
184 / Psychology, Teacher Education

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 495 (F, S) 2-3 hrs. cr.
Leadership Training
A required course for selected Orientation Leaders. This course is designed to cover organization of classroom materials, time-management, decision-making, problem-solving, and interpersonal relating in an on-site experience with small groups of freshman students. Student leaders may repeat this course for a maximum of 3 credits. This course will not fulfill requirements for a major or minor in Psychology.

Psy 498 (Demand) 1-3 hrs. cr.
Advanced Topics in Psychology
Designed to give advanced instruction in some area not covered in other courses. For upper division majors. Prerequisites to be determined by department.

Psy 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 Pulliam - Head, Abight, Betebenner, Cade, Coltharp, Edwards, Freeman, Morris, Overdeer, Payne, Richards, Robertson, Scholl, 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 University Supervisors.

Teacher Education

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

Eligibility for current certification is a requirement for graduation. Transfer students with a Missouri Associate of Arts degree will need to meet several MSSU 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 Admissions 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.

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

The Teacher Education Program is based on a conceptual framework that defines the role of the teacher as 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 dispositions 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 11 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.
11. The preservice teacher understands theories and applications of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students.

Admission to the Teacher Education Program

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

The first level is application for tentative formal admission, which may be after the candidate has declared a teacher education major and successfully completed 55 semester hours of prescribed course work. The deadline for application is the third Thursday in February for those seeking tentative formal admission in the subsequent fall semester. The deadline for application for those seeking admission in the spring semester is the third Thursday 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 321, 329, & 423) has been completed, except for Educ 100, Educ 200, Educ 302, and 304, which should be taken prior to the Junior Block. Educ 301 must be taken before or concurrently with the Junior Block. Educ 316, Educ 342, Educ 348, Educ 422, and Educ 430 may be taken concurrently with the Junior Block classes.

Qualifications for tentative formal admission include the following:

1. Submit a completed application that is signed by the candidate's adviser.
2. Have a cumulative GPA of 2.75 in all course work. All candidates in education must maintain a cumulative GPA of 2.5 in their teaching areas, e.g., art, mathematics, elementary education, etc.
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 evaluated by the candidate's adviser.
6. Submit a passing evaluation in speech from the communication department.
7. Applicants who have been convicted of a misdemeanor or felony, including a suspended imposition of sentence (SIS) must identify themselves by so indicating on the

application for admission form. Upon identification the candidate will need to make certain documents and information available to the Admissions and Retention Committee of the Teacher Education Program, i.e., conviction status, probation information, recommendations from court and public officials associated with the conviction. This process must be repeated when application is made for student teaching. There is a process that must be followed before consideration is given for certification in the State of Missouri. Failure to identify oneself will cause the candidate to be immediately removed from the program.

8. Submit a faculty recommendation form completed by a MSSU faculty member.

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

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

The following list are courses at MSSU 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
 - Econ180 American Economic System 3
 - Math 119 Math Elementary Teacher I 3
 - Math 120 Math Elementary Teacher II 3
 - Eng 325 Children's Literature 3
 - Art 220 Art Education 2
 - Mus 332 Music for Elementary School 2
 - Kine 311 PE for Elementary School 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.

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

Attendance is required at a student teaching orientation the semester prior to student teaching. This orientation is held the second week of the semester. Attendance is also required at student teaching seminars. These seminars are held during the student teaching semester.

Graduation Requirements

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

1. Demonstrate mastery of pedagogical knowledge and skills included in the 11 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. Complete the 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 University. For those without advisers, freshmen with declared majors in teacher education will have an adviser assigned as part of Educ 100, Introduction to Teacher Education I, and sophomores declaring a major in teacher education will be assigned advisers in Educ 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 MSSU courses by the Assistant Certification Officer in the Office of the Dean.

All students who enter Missouri Southern as freshman teacher education candidates are 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 MSSU at the point of tentative 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), and reading concentration candidates (Option 1, elementary grades 1 through 6) 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 Initial Professional Certificate (IPC). This is a probationary certificate that is granted for four years. Additional certification is granted by the Missouri Department of Elementary and Secondary Education. Candidates with degrees from MSSU or another institution who wish to be certified in the State of Missouri must meet all 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, or special 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). A course of study for these certificates is available in the Teacher Education Department Office. The elementary professional education sequence (1-6) must be followed along with the selected area of the added certificate.

