psychology Electives		9
<b>Supporting Area</b>		<b>15</b>

The supporting area requires at least 15 hours in one discipline other than psychology or a combination of areas is possible with approval of the adviser and the department head.

<b>Foreign Language*</b>	<b>12</b>
Elective	6
	<b>124</b>

\*This course meets a 3 hr. core requirement

**Bachelor of Science in Psychology**

	Semester Hours	
<b>Core Requirements (p. 33)</b>	<b>51</b>	
<b>Psychology Requirements</b>	<b>46</b>	
Psy 100 General Psychology *	3	
Psy 305 Child & Adolescent Development (4)		
OR		
Psy 300	Child Development (3)	
AND		
Psy 301	Adolescent Development (3)	4-6
Psy 320	Applied Statistics	3
Psy 325	Computers in the Behavioral Science	3
Psy 330	Experimental Psychology	5
Psy 386	Conditioning & Learning	3
Psy 411	Sensation And Perception	
OR		
Psy 415	Animal Behavior	
OR		
Psy 442	Physiological Psychology	3

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Psy 341	Social Psychology	
OR		
Psy 422	Theories of Personality	3
Psy 390	Junior Seminar	1
Psy 443	Memory & Cognition	3
Psy 452	History and Systems of Psychology	3
Psy 481	Senior Thesis	3
Psychology Electives		9
<b>Supporting Area</b>		<b>15</b>

The supporting area requires at least 15 hours in one discipline other than psychology or a combination of areas is possible with approval of the adviser and the department head.

Additional hours of science, computer science or math that do not fulfill any other requirements	9
Electives	6
	<b>124</b>

\*These courses meet a 3 hour core requirement.

## Minor in Psychology

Psy 100	General Psychology	3
Psy 305	Child & Adolescent Development (4)	
OR		
Psy 300	Child Development (3)	
AND		
Psy 301	Adolescent Development (3)	3-4
Psy 320	Applied Statistics	3
Psychology Electives*		11-12
		<b>21</b>

\*Select with approval of a psychology adviser.

A minor in psychology complements many majors providing knowledge and skills concerning personal, interpersonal, and group behavior. A psychology adviser will help students minoring in psychology to select method and content courses appropriate to their goals.

## Suggested Order of Study

### Bachelor of Arts Major Code 2001 Psychology Major

#### Freshman Year

1st Semester		
Course		Hours
Psy 100	General Psychology	3
Psy 120	College Orientation	1
CORE	[Eng 101 Comp 1 (WI)]	3
CORE	[Math 125, 130, 131]	3
CORE	[Core Electives]	5
		<b>15</b>

#### 2nd Semester

Psy 305	Child & Adolescent Dev	4
CORE	[Eng 102 (WI) (Eng 101)]	3
CORE	[Bio 101 Gen Bio]	4
CORE	[Core Electives]	6
		<b>17</b>

#### Sophomore Year

1st Semester		
Psy 320	Applied Stat (Psy 100)	3
Psy 341	Social Psychology*	
OR		
Psy 411	Sensation & Perception*	
OR		
Psy 415	Animal Behavior*	3
CORE	[Core Electives]	6
Foreign Language		3
		<b>15</b>

#### 2nd Semester

Psy 325	Com in Behav Sci (Psy320)	3
Psychology Elective		3
Supporting Area		3
CORE	[Core Elective]	3
Foreign Language		3
		<b>15</b>

#### Junior Year

1st Semester		
Psy 330	Exper Psy (WI) (Psy 325)	5
Supporting Area		3
CORE	[Core Elective]	4
Foreign Language		3
		<b>15</b>

#### 2nd Semester

Psy 390	Junior Seminar** (WI)	1
Psy 442	Physiological Psy**	
OR		
Psy 422	Theories of Personality**	3
Psy 386	Conditioning & Learning (Psy 320)**	3
Supporting Area		6
CORE	[Core Elective]	2
Foreign Language		3
		<b>18</b>

#### Senior Year

1st Semester		
Psy 443	Mem & Cog (Psy330)*	3
Psychology Elective		6
Supporting Area		3
CORE	[CORE Elective]	3
		<b>15</b>

#### 2nd Semester

Psy 452	History & Sys (Psy 330)**	3
Psy 481	Senior Thesis (WI)	3
CORE	[CORE Elective]	3
Electives		5
		<b>14</b>

\*Offered fall semester only

\*\*Offered spring semester only (Prerequisites)

[Department Recommendations]

### Bachelor of Science Major Code 2000 Psychology Major

#### Freshman Year

1st Semester		
Psy 100	General Psychology	3
Psy 120	College Orientation	1
CORE	[Eng 101 Comp I (WI)]	3
CORE	[Math 125,130 or 131]	3
CORE	[CORE Electives]	5
		<b>15</b>

#### 2nd Semester

Psy 305	Child/Adolescent Dev	4
CORE	[Eng 102 (WI) (Eng 101)]	3
CORE	[Bio 101 Gen Biology]	4
CORE	[CORE Electives]	6
		<b>17</b>

#### Sophomore Year

1st Semester		
Psy 320	Applied Stat (Psy 100)	3
Psy 341	Social Psychology*	
OR		
Psy 411	Sensation & Perception*	
OR		
Psy 415	Animal Behavior*	3
CORE	[CORE Electives]	6
Science		3
		<b>15</b>

#### 2nd Semester

Psy 325	Com in Behav Sci (Psy 320)	3
Psychology Elective		3
Supporting Area		3
CORE	[CORE Elective]	3
Science		3
		<b>15</b>

#### Junior Year

1st Semester		
Psy 330	Exper Psy (WI) (Psy 325)	5
Supporting Area		3
CORE	[CORE Electives]	6
Science		3
		<b>17</b>

2nd Semester		
Psy 390	Junior Seminar** (WI)	1
Psy 442	Physiological Psy**	
OR		
Psy 422	Theories of Personality**	3
Psy 386	Condition & Learning	3
Supporting Area		
CORE	[CORE Electives]	3
<b>16</b>		

## Senior Year

1st Semester		
Psy 443	Mem & Cog (Psy 330)*	3
Psychology Elective		
Supporting Area		
CORE	[CORE Electives]	3
<b>15</b>		

2nd Semester		
Psy 452	History & Sys (Psy 330)**	3
Psy 481	Senior Thesis (WI)	3
CORE	[CORE Elective]	3
Electives		
<b>14</b>		

\*Offered fall semester only

\*\*Offered spring semester only  
(Prerequisites)

[Department Recommendations]

## Other Requirements

Nine hours are required from math, computer science, chemistry, biology and/or physics, in addition to all other requirements. These replace the foreign language requirement.

For additional information contact:

Dr. Gwen Murdock

Office: Taylor Hall 209

Phone: 417.625.9504

E-mail: murdock-g@mail.mssc.edu

## Course Descriptions

Psy 100 (F,S) 3 hrs. cr.

### General Psychology

Introductory course stressing the importance of the psychological mechanisms underlying all human behavior. Satisfies the CORE Curriculum requirement.

Psy 100 (F) 3 hrs. cr.

### General Psychology-Honors

The same topics as general psychology above. Designed and specially taught for honors students. Other students permitted with consent of instructor.

Psy 105 1 hr. cr.

### Career and Life Planning

Materials and methods to help students investigate their present lifestyles including concrete methods of decision making and goal

setting. Concentrated career/vocational choice sessions will help students determine an appropriate career. Offered during the second half of each semester. No credit toward psychology major or minor.

Psy 120 (F,S) 1 hr. cr.

### College Orientation

A requirement for all incoming freshmen. Provides a small group setting for open communication between students in an informal situation. Content focuses on practical knowledge necessary for academic survival, adviser assignment, and current issues of concern. Regular course withdrawal procedures do not apply. No credit toward psychology major or minor.

Psy 221 (F,S) 3 hrs. cr.

### Personal Adjustment

Selected principles of adjustment, ways of improving adjustment and research of practical value. Some emphasis on assertion skills.

Psy 282 (F) 3 hrs. cr.

### Applied Behaviorism

Techniques of modifying behavior through principles developed by learning psychology. Emphasis on design and implementation of behavioral strategy in the laboratory, as well as practical settings. Prerequisite: Psy 100.

Psy 298 (Demand) 1-3 hr. cr.

### Special Topics in Psychology

Special topics in psychology not normally included in other courses. Prerequisites to be determined by the department.

Psy 300 (F,S) 3 hrs. cr.

### Child Development

The course covers development from conception to late childhood, including physical, cognitive, emotional and social development. Theories and methods of developmental psychology will be discussed. The course material will include a variety of individual and group activities. Prerequisite: Psy 100. No credit will be given if Psy 305 has been completed.

Psy 301 (F,S) 3 hrs. cr.

### Adolescent Development

The course covers adolescent development, including physical, cognitive, emotional and social development. Theories of adolescent development will be presented, as well as the contextual influences of family, peers, school, and culture. The course material will include a variety of individual and group activities. Prerequisite: Psy 100. No credit will be given if Psy 305 has been completed.

