DEPARTMENT OF EDUCATION

Overview

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Becoming a Teaching Leader: Taking Responsibility for Student Learning

The Department of Education provides pathways for individuals interested in becoming teachers and/or working in educational settings. Students learn to utilize the principles of learning, human growth and development, and interpersonal relationships. The department also provides specialized applied learning experiences where future teachers engage with elementary, K-12, and secondary students under the supervision of experienced teachers. The professional training of a prospective teacher spans the sophomore, junior, and senior years, culminating with a final professional semester. The Missouri Western State University Teacher Education Program is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and approved by the Missouri Department of Elementary and Secondary Education (DESE). The Department of Education offers majors in Early Childhood Education, Elementary Education, Special Education, and Secondary Education for the degree of Bachelor of Science in Education. The Bachelor of Science in Education with concentrations in secondary education is offered in partnership with other departments. All Bachelor of Science in Education degree programs satisfy the appropriate requirements for teacher certification as established by the Missouri Department of Elementary and Secondary Education. To be certified to teach, students must fulfill all degree requirements, achieve a passing score on the appropriate Content Area Assessment as mandated by the Missouri Department of Elementary and Secondary Education, and according to section 168.031 of the Missouri School Laws, present evidence of good moral character.

In accordance with Title II of the 1998 Higher Education Act, MWSU can provide the following information about the teacher education program:

- Program information: Number of students, amount of required supervised practice teaching, and the student-faculty ratio in supervised practice teaching;
- Quality indicators: Performance of students completing the program on initial state licensing and certification assessments in the area of specialization and comparison of quality indicators with other programs in the state;
- State designation: Whether the program has been designated as "low-performing".

For additional or updated information, please refer to the MWSU website.

The Department of Education also offers a Bachelor's degree in Child Development, which is intended for individuals working with children in an educational capacity that does not require Missouri teacher certification.

At the graduate level, the Education Department offers an M.Ed (Master of Education) in three different concentration areas: Differentiated Curriculum and Instruction, Special Education, or Teaching English to Speakers of Other Languages (TESOL). For individuals seeking alternative certification, the Education Department offers the Master of Arts in Teaching (MAT). Please refer to the graduate catalog for a list of teacher certification areas covered by the MAT program. Graduate certificates are also available for K-12 Cross-Categorical Special Education, Special Reading, and TESOL. Some of these graduate programs lead to teacher certification, while others provide additional training without certification.

Low Performance in Major Courses

A student can be removed from an Education program or denied admission if she/he has repeated poor performance in major courses or lacks evidence of readiness for field and clinical experiences. The student can appeal removal from or denial of admission to the program to the Student Success Committee (SSC). An appeal requires evidence of unforeseen circumstances or unexpected emergencies that have been resolved and are unlikely to occur again. If the SSC appeal is not accepted by the committee, the student may be restricted from advancing in the program for a period of up to five years. Re-admittance after any removal decision must be approved by SSC.

Graduation and Certification Requirements

Upon completion of the following academic requirements students in the Bachelor of Science in Education degrees will be eligible for a State of Missouri Teaching Certificate and will be prepared for employment or for graduate study in education or related fields.

1. Minimum grade of C in student teaching. Note that admission to student teaching requires program approval, which is based on successful completion of the mid-level field experience, an overall GPA of 2.50 or above, and a Professional and Content GPA of 3.0 or above with no grade lower than a C in any of the required major courses, including any required Education courses, and/or required courses in areas of concentration.
2. Completion of degree requirements; overall GPA 2.50 or above; content GPA 3.00 or above; Professional GPA of 3.00 or above.
3. Passing score on the Content Area Assessment as mandated by the Missouri Department of Elementary and Secondary Education.
4. Successful performance on the Standards-Based Performance Assessment as mandated by the Missouri Department of Elementary and Secondary Education completed upon program entry and exit.

In addition to academic credentials, certification requires appropriate professional conduct, background checks, and fingerprinting. Missouri Law 168.071.1 states, "The State Board of Education may refuse to issue or renew, or may, upon hearing, suspend or revoke a certificate of license to teach (upon conviction of a felony or crime involving moral turpitude by any certificate holder, including any such person employed by a non-public school) if a certificate holder or applicant for a certificate has pleaded or been found guilty of a felony or crime involving moral turpitude under the laws of this State or any State or of the United States, or any other country, whether or not the sentence is imposed." A person fulfilling degree requirements may be eligible to graduate from Missouri Western State University with or without teacher certification.