1-6 Elementary Professional Education (Option 1)

	Hours
Math 119 Math Elementary I	3
Math 120 Math Elementary II	3
Eng 325 Children's Literature	3

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Art 220	Art Education	2
Mus 332	Music for the Elementary Teacher	2
Kine 311	P.E. for the Elementary Teacher	2
Kine 370	School Health	3
Psy 300	Child Development	3
Psy 310	Educational Psychology.	2
Educ 100	Introduction to Teacher Education I	1
Educ 200	Introduction to Teacher Education II.	1
Educ 301	Use of Computer Software	3
Educ 304	Exceptional Student	3
Educ 311	Science in the Elementary & Middle School	3
Educ 312	Problems in Teaching Arithmetic	3
Educ 322	Social Studies in the Elementary & Middle School	3
Educ 329	Pedagogical Theory, Methods & Prac	4
Educ 321	Microteaching	2
Educ 423	Classroom Management	2
Educ 340	Language Arts	2
Educ 342	Developmental Reading	3
Educ 343	Content Area Literature: Middle School	3
Educ 402	Foundations in Education	2
Educ 432	Critical Issues	2
Educ 470	Diagnostic & Remedial Reading	3
Elective @@	4-6
Educ 442	Student Teaching Elementary	8

@@Elementary Education (Option 1) candidates are required to take a total of two classes (4-6 hrs) from either the area of concentration or upper division School of Education (Teacher Education, Psychology, or Kinesiology).

K-12 Special Education (Option 2)

		Hours
Educ 304	Exceptional Student	3
Educ 348	Transition Services	2
Educ 410	Teaching Mild/Moderate: Categorical Class	3
Educ 420	Introduction to Counseling	3
Educ 430	Language Development.	3
Educ 446	Practicum in Special Education	3
Educ 403 or 404 or 405	Methods	3
Educ 474	Educational-Psychological Testing in Special Education	3
Educ 444	Student Teaching Special Education	8

B-3 Early Childhood Education (Option 2)

		Hours
Kine 340	Motor Learning	2
Educ 316	Foundations, Issues, & Trends in Early Childhood Education.	2
Educ 317	Curriculum in Early Childhood Education	3
Educ 318	Early Childhood Methods & Materials	3
Educ 319	Parcticum I in Early Childhood Education.	2
Educ 323	Utilizing Family & Community Resources for the Young Child	3
Educ 408	Assessment & Practicum in Early Childhood.	4
Educ 430	Language Development.	3
Educ 442	Student Teaching Elementary	8

K-12 TESOL (Option 2)

(THIS PROGRAM IS CURRENTLY NOT ACTIVE)

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 23-29 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 Elementary I.	3
Math 120	Math Elementary II	3
Psy 305	Child/Adolescent Development	4
Psy 310	Educational Psychology.	2
Psy 412	Measurement & Evaluation in Education & Psychology	2
Educ 100	Introduction to Teacher Education I	1
Educ 200	Introduction to Teacher Education II.	1
Educ 301	Use of Computer Software	3
Educ 302	Exceptional Child	2/3
OR		
Educ 304	Exceptional Student	3
2 content area methods courses	4-6
(Educ 322, 333, 336, 339, 340, 344, 347)		
Educ 321	Microteaching	2
Educ 329	Pedagogical Theory, Methods & Prac	4
Educ 423	Classroom Management	2
Educ 342	Developmental Reading	3
Educ 343	Content Area Literature: Middle School	3
Educ 402	Foundations of Education	2
Educ 412	Middle School & Junior High Philosophy, Organization & Curriculum.	2
Educ 413	Methods of Teaching Students in the Middle Grades.	2
Educ 432	Critical Issues	2
Educ 452	Student Teaching-Middle School	8

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

Social Studies/English	=	31
English/Science	=	36
English/Math	=	36
Social Studies/Science	=	30
Social Studies/Math	=	30
Science/Math	=	38
Science/Industrial Tech	=	43
Science/Business	=	45
Speech&Theater/Social Studies	=	37
Speech&Theater/English	=	43
Speech&Theater/Science	=	45
Industrial Tech/Social Studies	=	35

Industrial Tech/Speech & Theater	=	50
Industrial Tech/English	=	41
Business/Social Studies	=	37
Business/Industrial Tech	=	50
Business/Speech & Theater	=	52
English/Business	=	43
Math/Speech&Theater	=	45
Math/Industrial Tech	=	43
Math/Business	=	45