Psy 302 (F,S) 2 hrs. cr.

### The Exceptional Child

A series of awareness experiences which deal with the added complexities an exceptional child presents to a regular classroom teacher. Includes characteristics of the exceptional child, resources in the community, and legislation which determines school policy. Prerequisite: Psy 100.

Psy 305 (F,S) 4 hrs. cr.

### Child & Adolescent Development

Aspects of human development during conception, infancy, childhood, transience to adolescence will be examined, including, physical, emotional, social, and cognitive development. Emphasis will be given to theoretical frameworks and their practical implications. Cross-cultural variety will be included wherever appropriate. Prerequisites: Psy 100. One hour credit will be given if Psy 300 or Psy 301 have been completed.

Psy 310 (F,S) 2 hrs. cr.

### Educational Psychology

Psychological problems involved in education and the practical application of psychological principles of teaching. Special emphasis on the learner, the learning process, and the learning situation. Prerequisite: Psy 100.

Psy 320 (F,S) 3 hrs. cr.

### Applied Statistics for the Behavioral and Natural Sciences

The course includes descriptive and inferential techniques. The analysis and interpretation of data is emphasized. Prerequisites: Psy 100 (or permission) and Math 110, 130 or 131.

Psy 325 (F,S) 3 hrs. cr.

### Computers in the Behavioral Sciences

Applications of computers in behavioral sciences with an emphasis on statistical analysis, data collection, and report generation. Prerequisite: Psy 320.

Psy 330 (F,S) 5 hrs. cr.

### Experimental Psychology (Writing Intensive)

The research process is the foundation for knowledge in the field of psychology. This laboratory course stresses the acquisition of basic skills in conceiving and carrying out research, as well as analyzing results and writing reports in a professionally acceptable manner. Prerequisite or corequisite: Psy 325

Psy 341 (F) 3 hrs. cr.

### Social Psychology

Introduction to the study of individuals' thoughts, feelings, and behaviors as they are influenced by their social environment, including interpersonal, intragroup, and intergroup influences. Prerequisite: Psy 100.

Psy 343 (Demand) 3 hrs. cr.

### Human Sexuality

Surveys current research and theory related to human sexuality. Human sexual behavior and attitudes will be viewed from biological, psychological, historical, and cultural perspectives. Prerequisites: Psy 100.

Psy 386 (S) 3 hrs. cr.

### Conditioning & Learning

Leading theories and research in the field of learning. Topics include Non-Associative Learning, Classical Conditioning, Instrumental Learning, Stimulus Control of Behavior, Punishment, Avoidance Behavior, and Cognitive Processes. Prerequisite: Psy 320.

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- Psy 390 (S) 1 hr. cr.  
**Junior Seminar** (*Writing Intensive*)  
For Junior Psychology majors. Information & experiences helpful in making decisions about and preparing for careers, emphasizing preparation for either graduate school or baccalaureate level employment. Corequisite or Prerequisite: Psy 320.
- Psy 411 (F,Even) 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. Prerequisite: Psy 100.
- Psy 412 (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 or consent of instructor.
- Psy 415 (F,Odd) 3 hrs. cr.  
**Animal Behavior**  
Research in animal behavior from a phylogenetic and ontogenetic 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 Bio 101 or permission of the instructor.
- Psy 422 (S) 3 hrs. cr.  
**Theories of Personality**  
Survey of major contemporary theories of personality, issues of personality assessment, and current research. Prerequisite: Psy 100 and junior standing.
- Psy 432 (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.
- Psy 435 (F,Odd) 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.
- Psy 442 (S) 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. Prerequisite: Psy 100.
- Psy 443 (F) 3 hrs. cr.  
**Memory and Cognition**  
Designed to acquaint the student with the major issues and current research findings in the area of memory and cognitive processes. General topics include sensory, short-term and long-term memory; psychology and law; and artificial intelligence. Prerequisite: Psy 330.
- Psy 450 (S) 3 hrs. cr.  
**Psychology of Human Resources**  
An interdisciplinary approach to traditional areas of human resource management/organizational psychology, including group interaction, communication, interviewing, compensation and benefits, and legal environment. Experiential and theoretical methods will be used. Prerequisite: Psy 100 or MM 350 or permission of instructor.
- Psy 452 (S) 3 hrs. cr.  
**History and Systems of Psychology**  
Historical antecedents and their effects on contemporary scientific psychology. Prerequisite: Psy 330 or consent of instructor.
- Psy 460 (Demand) 3 hrs. cr.  
**Advanced Research Projects**  
Advances the research skills in psychology beyond what is learned in Psy 330. Students will conceive, design, gather, and analyze the data and write up a naturalistic observation, a survey, or an experiment of their own choosing. Students will function as sole investigators or as members of a team. The final research project can serve as a pilot study for the students' senior thesis as well as provide a project for presentation at a professional research conference. Prerequisite: Psy 330 or permission of the instructor.
- Psy 470 (Demand) 3 hrs. cr.  
**Psychological Measurement**  
Examines classical and contemporary theories and practices in psychological measurement. Students apply measurement theory in the construction of an original instrument and establish the properties of reliability and validity. Prerequisites: 12 hours of psychology course work including Psy 320.
- Psy 481 (F,S) 3 hrs. cr.  
**Senior Thesis** (*Writing Intensive*)  
Students design and conduct research projects resulting in a written thesis and an oral presentation. Prerequisite: Psy 330 and Senior Standing.
- Psy 498 (Demand) 1-3 hrs. cr.  
**Seminar in Psychology**  
Specialized knowledge and/or current research in psychology. Topics vary by interest and demand. Number of weekly meetings equal to credit hours granted. Prerequisite: Junior-senior standing and consent of instructor. Some seminars are marked (H) in the class schedule and are intended for honors students. Other students may enroll in honors seminars with consent of instructor.
- Psy 499 (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.

## Teacher Education

Taylor Hall 232, 417.625.9309

**Faculty** Abight, Cade, Cox, Faine, Freeman, Overdeer, Pulliam, Roberts, Scholl, Smith, Spencer

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 College 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 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 MSSC core 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 Secondary Education Committee, the Teacher Education Council (which serve as the governing unit), and the Committee on Admission and Retention. 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; and TESOL program 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 College 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 an educational decision maker. In this role, the teacher must make decisions about pedagogical design and lesson design. Decisions concerning pedagogical design include those regarding classroom management, curriculum development, field experiences, technology, and program evaluation. Decisions about lesson design include communications, use of science, technology, and the arts, problem solving, values clarification, intellectual domains, and social institutions. An extension of the role of the teacher as an educational decision maker includes the teacher as a learner, provider of services, researcher, and change agent.

Central to the preparation for teaching is the conceptual framework, composed of knowledge, skills, and techniques that have been gathered from research, reported effective

practices, and 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.

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 10 standards:

1. The preservice teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.
2. The preservice teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.
3. The preservice teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. The preservice teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.
5. The preservice teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
6. The preservice teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
7. The preservice teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

8. The preservice teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
9. The preservice teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilize the assessment and professional growth to generate more learning for more students.
10. The preservice teacher fosters relationships with school colleagues, parents and educational partners in the larger community to support student learning and well-being.

### **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.

Applications for tentative formal admission to the teacher education program may be filed with the Dean of the School of Education after the candidate has declared a teacher education major and successfully completed 55 semester hours of prescribed course work, including current semester enrollment. The deadline for application is the third week in February for those seeking formal admission in the subsequent fall semester. The deadline for application for those seeking admission in the spring semester is the third week in October.

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 329, 321, & 423) has been completed, except for Educ 100, Educ 200, and Educ 302, which may be taken at any time. Educ 301 must be taken before or concurrently with the Junior Block. Educ 316, Educ 324, Educ 342, Educ 380, Educ 422, and Educ 480 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.
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 or a SAT (VM) of 800.
5. Submit a hand-written autobiography in correct and coherent standard English. The autobiography must be read and approved by the candidate's adviser.
6. Submit a passing evaluation in speech from the communications department.
7. Convicted felons 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, 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 convicted felons must follow before consideration is given for certification in the State of Missouri. Failure to identify oneself will cause the candidate to be immediately removed from the program.

When candidates complete these qualifications, they will receive tentative formal admission to the teacher education program and notification from the Dean. Candidates who fail to gain tentative formal admission also will be notified by the Dean. Reasons for failure to gain tentative formal admission will be stated, along with suggested corrective measures, should the candidate wish to continue pursuing formal admission.

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

Grades below a "C" in professional education courses will not be accepted for the degree requirements in teacher education. Candidates seeking certification in elementary education, middle school education, secondary education, special education, and early childhood education must have a grade of "C" or better in each of the courses in these certification areas.