Note: Special circumstances could result in meeting graduation requirements without certification.

Majors

- Early Childhood Education (Bachelor of Science in Education, B.S.E.) (https://catalog.missouriwestern.edu/undergraduate/business-professional-studies/education/early-childhood-education-bse/)

- Early Childhood Education without Certification Option (Bachelor of Science in Education, B.S.E.) (https://catalog.missouriwestern.edu/undergraduate/business-professional-studies/education/early-childhood-education-without-certification-option-bse/)
- Elementary Education (Bachelor of Science in Education, B.S.E.) (https://catalog.missouriwestern.edu/undergraduate/business-professional-studies/education/elementary-education-bse/)
- Elementary Education without Certification Option (Bachelor of Science in Education, B.S.E.) (https://catalog.missouriwestern.edu/undergraduate/business-professional-studies/education/elementary-education-without-certification-option-bse/)
- Secondary Education (Bachelor of Science in Education, B.S.E.) (https://catalog.missouriwestern.edu/undergraduate/business-professional-studies/education/secondary-education-bse/)
- Secondary Education without Certification Option (Bachelor of Science in Education, B.S.E.) (https://catalog.missouriwestern.edu/undergraduate/business-professional-studies/education/secondary-education-without-certification-option-bse/)
- Special Education (Bachelor of Science in Education, B.S.E.) (https://catalog.missouriwestern.edu/undergraduate/business-professional-studies/education/special-education-bse/)
- Special Education without Certification Option (Bachelor of Science in Education, B.S.E.) (https://catalog.missouriwestern.edu/undergraduate/business-professional-studies/education/special-education-without-certification-option-bse/)
- Child Development (Bachelor of Science, B.S.) (https://catalog.missouriwestern.edu/undergraduate/business-professional-studies/education/child-development-bs/)
- Child Development (Bachelor of Applied Science, B.A.S.) (https://catalog.missouriwestern.edu/undergraduate/business-professional-studies/education/child-development-bas/)

Microcredential

- Early Childhood Education (https://catalog.missouriwestern.edu/undergraduate/business-professional-studies/education/early-childhood-education-microcredential/)
- Special Education (https://catalog.missouriwestern.edu/undergraduate/business-professional-studies/education/special-education-microcredential/)

Minors

- Childhood Studies Minor (https://catalog.missouriwestern.edu/undergraduate/interdisciplinary-studies/childhood-studies-minor/)
- Cognitive Science Minor (https://catalog.missouriwestern.edu/undergraduate/interdisciplinary-studies/cognitive-science-minor/)

Courses

Education (EDU)

EDU 110 Education Orientation Workshop Credits: 0
Typically Offered: Fall, Spring, Summer.
Course Description: This course is an introduction to the education assessment system. This course should be taken concurrently with your first EDU course at MWSU. If you take EDU 202 at MWSU you will not need to enroll in this course. The course fee is $110.

EDU 150 Psychological Development for Children & Adolescents for Educators Credits: 3
Typically Offered: Fall, Spring, Summer.
Course Description: This course is intended to give future educators an understanding of the physical, cognitive, social and emotional changes that occur from conception through adolescence.

EDU 200 Transition Topics in Education Credits: 1
Typically Offered: Departmental Discretion.
Course Description: Transition Topics in Education enables students who took an earlier version of an education course to receive required state content for teacher certification including: data analysis, differentiated instruction, ELL instruction, and deepened content in reading instruction.

EDU 202 Introduction to Education Credits: 3
Typically Offered: Fall, Spring.
Course Description: Basic introduction to professional education; an on-campus exploratory course to aid participants in deciding whether or not to become teachers. The course also provides the basic information and attitude development necessary for successful teaching. A focused introduction will be provided in the appropriate instruction of English Language Learners. Students in this course are required to take a disposition assessment. To be taken concurrently with EDU 203.
Prerequisite(s): A grade of C or higher in ENG 104 and either ENG 108 or ETC 200; or ENG 112. Microcredential students are exempt from the prerequisite(s).