Total Hours for degree in Middle School:

Social Studies/English	=	131/132
English/Science	=	136/137
English/Math	=	136/137
Social Studies/Science	=	130/131
Social Studies/Math	=	130/131
Science/Math	=	138/139
Science/Industrial Tech	=	143/144
Science/Business	=	145/145
Speech&Theater/Social Studies	=	137/138
Speech&Theater/English	=	143/144
Speech&Theater/Science	=	145/145
Industrial Tech/Social Studies	=	135/136
Industrial Tech/Speech & Theater	=	150/151
Industrial Tech/English	=	141/142
Business/Social Studies	=	137/138
Business/Industrial Tech	=	150/151
Business/Speech & Theater	=	152/153
English/Business	=	143/144
Math/Speech & Theater	=	145/146
Math/Industrial Tech	=	143/144
Math/Business	=	145/146

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 and K-12 school teaching are:

1. Art K-12
2. Biology 9-12
3. Business Education 9-12
4. Chemistry 9-12
5. English 9-12
6. French K-12
7. German K-12
8. Industrial Technology 9-12
9. Mathematics 9-12
10. Music K-12 (Vocal and/or Instrumental)
11. Physical Education K-12
12. Physics 9-12
13. Social Studies 9-12
14. Spanish K-12
15. Speech/Theatre 9-12
16. 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 MSSU 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	Child/Adolescent Development 4
Psy 310	Educational Psychology. 2
Educ 100	Introduction to Teacher Education I 1
Educ 200	Introduction to Teacher Education II. . . . 1
Educ 301	Use of Computer Software 3
Educ 304	Exceptional Student* 3
Educ 321	Microteaching 2
Educ 329	Pedagogical Theory, Methods & Prac . . 4
Educ 335,337,338,345	(Methods Course) 2
Educ 402	Foundations of Education 2
Educ 412	or 420, or Psy 412 (Elective) 2-3
Educ 422	Content Area Literature: Secondary . . . 2
Educ 423	Classroom Management 2
Educ 432	Critical Issues 2
Educ 464	Student Teaching K-12 8

*K-12 Physical Education candidates take Educ 302 Exceptional Child, 2 cr. hrs.

9-12 Secondary Professional Education Courses:

Psy 301	Adolescent Development 3
Psy 310	Educational Psychology. 2
Educ 100	Introduction to Teacher Education I 1
Educ 200	Introduction to Teacher Education II. . . . 1
Educ 301	Use of Computer Software 3
Educ 302	Exceptional Child 2
Educ 321	Microteaching 2
Educ 329	Pedagogical Theory, Methods & Prac . . 4
Educ 332,	333, 334, 336, 339, 344, 347
	(Methods Course) 2-3
Educ 402	Foundations of Education 2
Educ 412	or 420, or Psy 412 (Elective) 2-3
Educ 422	Content Area Literature: Secondary . . . 2

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Educ 423	Classroom Management	2
Educ 432	Critical Issues	2
Educ 462	Student Teaching Secondary Education	8

Educ 321	Microteaching	2
Educ 329	Ped Theory, Methods, & Practices	4
Educ 423	Classroom Management	2
Educ 342	Development Reading: Elementary	3
Kine 370	School Health Education (WI)***	3
Mus 332	Music for Elementary School	2
		16

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

1st Semester		Hours
Course		
Educ 100	Introduction to Teacher Education 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
		14

2nd Semester

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

(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 32.)

Sophomore Year

1st Semester		Hours
Course		
Educ 200	Introduction to Teacher Education II	1
CORE	[Bio 101 General Biology]	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
		17

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 Physical Science]	5
Educ 301	Computer Software Classroom**	3
Educ 304	The Exceptional Student	3
		16

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 may be taken. (Exceptions: Educ 100, Educ 200, Educ 301, Educ 302, and Educ 304)

2nd Semester

Must be fully admitted to the Teacher Education Program.