1. The following list are courses at MSSC that must have a grade no lower than a "C". The Department of Elementary and Secondary Education (DESE) classifies these courses under professional requirements as foundations of teaching, teaching methods, elementary school courses, and clinical experiences.
  - A) ALL "Educ" prefix classes
  - B) Psychology classes:
    - Psy 100 General Psychology
    - Psy 300 Child Development
    - Psy 301 Adolescent Development
    - Psy 305 Child/Adolescent Dev
    - Psy 310 Educational Psychology
    - Psy 412 Measurement & Evaluation
  - C) Education Requirements & General Education where applicable:
    - Geog 211 Regions & Nations 3
    - Econ 180 American Economic Sys 3
    - Math 119 Math Elem. Tch I 3
    - Math 120 Math Elem Tch II 3
    - Eng 325 Children's Literature 3
    - Art 220 Art Education 2
    - Mus 332 Music for Elem Sch 2
    - Kine 311 PE for Elem Sch 2
    - Kine 340 Motor Learning 2
    - Kine 370 School Health 3

Candidates qualifying for formal admission to the program will be notified in writing by the Dean. The date of formal admission will be entered on the candidates's record by the Registrar. Candidates who have not met the criteria will also be notified and corrective measures suggested.

## Admission to Student Teaching

After completion of Educ 329, Pedagogical Theory, Methods, and Practices, but before the professional semester, candidates in early childhood education, elementary education, middle school education, and special education take approximately 26 or more hours of work in professional education and in a teaching specialty. During this time the candidate must maintain a cumulative GPA of 2.75 or better and a GPA of 2.5 or better in the teaching specialty. 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. The candidate is expected to maintain those personal and 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. Convicted felons must complete the form provided upon applying for admission to student teaching.

The student teaching program is designed for candidates who have met all of the requirements for student teaching at Missouri Southern State College.

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.

## 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 College:

1. Demonstrate mastery of pedagogical knowledge and skills included in the 10 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.
5. Pass the Teaching Specialty Exam, currently the ETS PRAXIS II Series.
6. Successfully complete student teaching requirements.
7. As part of the authentic assessment procedures, each candidate must have a successful exit interview.
8. Pass an FBI background check.
9. Be eligible for current Missouri teacher certification.

## Advisement

Advisers will be assigned to candidates upon admission to the college. 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 200, Introduction to Teacher Education II. It is strongly recommended that all secondary teacher education majors 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 MSSC courses by the Assistant Certification Officer in the Office of the Dean.

All students who enter Missouri Southern as freshmen teacher education candidates are required to take Educ 100, Introduction to Teacher Education I, during their freshman year and Educ 200, Introduction to

Education II, during their sophomore year. Students who transfer into MSSC at the point of formal admission into the Teacher Education Program are not required to take these two courses.

## 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 300 Child Development.

Middle school education candidates (*grades 5 through 9*), must take Psy 100 General Psychology and Psy 305 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*), foreign language education candidates (*grades K through 12*), TESOL candidates and reading concentration candidates (*grades K through 12*) must take Psy 100 General Psychology and Psy 305 Child/Adolescent Development.

Secondary education candidates in business education, English education, mathematics education, social studies education, speech/theatre education, or unified science education must take Psy 100 General Psychology and Psy 301 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 Professional Certificate-I teaching certificate. This is a probationary certificate that is granted for three years. Additional certification is granted by the Missouri Department of Elementary and Secondary Education. Students with degrees from MSSC or another institution who wish to be certified in the State of Missouri must meet all of the requirements that are set forth in this catalog for the B.S.E. 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 in the Office of the Dean and in the Teacher Education Department.

## Exceptions to the Core Requirements: Physical Education Requirements

All teacher education candidates must meet the Core Curriculum requirements with the exception of elementary education, early childhood education, special education, or TESOL education candidates. These candidates are not required to take Kine 101, P. E. Activities, and Kine 103, Lifetime Wellness. In place of these two courses, 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 (B.S.E.) - Elementary Education

### Area of Concentration

Candidates who elect 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, mathematics, music, reading, science, social studies, speech/theatre, or other approved area.

**Option 2:** An added certification in an area of study, such as early childhood education (Birth-Grade 3), special education (K-12), or TESOL (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 courses (Option 1)

		Hours
Math 119	Math Elem. I	3
Math 120	Math Elem. II	3
Eng 325	Children's Lit.	3
Art 220	Art Education	2
Mus 332	Mus for the Elem. Tch.	2
Kine 311	P.E. for the Elem. Tch.	2
Kine 370	School Health	3
Psy 300	Child Development	3
Psy 310	Educ. Psychology	2

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Educ 100	Intro to Teacher Ed. I	1
Educ 200	Intro to Teacher Ed II	1
Educ 301	Use of Computer Sftwre	3
Educ 302	Exceptional Child	2
Educ 311	Sci in the Elem. & M.S.	3
Educ 312	Problms in Tchg Arith.	3
Educ 322	Soc. Stds in the Elem & MS	3
Educ 329	PTMP	4
Educ 321	Mictoteaching	2
Educ 423	Classroom Mgmt	2
Educ 340	Language Arts	2
Educ 342	Developmental Rdg	3
Educ 343	Content Area Lit: MS	3
Educ 402	Foundations in Educ.	2
Educ 432	Critical Issues	2
Educ 470	Diagnostic & Rmdl Rdg.	3
Educ 442	Educ or Psy Electives	4-6
Educ 442	Student Teaching Elem.	8

## K-12 Special Education (Option 2)

Educ 324	Intro to Sp. Ed.	3
Educ 348	Transition Services	2
Educ 410	Tch Mid/Mod Cross-C	3
Educ 420	Intro to Counseling	3
Educ 430	Language Development	3
Educ 446	Practicum in Sp. Ed.	3
Educ 403 or 404 or 405	Methods	3
Educ 474	Ed Psy Testing	3
Educ 444	Student Teaching Sp Ed.	8

## B-3 Early Childhood Education (Option 2)

Kine 340	Motor Learning	2
Educ 316	Fds, Issue, Trnds-ECE	2
Educ 317	Curr - ECE	3
Educ 318	Meths-Mats ECE	3
Educ 319	Practicum Meths-Mats ECE	2
Educ 323	Utilizing Fam. & Com.	3
Educ 408	Assessment ECE & Prac.	4
Educ 430	Language Development	3
Educ 442	Student Teaching Elem.	8

## K-12 TESOL (Option 2)

Eng 301	Modern Grammar	3
Educ 380	Theories/Sec. Lang.	3
Educ 381	Theories of TESOL	3
Educ 480	Methods of TESOL	3
Educ 481	Mat. Dev. & Assmt TESOL	3
Educ 482	Pract. TESOL	3
Educ 422	Content Area Lit: Sec.	2
Educ 342	Developmental Rdg.	3
Elective	or other approved course	3
Educ 442	Student Teaching	8

## Bachelor of Science in Education - Middle School

Candidates who elect middle school (*grades 5-9*) as their major must complete two areas of certification consisting of 22-32 hours in each area. The curriculum for these areas is a joint effort by the departments of teacher education and the teaching specialty. Students who desire to teach in a middle school

may choose to become certified in any two of the following seven areas: Language Arts (English), Math, Science, Social Studies, Business, Industrial Technology, Speech/Theatre.

## 5-9 Middle School Professional Education courses

		Hours
Math 119	Math Elem I	3
Math 120	Math Elem II	3
Psy 305	Child/Adolescent Dev.	4
Psy 310	Educ Psychology	2
Psy 412	Meas. & Eval	2
Educ 100	Intro to Tchr Educ I	1
Educ 200	Intro to Tchr Edu II	1
Educ 301	Use of Cmptr. Sftwre	3
Educ 302	Exceptional Child	2
	2 cont. area methods courses (Educ 311, 312, 322, 336, 340, 344, 330)	4-6
Educ 321	Microteaching	2
Educ 329	PTMP	4
Educ 423	Classroom Management	2
Educ 342	Developmental Rdg.	3
Educ 343	Content Area Lit: MS	3
Educ 402	Foundations of Educ.	2
Educ 412	Phil, Org. & Curr.	2
Educ 413	Mthds Tchg in Mid. Grds.	2
Educ 432	Critical Issues	2
Educ 452	Student Teaching Middle S.	8

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

Soc.Stu./English	=	31
English/Sci	=	36
English/Math	=	36
Soc.Stu./Sci	=	30
Soc.Stu./Math	=	30
Sci/Math	=	38
Sci/Industrial Tech	=	43
Sci/Business	=	42
Speech&Theater/Soc.Stu.	=	37
Speech&Theater/English	=	43
Speech&Theater/Sci	=	45
Industrial Tech/Soc.Stu.	=	35
Industrial Tech/Speech & Theater	=	50
Industrial Tech/English	=	41
Business/Soc.Stu.	=	34
Business/Industrial Tech	=	47
Business/Speech&Theater	=	49
English/Business	=	40
Math/Speech&Theater	=	45
Math/Industrial Tech	=	43
Math/Business	=	42