EDU 203 Participation in Teaching I Credits: 1
Typically Offered: Fall, Spring.
Course Description: During this off-campus experience, the participant serves as a teacher assistant. This exploratory course provides concrete exposure to teaching, students, and the school. Graded pass/fail. To be taken concurrently with EDU 202.

EDU 225 Educational Psychology Credits: 3
Typically Offered: Fall, Spring, Summer.
Course Description: Principles of general psychology applied to the total educational process. Special emphasis is given to learning theories, student motivation, and individual differences. The course also includes a strong emphasis on assessment, student data, and data-based decision-making and cultural diversity. **Prerequisite(s):** Credit or concurrent enrollment in EDU 202 and EDU 203.

EDU 230 Science Content for Elementary Teachers Credits: 3
Typically Offered: Spring.
Course Description: Basic concepts of the Physical, Life, and Earth and Space systems disciplines emphasizing topics taught in grades K-6.
Prerequisite(s): EDU 202 and EDU 203

EDU 250 Assessment and Data Analysis for Teachers Credits: 2
Typically Offered: Fall.
Course Description: Course provides an introduction to theoretical and practical applications of data-driven decision-making, formative and summative assessments, and assessment-influenced curriculum planning for educators. Students will also learn how assessment drives individual and whole group instructional planning and implementation. The course will emphasize the following assessment practices: non-traditional, authentic, project-based assessment and assessment for learning over assessment of learning. **Prerequisite(s):** EDU 202 and EDU 203.

EDU 283 Introduction to Research Methods in Education Credits: 1-2
Typically Offered: Departmental Discretion.
Course Description: Introduction to basic research in education. Individual and team projects involving methods for solving education-related research problems. May be taken for up to 2 credit hours. **Prerequisite(s):** Departmental approval.

EDU 300 Introduction to Early Childhood Education Credits: 3
Typically Offered: Spring, Summer.
Course Description: An introduction to the field of Early Childhood education- age's birth to 3rd grade. A review of the history, philosophy, policies, issues, and trends. Child growth and development, play-based practices and developmentally appropriate practices will be emphasized. Curriculums will be reviewed. **Prerequisite(s):** EDU 202. Microcredential students are exempt from the prerequisite(s).

EDU 308 Multicultural Education Credits: 3
Typically Offered: Fall, Spring.
Course Description: Historical and contemporary analyses of educational policies that incorporate ethnic, religious, and linguistic minorities through selected presentations, text readings and field experiences. The teacher candidate will gain awareness of diversity and develop a theoretical understanding of diversity through investigations of diversity within the local community and the creation of an action plan to address diversity issues within his/her classroom. Special attention will be provided in the appropriate instruction of English Language Learners. **Prerequisite(s):** EDU 202. Microcredential students are exempt from the prerequisite(s).

EDU 311 Secondary Reading Techniques Credits: 3
Typically Offered: Fall, Spring.
Course Description: Techniques of teaching reading comprehension and writing strategies to middle and high school students. **Prerequisite(s):** Admission to Education.

EDU 313 Family, Community, and Schools: Partnering for Young Children Credits: 3
Typically Offered: Spring.
Course Description: This course is designed to identify and explore how early childhood educators can empower young children and their families by using resources that support the development of positive home, school, and community relationships. An emphasis will be placed on developing communication strategies that can be used with families from diverse backgrounds. **Prerequisite(s):** EDU 300. Students who have a declared minor in Childhood Studies are exempt from the prerequisite.

EDU 314 Issues & Trends in the Education of Young Children and the Management of Programs for Young Children Credits: 3
Typically Offered: Fall.
Course Description: This course will allow the teacher candidate to develop the skill needed to effectively develop and manage programs for young children in the community or school setting. Meeting federal, state, and local program guidelines will be a focus. **Prerequisite(s):** EDU 300. Microcredential students are exempt from the prerequisite(s).

EDU 315 Psychology and Education of the Exceptional Child Credits: 3
Typically Offered: Fall, Spring, Summer.
Course Description: This course is a survey of issues related to the identification and teaching of exceptional students. All state federally defined categories of disability will be addressed by definition, etiology, prevalence, school law, civil rights law and curriculum and teaching issues. Topics will include curriculum and instruction modifications and adaptations as well as behavior management and discipline. **Prerequisite(s):** EDU 202 and EDU 203. Declared minors in Childhood Studies and microcredential students are exempt from the prerequisite(s).