Art 220	Art Education	2
Geog 211	Regions and Nations	3
Educ 312	Problems of Teaching Arithmetic	3
Educ 340	Language Arts	2
Educ 343	Content Area Literature: M.S. (WI)	3
Psy 310	Educational Psychology	2
		15

Senior Year

1st Semester

Eng 325	Children's Literature (WI)	3
Educ 311	Teaching Science Elementary (Bio 101, Phys 101)	3
Educ 322	Teaching Social Studies	3
Educ 470	Diagnostic & Remedial Reading	3
Elective @ @		2-3
		14-15

2nd Semester

Educ 402	Foundations of Education (WI)	2
Educ 432	Critical Issues	2
Elective @ @		2-3
Educ 442	Student Teaching: Elementary	8
		14-15

Total Elementary Education /with Social Studies Concentration

121-123#

@ @Elementary Education (Option 1) candidates are required to take a total of two classes (4-6 hrs) from either the area of concentration or upper division School of Education (Teacher Education, Psychology, or Kinesiology). 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.

Bachelor of Science in Education Elementary Education/ with Reading Concentration Major Code 9000

Freshman Year

1st Semester

Course		Hours
Educ 100	Introduction to Teacher Education 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
		14

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

(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 32.)

Sophomore Year

1st Semester		
Educ 200	Introduction to Teacher Education 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
		17

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.

Psy 305	Child/Adolescent Development	4
Kine 311	PE in Elementary School ***	2
CORE	[Phys 101]	5
Educ 301	Computer Software Classroom**	3
Educ 304	The Exceptional Student	3
		17

Junior Year

1st Semester

Candidate must be tentatively admitted to the Teacher Education Program before courses with an "Educ" prefix may be taken. (Exceptions: Educ 100, Educ 200, Educ 301, Educ 302, and Educ 304)

Educ 321	Microteaching	2
Educ 329	Ped Theory, Methods, Practices	4
Educ 423	Classroom Management	2
Kine 370	School Health Education ***(WI)	3
Educ 342	Development Reading: Elementary	3
Art 220	Art Education	2
		16

2nd Semester

Must be fully admitted to the Teacher Education Program.

Elective	Reading Concentration	3
Mus 332	Music Elementary School	2
Educ 343	Content Area Literature: M.S. (WI)	3
Educ 470	Diagnostic & Remedial Reading	3
Educ 340	Language Arts	2
		13

Junior Year - SUMMER

Elective	Reading Concentration	3
Educ 471	Practicum in Diagnosis Reading Diff	3
		6

Senior Year

1st Semester

Educ 312	Problems of Teaching Arithmetic	3
Educ 322	Teaching Social Studies	3
Eng 325	Children's Literature (WI)	3
Educ 311	Teaching Science Elem (Bio 101, & Phys 101)	3
Psy 310	Educational Psychology	2
		14

2nd Semester		
Educ 402	Foundations of Education (WI)	2
Educ 432	Critical Issues	2
Educ 442	Student Teaching Elementary	8
		12
Total Elementary Education /with Reading Concentration		127

(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.

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	Introduction to Teacher Education 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
		14

2nd Semester

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

Sophomore Year

1st Semester		
Educ 200	Introduction to Teacher Education 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
		17

(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 32.)

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 Elementary School ***	2
CORE	[Phys 101 Physical Science]	5
Kine 340	Motor Learning#	2
CORE	[Humanities/Fine Arts (2C)]	3
		17

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Sophomore Year - SUMMER

Eng 325	Children's Literature (WI)	3
Educ 301	Computer Software Classroom**	3
Educ 304	The Exceptional Student	3
		9

Junior Year

1st Semester

Candidate must be tentatively admitted to the Teacher Education Program before courses with an "Educ" prefix may be taken. (Exceptions: Educ 100, Educ 200, Educ 301, Educ 302, Educ 304)

Educ 321	Microteaching	2
Educ 329	Ped Theory, Methods, & Practices	4
Educ 423	Classroom Management	2
Kine 370	School Health Education (WI)***	3
Educ 316	Foundation, Issues, Trends ECE#	2
Mus 332	Music in Elementary School	2
		15

2nd Semester

Must be fully admitted to the Teacher Education Program.