Total Hours for degree in Middle School:

Soc.Stu./English	=	131
English/Sci	=	136
English/Math	=	136
Soc.Stu./Sci	=	130
Soc.Stu./Math	=	130
Sci/Math	=	138
Sci/Industrial Tech	=	143
Sci/Business	=	142
Speech&Theater/Soc.Stu.	=	137
Speech&Theater/English	=	143
Speech&Theater/Sci	=	145
Industrial Tech/Soc.Stu.	=	135
Industrial Tech/Speech & Theater	=	150
Industrial Tech/English	=	141
Business/Soc.Stu.	=	134
Business/Industrial Tech	=	147
Business/Speech&Theater	=	149
English/Business	=	140
Math/Speech&Theater	=	145
Math/Industrial Tech	=	143
Math/Business	=	142

## Bachelor of Science in Education-Secondary Education or K-12

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 or in two different teaching fields with a lesser degree of specialization. Specialties available for secondary school teaching are:

1. Art K-12
2. Business Education 9-12
3. English 9-12
4. French K-12
5. German K-12
6. Industrial Technology 9-12
7. Mathematics 9-12
8. Music K-12 (*Vocal and/or Instrumental*)
9. Physical Education K-12
10. Social Studies 9-12
11. Spanish K-12
12. Speech/Theatre 9-12
13. Unified Science 9-12 (*with emphasis in biology, chemistry, or physics*)

### Plan A: (Double Teaching Field)

Plan A is intended for those who desire to qualify as teachers in two different subject matter areas. Each area requires a minimum of 30 semester hours of specific course work which must meet minimum Missouri

State Department of Elementary and Secondary Education requirements. Plan A is not available in social science or unified science. If Plan A is selected, a second teaching field is required.

### 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 core requirements as all MSSC students. Depending on the teaching specialty, these candidates will differ in the order in which they take the Core Curriculum 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:

	Hours
Psy 305	4
Psy 310	2
Educ 100	1
Educ 200	1
Educ 301	3
Educ 302	2
Educ 321	2
Educ 329	4
Educ 335,337,338,345 (Methods Course)	2
Educ 402	2
Educ 412, or 420, or Psy 412 (Elec.)	2-3
Educ 422	2
Educ 423	2
Educ 432	2
Educ 464	8

### 9-12 Secondary Professional Education Sequence:

Psy 301	3
Psy 310	2
Educ 100	1
Educ 200	1
Educ 301	3
Educ 302	2
Educ 321	2
Educ 329	4
Educ 330, 332, 333, 334, 336, 339, 344 (Methods Courses)	2
Educ 402	2
Educ 412, or 420, or Psy 412 (Elec.)	2-3
Educ 422	2
Educ 423	2
Educ 432	2
Educ 462	8

## Programs (Examples:)

### 1. Elementary Education - Option I with a 21 hour concentration

### Suggested Order of Study

#### Bachelor of Science in Education Elementary Education/ with Social Studies Concentration

Major Code 9007

#### Freshman year

Course		Hours
Educ 100	Intro to Tchr Educ I	1
Psy 100	General Psychology	3
CORE	[Eng 101 Comp I] (WI)	3
CORE	[Math 119 Math Elem I]	3
CORE	[Econ 180 Amer Econ]	3
Psy 120	College Orientation	1
		<b>14</b>

#### 2nd Semester

CORE	[Math 120 Math Elem II]	3
CORE	[Eng 102 (Eng 101)] (WI)	3
CORE	[Comm 100 Oral Comm]*	3
CORE	[Hist 110 U.S.1492-1877]	3
CORE	[Humanities/Fine Arts (2A)]	3
		<b>15</b>

*(To meet state certification requirements the candidate in all elementary supported fields must take either Music or Art Appreciation to fulfill Area 2A as one of the three Humanities & Fine Arts requirements, page 33.)*

#### Sophomore Year

1st Semester		
Educ 200	Intro to Tchr Educ II	1
CORE	[Bio 101 General Bio]	4
CORE	[Hist 120 US 1877-present]	3
CORE	[Humanities/Fine Arts (2B)]	3
CORE	[PSc 120 Gov't:US/Sta/Loc]	3
Psy 300	Child Development	3
		<b>17</b>

#### 2nd Semester

*Take first available C-Base Test. Apply for admission to the Teacher Education Program. If ACT is less than 20, candidate must retake the ACT.*

CORE	[Humanities/Fine Arts (2C)]	3
Kine 311	PE in Elem School ***	2
CORE	[Phys 101]	5
Mus 332	Music for Elem School	2
Educ 301	Comp Software Clsrn**	3
		<b>15</b>

#### Junior Year

##### 1st Semester

*Candidate must be tentatively admitted to the Teacher Education Program before any course from the junior block forward with an "Educ" prefix can be taken. (Exceptions: Educ 100, Educ 200, Educ 301 and Educ 302)*

Educ 329	Ped Theory Methds & Prac	4
Educ 321	Microteaching	2
Educ 423	Classroom Management	2
Educ 342	Dev Reading: Elementary	3
Kine 370	School Health Educ (WI)***	3
Educ 302	The Exceptional Child	2
		<b>16</b>

##### 2nd Semester

*Must be fully admitted to the Teacher Education Program.*

Art 220	Art Education	2
Geog 211	Regions and Nations	3
Educ 343	Content Area M.S. (WI)	3
Educ 340	Language Arts	2
Educ 312	Prob of Tchng Arith	3
Psy 310	Educational Psy	2
		<b>15</b>

#### Senior Year

##### 1st Semester

Eng 325	Children's Lit (WI)	3
Educ 470	Diag & Remdl Rdg	3
Educ 311	Tchng Sci Elem (Bio 101, Phys 101)	3
Educ 322	Tchng Soc Studies	3
Elective @ @		2-3
		<b>14-15</b>

##### 2nd Semester

Educ 402	Foundations of Educ (WI)	2
Educ 432	Critical Issues	2
Elective @ @		2-3
Educ 442	Student Teaching	8
		<b>14-15</b>

### Total Elementary Education /with Social Studies Concentration 120-122#

@ @ Select two upper division EDUC or PSY electives. If Educ 420 is chosen as an elective, it must be taken before student teaching.

#Additional hours of coursework needed to fulfill the graduation requirement. See your adviser.

(Prerequisites)

[Department Recommendations]

\*Candidate must have speech evaluation filed in the Dean's office.

\*\*This is a certification requirement and must be taken by all teacher education candidates before or concurrently with the Junior Block.

\*\*\*Meets the core requirements in Physical Education.

# 170 / Teacher Education

## Bachelor of Science in Education Elementary Education/ with Reading Concentration

Major Code 9000

### Freshman year

1st Semester	Course	Hours
Educ 100	Intro to Tchr Educ I	1
Psy 100	General Psychology	3
CORE	[Eng 101 Comp I] (WI)	3
CORE	[Math 119 Math Elem I]	3
CORE	[Econ 180 Amer Econ]	3
Psy 120	College Orientation	1
		<b>14</b>

### 2nd Semester

CORE	[Math 120 Math Elem II]	3
CORE	[Eng 102 (Eng101)] (WI)	3
CORE	[Comm 100 Oral Comm]*	3
CORE	[Hist 110 U. S. 1492-1877]	3
CORE	[PSc 120 Gov't;US/Sta/Loc]	3
CORE	[Humanities/Fine Arts (2A)]	3
		<b>18</b>

(To meet state certification requirements the candidate in all elementary supported fields must take either Music or Art Appreciation to fulfill Area 2A as one of the three Humanities & Fine Arts requirements, page 33.)

### Sophomore Year

1st Semester	Course	Hours
Educ 200	Intro to Tchr Educ II	1
CORE	[Bio 101 General Biology]	4
CORE	[Hist 120 US 1877-present]	3
Geog 211	Regions and Nations	3
CORE	[Humanities/Fine Arts (2B)]	3
CORE	[Humanities/Fine Arts (2C)]	3
		<b>17</b>

### 2nd Semester

Take first available C-Base Test. Apply for admission to the Teacher Education Program. If ACT is less than 20, candidate must retake the ACT.

Art 220	Art Education	2
Psy 305	Child/Adolescent Dev	4
Kine 311	PE in Elem School ***	2
CORE	[Phys 101]	5
Educ 301	Comp Software Clsrn**	3
		<b>16</b>

### Junior Year

#### 1st Semester

Candidate must be tentatively admitted to the Teacher Education Program before courses with an "Educ" prefix can be taken. (Exceptions: Educ 100, Educ 200, Educ 301 and Educ 302)

Educ 329	Ped Theory Methds Prac	4
Educ 321	Microteaching	2
Educ 423	Classroom Mgt	2
Kine 370	School Health Educ ***(WI)	3
Educ 302	The Exceptional Child	2
Educ 342	Dev Reading: Elementary	3
		<b>16</b>

### 2nd Semester

Must be fully admitted to the Teacher Education Program.

Educ 474	Educ & Psy Testing	3
Mus 332	Mus Elem School	2
Educ 343	Content Area Lit: M.S. (WI)	3
Educ 470	Diag & Rmdl Rdg	3
Educ 340	Language Arts	2
Educ 312	Probs of Tchng Arith	3
		<b>16</b>

### Junior Year - SUMMER

Educ 430	Language Development	3
Educ 471	Prac in Diag Rdg Diff	3
		<b>6</b>

### Senior Year

#### 1st Semester

Educ 322	Tchng Soc. Studies	3
Eng 325	Children's Literature (WI)	3
Educ 311	Teaching Science Elem (Bio 101, & Phys 101)	3
Educ 420	Intro to Counseling	3
Educ 422	Content Area Lit: Sec. (WI)	2
Psy 310	Educational Psychology	2
		<b>16</b>

### 2nd Semester

Educ 402	Found of Educ (WI)	2
Educ 432	Critical Issues	2
Educ 442	Student Teaching Elem.	8
		<b>12</b>

### Total Elementary Education /with Reading Concentration 131

(Prerequisites)

[Department Recommendations]

\*Candidate must have speech evaluation filed in the Dean's office.

\*\*This is a certification requirement and must be taken by all teacher education students prior to the Junior Block or concurrently.

\*\*\*Meets the core requirements in Physical Education.

## 2. Elementary Education/Early Childhood Education - Option 2

### Suggested Order of Study

## Bachelor of Science in Education Elementary Education/Early Childhood Education

Major Code 9010

### Freshman year

1st Semester	Course	Hours
Educ 100	Intro to Tchr Educ I	1
Psy 100	General Psychology	3
CORE	[Eng 101 Comp I] (WI)	3
CORE	[Math 119 Math Elem I]	3
CORE	[Econ 180 Amer Econ]	3
Psy 120	College Orientation	1
		<b>14</b>

### 2nd Semester

CORE	[Math 120 Math Elem II]	3
CORE	[Eng 102 (Eng 101)] (WI)	3
CORE	[Comm 100 Oral Comm]*	3
CORE	[Hist 110 U.S.1492-1877]	3
CORE	[PSc 120 Gov't: US/Sta/Loc]	3
		<b>15</b>

### Sophomore Year

#### 1st Semester

Educ 200	Intro to Tchr Educ II	1
CORE	[Bio 101 General Biology]	4
CORE	[Hist 120 US 1877-present]	3
Geog 211	Regions and Nations	3
CORE	[Humanities/Fine Arts (2A)]	3
CORE	[Humanities/Fine Arts (2B)]	3
		<b>17</b>

(To meet state certification requirements the candidate in all elementary supported fields must take either Music or Art Appreciation to fulfill Area 2A as one of the three Humanities & Fine Arts requirements, page 33.)

### 2nd Semester

Take first available C-Base Test. Apply for admission to the Teacher Education Program. If ACT is less than 20, candidate must retake the ACT.

Art 220	Art Education	2
Psy 300	Child Development	3
Kine 311	PE in Elem Sch ***	2
CORE	[Phys 101]	5
Kine 340	Motor Learning#	2
CORE	[Humanities/Fine Arts (2C)]	3
		<b>17</b>

### Sophomore Year - SUMMER

Eng 325	Children's Literature (WI)	3
Educ 301	Comp Software Clsrn**	3
Educ 302	Exceptional Child	2
		<b>8</b>

### Junior Year

#### 1st Semester

Candidate must be tentatively admitted to the Teacher Education Program before courses with an "Educ" prefix can be taken. (Exceptions: Educ 100, Educ 200, Educ 301 and Educ 302)

Educ 329	Ped The Methds & Prac	4
Educ 321	Microteaching	2
Educ 423	Classroom Management	2
Kine 370	School Health Educ (WI)***	3
Educ 316	Found,Iss,Trnd ECE#	2
Mus 332	Music in Elem Sch	2
		<b>15</b>

### 2nd Semester

Must be fully admitted to the Teacher Education Program.

Educ 342	Dev Reading: Elementary	3
Educ 340	Language Arts	2
Educ 312	Prob of Tchng Arith	3
Educ 311	Teaching Science Elem (Bio 101, & Phys 101)	3
Educ 317	Curriculum – ECE#	3
Educ 323	Util Fam Comm Res#	3
		<b>17</b>

## Junior Year - SUMMER

Educ 408	Assess & Pract in ECE#	4
Educ 430	Language Development	3
		<b>7</b>

## Senior Year

### 1st Semester

Educ 343	Content Area Lit: M.S. (WI)	3
Educ 470	Diag & Remdl Rdg	3
Educ 318	Meth & Materials ECE#	3
Educ 319	Prac Meth & Mat#	2
Psy 310	Educational Psychology	2
Educ 322	Tchg Soc Studies	3
		<b>16</b>

### 2nd Semester

Educ 402	Foundations of Educ (WI)	2
Educ 432	Critical Issues	2
Educ 442	Student Teaching Elem.	8
		<b>12</b>

## Total Elementary Education/with Early Childhood Education

**138**

(Prerequisites)

[Department Recommendations]

\*Candidate must have speech evaluation filed in the Dean's office.

\*\*This is a certification requirement and must be taken by all teacher education candidates prior to the Junior Block or concurrently.

\*\*\*Meets the core requirements in Physical Education.

#Courses specific to the Early Childhood Area of Emphasis.

Area of Emphasis - total semester hrs = 22

## 3. Elementary Education/Special Education - Option 2

### Suggested Order of Study

## Bachelor of Science in Education Elementary Education/Special Education

Major Code 9009

Candidates who wish to certify in special education must certify in mild/moderate cross categorical disabilities and one of the following options:

- Learning Disabilities K-12,
- Mental Handicaps K-12,
- Behavior Disorders K-12.

Beginning with the Junior Block, candidates may begin taking the required courses in special education. The first course in the sequence is Educ 324, Introduction to Special Education. This course introduces the certification options in special education

offered at MSSC. This course must be taken before any of the methods courses in special education can be taken. The MSSC requirement is for all special education candidates to complete the cross-categorical methods course and one additional methods course in any of the three areas: mild/moderate learning disabled, mild/moderate behavioral disordered, or mild/moderate mentally handicapped. An additional methods course in LD, MH, or BD, is required to provide the candidate with a depth of knowledge in a specific categorical area. The cross-categorical practicum satisfies the practicum requirement for both areas of certification, provided there is at least one student in the classroom with the targeted categorical eligibility.

Candidates student teach in cross-categorical disabilities and must meet all course requirements for that area, qualify for admission to student teaching, and then complete ten weeks student teaching in a cross-categorical classroom. That includes students in the additional category chosen.

Candidates who pursue these programs must carefully follow the suggested order of study for these categories.

## Freshman Year

### 1st Semester

Course		Hours
Educ 100	Intro to Tchr Educ I	1
Psy 100	General Psychology	3
CORE	[Eng 101 Comp I] (WI)	3
CORE	[Math 119 Math Elem I]	3
CORE	[Econ 180 Amer Econ]	3
CORE	[Comm 100 Oral Comm]*	3
Psy 120	College Orientation	1
		<b>17</b>

### 2nd Semester

CORE	[Math 120 Math Elem II]	3
CORE	[Eng 102 (Eng 101)] (WI)	3
CORE	[Hist 110 US1492-1877]	3
CORE	[PSC 120 Gov't: US/Sta/Loc]	3
Educ 301	Comp Software Clsrm**	3
CORE	[Humanities/Fine Arts (2A)]	3
		<b>18</b>

(To meet state certification requirements the candidate in all elementary supported fields must take either Music or Art Appreciation to fulfill Area 2A as one of the three Humanities & Fine Arts requirements, page 33.)

## Sophomore Year

### 1st Semester

Educ 200	Intro to Tchr Educ II	1
CORE	[Bio 101 General Biology]	4
CORE	[Hist 120 US 1877-present]	3
Geog 211	Regions and Nations	3

CORE	[Humanities/Fine Arts (2B)]	3
Psy 305	Child/Adolescent Dev	4
		<b>18</b>

### 2nd Semester

Take first available C-Base Test. Apply for admission to the Teacher Education Program. If ACT is less than 20, candidate must retake the ACT.