Educ 311	Teaching Science Elementary (Bio 101, & Phys 101)	3
Educ 312	Problems of Teaching Arithmetic	3
Educ 317	Curriculum – ECE#	3
Educ 323	Utilizing Family/Community Resources#	3
Educ 340	Language Arts	2
Educ 342	Developmental Reading: Elementary	3
		17

Junior Year - SUMMER

Educ 408	Assessment & Practicum in ECE#	4
Educ 430	Language Development	3
		7

Senior Year

1st Semester

Educ 318	Methods & Materials ECE#	3
Educ 319	Practicum Methods & Mat#	2
Educ 322	Teaching Social Studies	3
Educ 343	Content Area Lit: M.S. (WI)	3
Educ 470	Diagnostic & Remedial Reading	3
Psy 310	Educational Psychology	2
		16

2nd Semester

Educ 402	Foundations of Education (WI)	2
Educ 432	Critical Issues	2
Educ 442	Student Teaching Elementary	8
		12

Total Elementary Education/with Early Childhood Education 139

(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.

The MSSU 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 disability.

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.

Freshman Year

1st Semester

Course		Hours
Educ 100	Introduction to Teacher Education 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 Communication]*	3
Psy 120	College Orientation	1
		17

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	Computer Software Classroom**	3
CORE	[Humanities/Fine Arts (2A)]	3
		18

(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 32.)

Sophomore Year

1st Semester

Educ 200	Introduction to Teacher Education 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 Development	4
		18

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 Elementary School ***	2
CORE	[Phys 101 Physical Science]	5
CORE	[Humanities/Fine Arts (2C)]	3
Psy 310	Educational Psychology	2
Mus 332	Music for Elementary School	2
		16

Summer Semester - Sophomore

Eng 325	Children's Literature (WI)	3
Educ 304	The Exceptional Student	3
		6

Junior Year

1st Semester

Candidate must be tentatively admitted to the Teacher Education Program before courses with an "Educ." prefix may be taken. (Exceptions: Educ 100, Educ 200, Educ 301, Educ 302, and Educ 304)

Educ 321	Microteaching	2
Educ 329	Ped Theory, Methods, & Practices	4
Educ 423	Classroom Management	2
Educ 342	Developmental Reading: Elementary	3
Kine 370	School Health Education***	3
Educ 430	Language Development	3
		17

2nd Semester

Must be fully admitted to the Teacher Education Program

Educ 311	Teaching Science Elementary (Bio 101, & Phys 101)	3
Educ 312	Problems of Teaching Arithmetic	3
Educ 340	Language Arts	2
Educ 410	Methods/Cross-Categorical#	3
Educ 474	Ed-Psy Testing in Special Education	3
		14

Summer Semester - Junior

Educ 348	Transition Services#	2
Educ 403 or 404 or 405#	Methods in MR, BD, or LD	3
		8

Senior Year

1st Semester

Educ 322	Teaching Social Studies	3
Educ 343	Content Area Literature: M.S. (WI)	3
Educ 420	Introduction to Counseling	3
Educ 446	Practicum in Special Education#	3
Educ 470	Diagnostic & Remedial Reading	3
		15

2nd Semester

Educ 402	Foundations of Education (WI)	2
Educ 432	Critical Issues	2
Educ 444	Student Teaching/Special Education	8
		12

Total Elementary Education/with Special Education 140

(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.

***Meets the core requirements in Physical Education.

#Courses specific to Special Education certification endorsement.

4. Middle School Education

Suggested Order of Study

Bachelor of Science in Education Middle School Education

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

Course		Hours
Educ 100	Introduction to Teacher Education 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 Communication]*	3
CORE	[Kine 101 PE Activity]	1
		15

2nd Semester

CORE	[Math 120 Math Elementary 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 General Biology]	4
		16

Summer – Freshman Year

Certification Areas	4-6
	4-6

Sophomore Year

1st Semester

CORE	[Phys 101 Physical Science]	5
CORE	[Hist 120 U.S. 1877-present]	3
CORE	[Kine 103 Lifetime Wellness]	2
Educ 301	Computer Software Classroom**	3
Educ 200	Introduction to Teacher Education II	1
CORE	[Humanities/Fine Arts (2B)]	3
		17

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 Development	4
CORE	[Humanities/Fine Arts (2C)]+	3
CORE	[Humanities/Fine Arts (2A)]++	3
Certification Areas	3-6	
	16-19	

Summer – Sophomore Year

Certification Areas	4-6
	4-6

Junior Year

1st Semester

Candidate must be tentatively admitted to the Teacher Education Program before courses with an "Educ." prefix may be taken. (Exceptions: Educ 100, Educ 200, Educ 301, Educ 302, and Educ 304)