Art 220	Art Education	2
Kine 311	PE in Elem School ***	2
CORE	[Phys 101]	5
CORE	[Humanities/Fine Arts (2C)]	3
Psy 310	Educational Psychology	2
Mus 332	Music for Elem School	2
		<b>16</b>

## Summer Semester - Sophomore

Eng 325	Children's Literature (WI)	3
Educ 302	Exceptional Child	2
		<b>5</b>

## Junior Year

### 1st Semester

Candidate must be tentatively admitted to the Teacher Education Program before courses with an "Educ." prefix can be taken. (Exceptions: Educ 100, Educ 200, Educ 301 and Educ 302)

Educ 329	Ped Theory Methds & Prac	4
Educ 321	Microteaching	2
Educ 423	Classroom Management	2
Kine 370	School Health Educ.***	3
Educ 324	Intro Spec Educ#	3
Educ 342	Dev Reading: Elementary	3
		<b>17</b>

### 2nd Semester

Must be fully admitted to the Teacher Education Program

Educ 311	Teaching Science Elem (Bio 101, & Phys 101)	3
Educ 340	Language Arts	2
Educ 312	Problems of Tchg Arith	3
Educ 474	Ed-Psy Testing	3
Educ 410	Methods/Cross-Categorical#	3
		<b>14</b>

## Summer Semester - Junior

Educ 348	Transition Services#	2
Educ 430	Lang. Development	3
Educ 403 or 404 or 405#	Methods in MR BD,or LD	3
		<b>8</b>

## Senior Year

### 1st Semester

Educ 343	Content Area Lit: M.S. (WI)	3
Educ 470	Diag & Remdl Reading	3
Educ 322	Tchg Soc. Studies	3
Educ 420	Intro to Counseling	3
Educ 446	Pract Cross-Categorical#	3
		<b>15</b>

### 2nd Semester

Educ 402	Foundations of Educ (WI)	2
Educ 432	Critical Issues	2
Educ 444	Student Teaching Sp. Ed.	8
		<b>12</b>

# 172 / Teacher Education

## Total Elementary Education/with Special Education 140

(Prerequisites)

[Department Recommendations]

\*Candidate must have speech evaluation field in the Dean's office.

\*\*This is a certification requirement and must be taken by all teacher education students prior to Junior Block or concurrently.

\*\*\*Meets the core requirements in Physical Education.

#Courses specific to Special Education certification endorsement.

### 4. Elementary Education/ TESOL - Option 2

#### Suggested Order of Study

#### Bachelor of Science in Education Elementary Education/ TESOL

Candidates who wish to certify in TESOL (Teachers of English to Students of Other Languages) can add the course work to elementary, middle school, or secondary education programs. Please see your adviser for details. The following Suggested Order of Study is for the elementary education program only.

#### Freshman Year

1st Semester	Course	Hours
CORE	[Eng 101 Comp I] (WI)	3
Psy 100	General Psychology	3
CORE	[Econ 180 Amer Econ]	3
CORE	[Hist 110 U.S. 1492-1877]	3
CORE	[Comm 100 Oral Comm]*	3
Psy 120	College Orientation	1
		<b>16</b>

#### 2nd Semester

CORE	[Eng 102 (Eng 101)] (WI)	3
CORE	[Hist 120 US1877-Present]	3
CORE	[Math 119 Math Elem Tchr I]	3
CORE	[PSc 120 Govt:US,Sta,Loc]	3
Educ 100	Intro to Tchr Educ I	1
CORE	[Humanities/Fine Arts (2A)]	3
		<b>16</b>

(To meet state certification requirements the candidate in all elementary supported fields must take either Music or Art Appreciation to fulfill Area 2A as one of the three Humanities & Fine Arts requirements, page 33.)

#### Summer Semester

CORE	[Bio 101 General Biology]	4
		<b>4</b>

#### Sophomore Year

1st Semester		
CORE	[Math 120 Math Elem II]	3
Educ 301	Comp Software Clsrn**	3
Geog 211	Regions & Nations	3
Psy 305	Child/Adolescent Dev	4
Educ 200	Intro to Tchr Educ II	1
CORE	[Humanities/Fine Arts (2B)]	3
		<b>17</b>

#### 2nd Semester

Take first available C-Base Test. Apply for admission to the Teacher Education Program. If ACT is less than 20, candidate must retake the ACT.

CORE	[Humanities/Fine Arts (2C)]	3
CORE	[Phys 101]	5
Psy 310	Educational Psychology	2
Kine 311	P.E. for Elem School***	2
Mus 332	Music for Elem School	2
Educ 302	Exceptional Child	2
		<b>16</b>

#### Junior Year

1st Semester  
Candidate must be tentatively admitted to the Teacher Education Program before courses with an "Educ" prefix can be taken. (Exceptions: Educ 100, Educ 200, Educ 301 and Educ 302)

Educ 329	Ped Theory Methods & Prac	4
Educ 321	Microteaching	2
Educ 423	Classroom Management	2
Educ 342	Dev Reading: Elementary	3
Kine 370	School Health***	3
Eng 301	Modern Grammar	3
		<b>17</b>

#### 2nd Semester

Must be fully admitted to the Teacher Education Program

Educ 311	Science Elem School	3
Educ 312	Prob of Tchr Arthm	3
Educ 340	Language Arts	2
Educ 343	Content Area Lit: M.S. (WI)	3
Educ 380	Theories/Eng 2nd Lang	3
Educ 480	Methods of TESOL	3
		<b>17</b>

#### Summer - Junior Year

Educ 381	Tchnlg Multicultural Soc	3
Educ 481	Mat Dev & Assess/ TESOL	3
		<b>6</b>

#### Senior Year

1st Semester		
Educ 322	Tchnlg Soc Stud Elem	3
Educ 422	Content Area Lit: Sec. (WI)	2
Educ 470	Dgnstc & Rmdl Rdnlg	3
Educ 482	Practicum/ TESOL	3
Eng 325	Children's Literature	3
Art 220	Art Education	2
		<b>16</b>

#### 2nd Semester

Educ 402	Foundations of Educ (WI)	2
Educ 432	Critical Issues	2
Educ 442	Student Teaching Elem.	8
		<b>12</b>

#### Total Elementary Education with TESOL 137

\*Candidate must have speech evaluation field in the Dean's office.

\*\*This is a certification requirement and must be taken by all teacher education students prior to Junior Block or concurrently.

\*\*\*Meets the core requirements in Physical Education.

## 5. Middle School Education

### Bachelor of Science in Education Middle School Education

#### Suggested Order of Study

Candidates will need to check with their advisers for additional courses that must be taken in each of two chosen areas of certification Language Arts, Social Science, Science, Industrial Technology, Business, Speech/Theatre, or Math.

#### Freshman Year

1st Semester			Hours
Course			
Educ 100	Intro to Tchr Educ I		1
CORE	[Eng 101 Comp I] (WI)		3
CORE	[Math 119 Math Elem I]		3
CORE	[Econ 180 Amer Econ]***		3
Psy 120	College Orientation		1
CORE	[Comm 100 Oral Comm]*		3
CORE	[Kine 101 PE Activity]		1
			<b>15</b>

#### 2nd Semester

CORE	[Math 120 Math Elem II]	3
CORE	[Eng 102 (Eng 101)] (WI)	3
CORE	[Hist 110 U.S. 1492-1877]	3
Psy 100	General Psychology	3
CORE	[Bio 101 Gen Biology]	4
		<b>16</b>

#### Summer - Freshman Year

Certification Areas	4-8
	<b>4-8</b>

#### Sophomore Year

1st Semester		
CORE	[Phys 101]	5
CORE	[Hist 120 U.S. 1877-present]	3
CORE	[Kine 103 Lifetime Wellness]	2
Educ 301	Comp Software Clsrn**	3
Educ 200	Intro to Tchr Educ II	1
CORE	[Humanities/Fine Arts (2B)]	3
		<b>16</b>

#### 2nd Semester

Take first available C-Base Test. Apply for admission to the Teacher Education Program. If ACT is less than 20, candidate must retake the ACT.

CORE	[PSC 120 Govt:US,Sta,Loc]	3
Psy 305	Child/Adolescent Dev.	4
CORE	[Humanities/Fine Arts (2C)]+	3
CORE	[Humanities/Fine Arts (2A)]++	3
Certification Areas	3-6	
	<b>16-19</b>	

<b>Summer – Sophomore Year</b>	
Certification Areas	4-8 4-8

**Junior Year**  
1st Semester  
*Candidate must be tentatively admitted to the Teacher Education Program before courses with an "Educ" prefix can be taken. (Exceptions: Educ 100, Educ 200, Educ 301 and Educ 302)*

Educ 329	Ped Theory Methds & Prac	4
Educ 321	Microteaching	2
Educ 423	Classroom Management	2
Educ 342	Dev Reading: Elementary	3
Certification Areas		6-7 17-18

2nd Semester  
*Must be fully admitted to the Teacher Education Program*

Educ 343	Content Area Lit: M.S. (WI)	3
Educ 302	Exceptional Child	2
Psy 310	Educational Psychology	2
International Studies		3
Certification Areas		4-8 14-18

**Summer – Junior Year**

Certification Areas	2-8 2-8
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**Senior Year**  
1st Semester

Educ 412	Middle School Curr	2
Psy 412	Measurement & Eval	2
Educ Elem Content Methods		5-6
Certification Areas		7-8 17-18

2nd Semester

Educ 402	Foundations of Educ (WI)	2
Educ 413	Methods of Tchng M.S.	2
Educ 432	Critical Issues	2
Educ 452	Student Teaching M.S.	8
		14

**Total Middle School** 130-153

(Prerequisites)

[Department Recommendations]

\*Candidate must have speech evaluation filed in the Dean's Office.