Educ 321	Microteaching	2
Educ 329	Ped Theory, Methods, & Practices	4
Educ 423	Classroom Management	2
Educ 342	Developmental Reading: Elementary	3
Certification Areas	3-8	
	14-19	

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

Educ 302	Exceptional Child	2
Educ 343	Content Area Literature: M.S. (WI)	3
Educ 412	Middle School Curriculum	2
International Studies		3
Certification Areas		4-8
		14-18

Summer – Junior Year

Certification Areas		2-8
		2-8

Senior Year

1st Semester

Psy 310	Educational Psychology	2
Educ 413	Methods of Teaching Middle School	2
Educ	Content Methods	4-6
Certification Areas		4-6
		12-16

2nd Semester

Psy 412	Measurement & Evaluation	2
Educ 402	Foundations of Education (WI)	2
Educ 432	Critical Issues	2
Educ 452	Student Teaching Middle School	8
		14
Total Middle School		130-152

(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.

5. 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	Introduction to Teacher Education 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	Introduction to Teacher Education 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	Computer Software Classroom**	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 may be taken. (Exceptions: Educ 100, Educ 200, Educ 301, Educ 302, and Educ 304).

Educ 321	Microteaching	2
Educ 329	Ped Theory, Methods, & Practices	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 Literature: Secondary (WI)	2
Psy 412	Measurement & Evaluation	
OR		
Educ 412	Middle School Curriculum	
OR		
Educ 420	Introduction to Counseling	2-3

2nd Semester

Educ 402	Foundations of Education (WI)	2
Educ 432	Critical Issues	2
Educ	Teaching Specialty Methods Course	2-3
Educ 462	Student Teaching Secondary	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.

6. 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	Introduction to Teacher Education 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	Introduction to Teacher Education II	1
Educ 304	Exceptional Student@	3

@Physical Education (K-12) may take Educ 302, The Exceptional Child

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.

2nd Semester

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

Educ 301	Computer Software Classroom**	3
Psy 305	Child/Adolescent Development	4

Junior Year

1st Semester

Educ 321	Microteaching	2
Educ 329	Ped Theory, Methods, & Practices	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 Literature: Secondary (WI)2	
Psy 412	Measurement & Evaluation	

OR

Educ 412	Middle School/Jr. High Phil-Org-Curr	
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OR

Educ 420	Introduction to Counseling	2-3
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2nd Semester

Educ 402	Foundations of Education WI	2
Educ 432	Critical Issues	2
Educ	Teaching 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

Graduate Program

Plans have been developed to provide master's level programs in Instructional Technology and Early Childhood Education. Please contact the Teacher Education Department or refer to the MSSU website at www.mssu.edu for additional information.

Course Descriptions

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

A course designed specifically to increase reading speed. Students must be capable college level readers to benefit from this computerized format. In addition, students will become aware of factors influencing reading speed and efficiency. This one hour class presents a non-threatening environment for students to practice increasing speed while maintaining an acceptable level of comprehension.

Educ 151 1 hr cr.

College Academic Skills I

A course intended to assist students in the transition from secondary school to college with special emphasis given to the all important first six weeks of the semester.

Educ 152 1 hr cr.

College Academic Skills II

A course designed to initiate and support the academic development needed for college and beyond. The opportunity will be provided to learn and adopt methods that will promote success: learning how to learn and how to study effectively.

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. Required of all teacher education majors.

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

The Exceptional Child

This course is designed for 5-9 Middle School, K-12 Physical Education, and 9-12 Secondary majors and will include a series of awareness experiences dealing with the added complexities an exceptional student presents to a regular classroom teacher. This course emphasizes methods of meeting the diverse educational needs of today's secondary students through techniques of teaching, unit construction, and daily planning. Includes characteristics of the exceptional student, resources in the community, and legislation that determines school policy. Prerequisite: Psy 100.

Educ 304 (F,S, Demand) 3 hrs. cr.

The Exceptional Student

This course is designed for 1-6 Elementary, 5-9 Middle School, and K-12 Art, Music, Foreign Language, ECE, TESOL, and Special Education majors. It includes an introduction to the five areas of mild/moderate disabilities: learning disabled, mentally handicapped, behavior disordered, physically disabled, and other health impaired. A series of awareness experiences dealing with the added complexities an exceptional child presents to K-12 regular and special educa-

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tion teachers. This course emphasizes methods of meeting the diverse educational needs of today's K-12 students through techniques of teaching, unit construction, and daily planning. Includes characteristics of the exceptional child, resources in the community, and legislation which determines school policy. Required for 1-6 Elementary, and K-12 Art, Music, Foreign Language, ECE, TESOL, and Special Education majors. Prerequisite: Psy 100, take prior to or concurrent with Junior Block classes.