\*\*This is a certification requirement and must be taken by all teacher education candidates prior to Junior Block or concurrently.

\*\*\*Business majors must take Econ 202 instead of Econ 180.

+English majors must take a second literature to fulfill Humanities 2C.

++Speech/Theatre majors must take Th 110 to fulfill Humanities 2A.

## 6. Secondary Education (9-12)

### Suggested Order of Study

#### Bachelor of Science in Education Secondary Education (9-12)

**Freshman Year**  
1st Semester  
*Follow teaching specialty department recommendations for core courses and teaching specialty courses.*

Course		Hours
Educ 100	Intro to Tchr Educ I	1
Psy 100	General Psychology	3

2nd Semester  
*Follow teaching specialty department recommendations for core courses and teaching specialty courses.*

**Sophomore Year**  
1st Semester  
*Follow teaching specialty department recommendations for core courses and teaching specialty courses.*

Educ 200	Intro to Tchr Educ II	1
Educ 302	Exceptional Child	2

*Pass first available C-Base test. Verify that ACT score is 20. Have a 2.5 GPA in the teaching specialty area and a 2.75 cumulative GPA. Get faculty recommendation, write autobiography, and file admission papers for tentative admission.*

2nd Semester  
*Follow teaching specialty department recommendations for core courses and teaching specialty courses.*

Educ 301	Comp Software Clsrn**	3
Psy 301	Adolescent Development	3

**Junior Year**  
1st Semester  
*Candidate must be tentatively admitted to the Teacher Education Program before courses with an "Educ" prefix can be taken. (Exceptions: Educ 100, Educ 200, Educ 301, and Educ 302).*

Educ 329	Ped Theo Meth & Prac	4
Educ 321	Microteaching	2
Educ 423	Classroom Management	2

*Follow departmental recommendations for teaching specialty courses. If recommended by Junior Block instructors, and by the teacher education faculty, receive full admission to teacher education.*

2nd Semester  
*Follow departmental recommendations for teaching specialty courses.*

Psy 310	Educational Psychology	3
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**Senior Year**  
1st Semester  
*Follow departmental recommendations for teaching specialty courses. Apply for student teaching during the second week of the semester.*

Educ 422	Content Area Lit: Sec. (WI)	2
Psy 412	Measurement & Eval.	
OR		
Educ 412	Mid School Curr	
OR		
Educ 420	Intro to Counseling	2-3

2nd Semester

Educ 402	Foundations of Educ (WI)	2
Educ 432	Critical Issues	2
Educ	Tchng Specialty	
	Methods Course	2-3
Educ 462	Student Teaching Sec	8
		14-15

(Prerequisites)

[Department Recommendations]

\*\*This is a certification requirement and must be taken by all teacher education candidates prior to Junior Block or concurrently.

## 7. K-12 Education

### Suggested Order of Study

#### Bachelor of Science in Education K-12 Program

**Freshman Year**  
1st Semester  
*Follow teaching specialty department recommendations for core courses and teaching specialty courses.*

Course		Hours
Educ 100	Intro to Tchr Educ I	1
Psy 100	General Psychology	3

2nd Semester  
*Follow teaching specialty department recommendations for core courses and teaching specialty courses.*

**Sophomore Year**  
1st Semester  
*Follow teaching specialty department recommendations for core courses and teaching specialty courses.*

Educ 200	Intro to Tchr Educ II	1
Educ 302	Exceptional Child	2

*Take first available C-Base test. Verify that ACT score is 20+. Have a 2.5 GPA in the teaching specialty area and a 2.75 cumulative GPA. Get faculty recommendation, write autobiography, and file admission papers for tentative admission.*

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2nd Semester

Follow teaching specialty department recommendations for core courses and teaching specialty courses.

Educ 301	Comp Software Clsrm**	3
Psy 305	Child/Adolescent Dev	4

## Junior Year

1st Semester

Educ 321	Microteaching	2
Educ 329	Ped Theo Meth & Prac	4
Educ 423	Classroom Management	2

Follow departmental recommendations for teaching specialty courses. If recommended by Junior Block instructors, and by the teacher education faculty, receive full admission to teacher education.

2nd Semester

Follow departmental recommendations for teaching specialty courses.

Psy 310	Educational Psychology	3
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## Senior Year

1st Semester

Follow departmental recommendations for teaching specialty courses. Apply for student teaching during the second week of the semester.

Educ 422	Content Area Lit: Sec (WI)	2
Psy 412	Measurement & Eval.	
OR		
Educ 412	Mid Sch Org-Phil-Cur	
OR		
Educ 420	Intro to Counseling	2-3

2nd Semester

Educ 402	Foundations of Educ WI	2
Educ 432	Critical Issues	2
Educ	Tchng Specialty	
	Methods Course+	2-3
Educ 464	Student Teaching K-12	8

14-15

(Prerequisites)

[Department Recommendations]

\*\*This is a certification requirement and must be taken by all teacher education candidates prior to Junior Block or concurrently.

+Some teaching specialty methods courses are only offered in the spring semester.

For additional information contact:

Teacher Education Department

Office: Taylor Hall 237

Phone: 417.625.9309

FAX: 417.659.4387

## Course Descriptions

Educ 010 (F,S) 2 hrs. cr.

### Academic Skills for College Success

Designed to improve and enhance reading skills. Vocabulary, comprehension, and flexibility for rate are addressed in addition to the introduction of learning strategies involved in the successful transition from high school to college level of study. Provides opportunities for improving reading and study skills as well as for developing reading enrichment.

Educ 100 (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 105 (F,S) 1 hr. cr.

### Speed Reading

Designed specifically to increase reading speed. Not recommended for students with comprehension problems.

Educ 200 (F,S) 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 301 (F,S,Demand) 3 hrs. cr.

### Use of Computer Software in the Classroom

Study designed to provide the prospective teacher with a basic understanding of microcomputer hardware, software, and related technologies with special emphasis upon use of this technology in the accomplishment of teacher-oriented tasks. Prerequisite: Must be taken prior to or concurrently with the Junior Block or concurrently. **Required of all education majors.**

Educ 302 (F,S, Demand) 2 hrs. cr.

### The Exceptional Child

A series of awareness experiences dealing with the added complexities an exceptional child presents to a regular classroom teacher. Includes characteristics of the exceptional child, resources in the community, and legislation which determines school policy. Prerequisite: Psy 100

Educ 311 (F,S, Demand) 3 hrs. cr.

### Science in the Elementary and Middle 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 in-

quiry 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 312 (F,S, Demand) 3 hrs. cr.

### Problems of Teaching Arithmetic in Elementary Schools

(See Math 312)

Application of principles of learning and techniques of presentation. Techniques for diagnosis and remediation are treated as they relate to the elementary classroom. Prerequisite: Math 119 and completion of Junior Block.

Educ 316 (F,S) 2 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. In addition, designed to present current issues and trends associated with early childhood programming and consequent role expectations of prospective teachers. Prerequisite: Must be taken concurrently with the junior block courses.

Educ 317 (F,S) 3 hrs. cr.

### Curriculum in Early Childhood Education

Curriculum development in early childhood education, with special emphasis on various program models and curriculum designs currently used at the early childhood level; the formulation of developmentally appropriate goals for and curriculum content of educational programs for young children; and models of classroom management in early childhood education. Prerequisite: Educ 316.

Educ 318 (F,S) 3 hrs. cr.

### Early Childhood Methods and Materials

Background in teaching strategies and materials for the young child. Fundamentals of designing developmentally appropriate small group, large group, and individual learning experiences for young children; and appropriate teaching methods and materials at the early childhood level. Prerequisites: Educ 316 and Educ 317 or instructor permission. Must be taken concurrently with Educ 319.

Educ 319 (F,S) 2 hrs. cr.

### Practicum I in Early Childhood Education

Supervised participation in teaching on the early childhood level in the MSSC Child Development Center for a minimum of 64 clock hours. Students will design and implement small group, large group, and individual learning experiences, develop appropriate materials for children's use, and practice appropriate teaching strategies for young children. Prerequisites: Educ 316 and Educ 317 or instructor permission. Must be taken concurrently with Educ 318.

Educ 321 (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.

Educ 322 (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 school.

Educ 323 (S) 3 hrs. cr.  
**Utilizing Family and Community Resources for the Young Child**

Acquaints the prospective teacher of young children with the needs and concerns of families rearing young children, methods of involving parents in the education of their children, and knowledge of community resources for families with young children.

Educ 324 (F,S) 3 hrs. cr.  
**Introduction to Special Education**

Introduction to the five areas of mild/moderate disabilities: learning disabled, mentally handicapped, behavior disordered, physically disabled, and other health impaired. Provides the basis of understanding necessary to learn and apply the methodologies needed for each of these areas of exceptionalities. **(Must be taken concurrently with the junior block courses.)** Prerequisites: Educ 302, Psy 100 and Psy 305.