Educ 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 inquiry lessons and (3) develop the instructional skills necessary to achieve the first two goals. Prerequisites: Courses in biological and physical sciences and completion of Junior Block.

Educ 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) 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 and completion of Junior Block.

Educ 318 (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: Junior Block, Educ 316 and Educ 317 or instructor permission. Must be taken concurrently with Educ 319.

Educ 319 (S) 2 hrs. cr.
Practicum I in Early Childhood Education
Supervised participation in teaching on the early childhood level in the MSSU 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: Junior Block, 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 and middle school. Prerequisite: Junior Block.

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. Prerequisite: Junior Block.

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 instructor's permission prior to enrollment.

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 (*May 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 347 (S) 3 hrs. cr.
Industrial Technology Methods
 This is a required teacher education course, which is an introduction to the instructional planning, materials, philosophy, rationale, and methods of teaching Industrial Technology. Part of the Professional Semester. Prerequisite(s): Advanced standing in major field: admission to Teacher Education Program. Prerequisite: Junior Block.
- Educ 348 (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 304. May be taken concurrently with the Junior Block or the Professional Semester.
- Educ 380 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 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 Students with Mental Handicaps
 Designed to help the prospective or in-service teacher understand mental retardation and how to work effectively with students with mental retardation. Includes appropriate curriculum, individualized program development, and teaching strategies. Prerequisite: Educ 304 & Junior Block.
- Educ 404 (Demand) 3 hrs. cr.
Methods of Teaching Students with Learning Disabilities
 Designed for the prospective or in-service teacher of students with learning disabilities: diagnosis, evaluation, programming, instructional approaches, instructional strategies, and materials. Prerequisite: Educ 304 and Junior Block.
- Educ 405 (Demand) 3 hrs. cr.
Methods of Teaching Students with Behavior Disorders
 Establishes a teaching rationale utilizing an individualized teaching strategy which enables the student with severe emotional disturbance to profit more fully from school experiences. Prerequisite: Educ 304 and Junior Block.
- Educ 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 hours 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 (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 students with mild disabilities in cross-categorical classrooms. Methodologies for students with learning disabilities, mental handicaps, behavior disorders, physical disabilities, and other health impairments are discussed. Prerequisite: Educ 304 and Junior Block.
- Educ 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 teacher education majors seeking middle school certification (Grades 5-9) and for others interested in curriculum and instruction. Prerequisite: Junior Block.
- 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 learn-

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ing 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. May be taken during the professional semester.

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. Prerequisite: Educ 304 and Junior Block.

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. May 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) 3 hrs. cr.
Language Development for Exceptional Children

Required for certification in special education and 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, (Should be taken concurrently with Junior Block courses.) Prerequisite: Educ 304.

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 440 (F), Educ 441 (S) 2 hrs. cr.
International Student Teaching Seminar I & II

These courses are designed to be offered to students selected to participate in the International Student Teaching Program. One credit hour of course work will be completed during the Fall Semester and one credit hour of course work will be completed during the Spring Semester. Class discussion will focus on the culture of Great Britain, the applicable educational systems as they relate to the development of the American educational system, and current educational trends in both countries. Specifically, the history, structure, and pedagogical practices of both countries will be examined in a comparative education format. Specific travel requirements such as passports, insurance, and cultural adaptation will be addressed. The culminating activity is the successful completion of student teaching in Southampton, England. Prerequisite: Enrollment is limited to select program participants.

Educ 442 (F,S)
Student Teaching – Elementary

Supervised participation on the elementary level in an assigned off-campus school site. The elementary student 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 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, 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 304 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) 3 hrs. cr.
Educational-Psychological Testing in Special Education
Comprehensive study of the various psycho-educational assessment techniques for diagnosis of learning problems of exceptional children, including educational, intelligence, and psychomotor. Emphasis on translating assessment data to remedial programs. Prerequisites: Educ 304 and Psy 310.

Educ 480 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 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 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.