Educ 329 (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. Any off campus offerings require instructors permission.

Educ 330 (F) 3 cr. hrs.  
**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. It is a part of the professional semester. Prerequisite(s): Advanced standing in major field: admission to teacher education program. (Junior Block)

Educ 332 (S) 2 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. Part of the Professional Semester. Prerequisite: Junior Block

Educ 333 (S) 3 hrs. cr.  
**Teaching Science in Secondary School**  
An introduction to the instructional materials and methods of teaching science. Part of the Professional Semester. Prerequisite: Junior Block

Educ 334 (S) 2 hrs. cr.  
**Teaching Social Science in Secondary School**

This is a required education course which is an introduction to the instructional planning, materials, philosophy, rationale, and methods of teaching Social Studies. Part of the professional semester. Prerequisite: Junior Block

Educ 335 (S) 2 hrs. cr.  
**Teaching Music in Secondary School**  
An introduction to the instructional planning, materials, and methods of teaching music. Part of the Professional Semester. Prerequisite: Junior Block

Educ 336 (S) 2 hrs. cr.  
**Teaching Business in Secondary School**  
An introduction to the instructional planning, materials, and methods of teaching business. Part of the Professional Semester. Prerequisite: Junior Block

Educ 337 (F,S) 2 hrs. cr.  
**Teaching Art in Secondary School**  
An introduction to the instructional planning, materials, and methods of teaching art. Part of the Professional Semester. Prerequisite: Junior Block

Educ 338 (F,S) 2 hrs. cr.  
**Teaching Physical Education in Secondary School**  
An introduction to the instructional planning, materials, and methods of teaching physical education. Part of the Professional Semester. Prerequisite: Junior Block

Educ 339 (S) 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. Part of the Professional Semester. Will not count toward a major in mathematics. Prerequisite: Junior Block

Educ 340 (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.

Educ 342 (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. **(Should be taken with junior block.)**

Educ 343 (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. Prerequisite: Educ 342 (Can be taken concurrently with Educ 470 .)

Educ 344 (S) 2 hrs. cr.  
**Teaching Speech and Theatre in Secondary School**  
Techniques, methods, and course content used in teaching speech and theatre. Part of the Professional Semester. Prerequisite: Junior Block

Educ 345 (S) 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. Part of the Professional Semester. Prerequisite: Junior Block

Educ 348 (F,S) 2 hrs. cr.  
**Transition Services**  
A coordinated set of activities for a student designed within an outcome-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 324.

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- Educ 380 (S) 3 hrs. cr.  
**Theories of Teaching English as a Second Language**  
Basic theories of how non-English speaking people acquire English. Includes working with non-English speaking students, description of personal theory, and methods of teaching. (May be taken concurrently with or after Junior Block.)
- Educ 381 (Summer) 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. Prerequisite: Junior Block
- Educ 402 (F,S, Demand) 2 hrs. cr.  
**Foundations of Education** *(Writing Intensive)*  
Historical, philosophical, and sociological aspects of education. Emphasis upon the development of American education from the Colonial period and acquisition of knowledge of educational belief systems. Part of the Professional Semester.
- Educ 403 (Demand) 3 hrs. cr.  
**Methods of Teaching the Mentally Handicapped**  
Designed to help the prospective or in-service teacher understand mental retardation and learn to work effectively with retarded learners. Includes appropriate curriculum, individualized program development, and teaching strategies. Prerequisite: Educ 302 and Educ 324.
- Educ 404 (Demand) 3 hrs. cr.  
**Methods of Teaching Children with Learning Disabilities**  
Designed for the prospective or in-service teacher of learning disabled students. Diagnosis, evaluation, programming, instructional approaches, instructional strategies, and materials appropriate for use with learning disabled students. Prerequisite: Educ 302 and Educ 324.
- Educ 405 (Demand) 3 hrs. cr.  
**Methods of Teaching Children with Behavioral Disorders**  
Establishes a teaching rationale utilizing an individualized teaching strategy which enables the emotionally disturbed learner to profit more fully from school experiences. Prerequisite: Educ 302 and Educ 324.
- Educ 408 (F, Demand) 4 hrs. cr.  
**Assessment & Practicum in Early Childhood**  
An in-depth study of systematic observation, testing tools, and screening instruments. With supervised administration, scoring and interpretation of these assessments in early childhood education. In addition to 2 hrs. of lecture per week, students will be assigned to an early childhood setting for 4 clock-hours a week to utilize systematic informal observational techniques which will culminate in a written case study report. Prerequisite: Educ 316.
- Educ 410 (F,S) 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 mildly handicapped children in a cross-categorical classroom. Methodologies for students with learning disabilities, mental handicaps, behavior disorders, physical disabilities, and other health impairments are discussed.
- Educ 412 (F,S,Demand) 2 hrs. cr.  
**Middle School and Junior High 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 Education majors seeking middle school certification (Grades 5-9) and for others interested in curriculum and instruction.
- Educ 413 (F) 2 hrs. cr.  
**Methods of Teaching Students in the Middle Grades**  
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. Prerequisite: Educ 412 or may be taken concurrently.
- Educ 420 (F) 3 hrs. cr.  
**Introduction to Counseling** *(Writing Intensive)*  
Survey course exploring the role and function of counseling, including philosophies, theories, techniques, legal and ethical issues, assessment, and research. Designed as an overview for the classroom teacher, the reading specialist, and the special educator for use with students and parents.
- Educ 422 (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 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. Can be taken concurrently with Junior Block
- Educ 423 (F, S) 2 hrs. cr.  
**Classroom Management**  
Classroom Management introduces concepts, skills, and models for developing a personalized three-dimensional approach to behavior and classroom management. How to prevent discipline problems, what to do when problems occur, and what to do to decrease the possibility of problems recurring. Must be taken concurrently with Educ 329 and Educ 321.
- Educ 430 (F, S, Demand) 3 hrs. cr.  
**Language Development of Exceptional Children**  
Required for certification in special education and recommended for teachers of students focusing on early childhood education. Basic structures of language, normal sequence of language acquisition, and characteristics of language disabilities. Strategies suggested for both assessing and remediating language delays or disorders.
- Educ 432 (F, S, Demand) 2 hrs. cr.  
**Critical Issues in Education**  
Exploration of current problems with special regard to legal and professional roles of school personnel, their relationships to federal and state governments and local school districts; certification, salary schedules, retirement, and other benefits, professional organizations for teachers, and relationship with administration, pupils, parents, and the community. Part of Professional Semester.
- Educ 444 (F, S) 8 hrs. cr.  
**Student Teaching-Special Education**  
Supervised teaching in a special education setting in an assigned off-campus site. Course assignments consist of 50 full teaching days (10 weeks) and require the 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 10 week experience into two 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 446 (F, S, Demand) 3 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 324 and 3 credit hours of special education methods.

Educ 452 (F, S) 8 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 is based on 50 full teaching days (10 weeks) and 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 462 (F, S) 8 hrs. cr.

**Student Teaching-Secondary**

Supervised teaching on the secondary level in an assigned off-campus school site. The secondary school teaching experience is based on 50 full teaching days (10 weeks) and 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 464 (F, S) 8 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 is based on 50 full teaching days (10 weeks) and 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 10 week period into two segments: Five weeks at the elementary level and five weeks at the secondary level. 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 470 (F, S, Demand) 3 hrs. cr.

**Diagnostic and Remedial Reading**

Prepares the beginning remedial reading teacher and the regular classroom teacher to deal with remedial reading problems. Emphasis on diagnosis of problems more clinical in nature with techniques, materials, and management being stressed. Prerequisites: Educ 342, may be taken concurrently with Educ 343.

Educ 471 (Demand) 3 hrs. cr.

**Practicum in Diagnosis of Reading Difficulties**

Practice of administering, interpreting, and reporting diagnostic test results of reading difficulties. Prerequisites: Educ 342 or Educ 422, Educ 343, Educ 470, and Educ 474.

Educ 474 (F, Summer) 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 302 and Psy 310.

Educ 480 (S) 3 hrs. cr.

**Methods and Techniques for TESOL**

Introduces techniques for teaching ESOL. Includes work with ESOL students, class observations, and hands-on experience with a variety of materials. (May be taken concurrently with or after Junior Block.)

Educ 481 (Summer) 3 hrs. cr.

**Material Development and Assessment for TESOL**

Analysis and preparation of materials for teaching ESOL and the basics of test development for ESOL. Prerequisite: Junior Block.

Educ 482 (F) 3 hrs. cr.

**Practicum for Teaching English to Speakers of Other Languages**

Supervised practical classroom experience in teaching ESOL. Prerequisites: Educ 380, Educ 381, Educ 480, and Educ 481 and Junior Block.

Educ 483 (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 498 (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 499 (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.