EDU 316 Organizing, Developing, and Managing Environments for Young Children Credits: 3
Typically Offered: Spring.
Course Description: This course will develop health and safety skills, assist in planning DAP programming, develop managerial skills, evaluate the need for advocacy related to child care environments. Field-based work with infants/toddlers required. **Prerequisite(s):** EDU 300 and Admission to Education. Microcredential students are exempt from the prerequisite(s).

EDU 322 Administration of Business and Marketing Education Programs Credits: 3
Typically Offered: Spring.
Course Description: This course addresses information needed to design, implement, and maintain marketing and vocational career and technology education programs. The study includes organization and development of curriculum, student organizations, funding, advisory committees, and program evaluation. **Prerequisite(s):** ACC 201, COM 210, ECO 260, and GBA 211.

EDU 326 Introduction to Reading and Language Arts Methods Credits: 3
Typically Offered: Fall, Spring.
Course Description: An introductory course to the philosophy and techniques associated with a research-based literacy instruction. The course will cover content to teach phonological and phonemic awareness, phonics, vocabulary, and the writing process through authentic text. Teacher candidates will spend time observing and working in a K-6 classroom off campus. **Prerequisite(s):** EDU 202 and EDU 203.

EDU 328 Children's Literature Credits: 3
Typically Offered: Spring.
Course Description: A study of literature for children designed to increase appreciation of children's books through literary evaluation. There will be a focus on folktales, children's novels, picture books, and poetry. **Prerequisite(s):** ENG 108 or ETC 200, and EDU 202.

EDU 330 Science Methods for Elementary Teachers Credits: 3
Typically Offered: Fall.
Course Description: For elementary education majors emphasizing science pedagogy. Current research on best practices for lesson and unit writing are covered along with engineering standards and learning to notebook investigations and present findings. **Prerequisite(s):** EDU 230 for Elementary Education majors only and Admission to Education for Elementary and Special Education majors. EDU 230 is waived for Special Education majors.

EDU 331 Instructional Media and Technology Credits: 2
Typically Offered: Spring.
Course Description: A survey and application course of the technology-infused classroom emphasizing International Society for Technology in Education's (ISTE) seven Standards for Educators. Through the lens of the SAMR model (Substitution, Augmentation, Modification, Redefinition) and ISTE standards, students explore, use, and create learning opportunities for a positive impact on the learning and development for students in the K-12 Classroom. **Prerequisite(s):** EDU 202.

EDU 332 Teaching in the Integrated Areas Credits: 3
Typically Offered: Fall, Spring.
Course Description: This course is designed to use current methods and materials for teaching children through art, drama, music, health, and movement. **Prerequisite(s):** Admission to the Education program.

EDU 333 Science and Mathematics for Young Children Credits: 3
Typically Offered: Spring.
Course Description: Instructional strategies for teaching science and math in birth through grade 3. Examination of the role of the educator in creating learning environments and providing developmentally appropriate curriculum. **Prerequisite(s):** EDU 300 and admission to the Education department.

EDU 334 Play-Based Instruction Credits: 3
Typically Offered: Fall.
Course Description: This course enables students to observe and understand children's play while gaining knowledge and skills needed to promote play as a way to meet fundamental learning standards in content areas (Health, Safety, Movement, Drama, Art, Science, Social Studies, and Nutrition). The role of the teacher in using effective strategies, materials, and activities to support and encourage play is emphasized. Field-base work is required. **Prerequisite(s):** EDU 202 and EDU 300. Microcredential students are exempt from the prerequisite(s).

EDU 340 Social Studies Methods for the Elementary and Middle School Teacher Credits: 2
Typically Offered: Spring.
Course Description: General Survey course of skills, concepts, methodologies, strategies, and curriculum development of elementary social studies and economics; includes inquiry learning, problem solving, current events, interpretation of pictures, charts, graphs, tables, maps, and time lines, and location and evaluation of information. **Prerequisite(s):** PSC 101, GEO 100, and either HIS 140 or HIS 150. Elementary education majors may not take the course until officially admitted to the Teacher Education Program.

EDU 342 Evaluation of Abilities and Achievement Credits: 2
Typically Offered: Spring.
Course Description: Principles and techniques of administration, application, and interpretation of tests, test results, and data. **Prerequisite(s):** EDU 315.

EDU 344 Early Childhood Assessment Credits: 3
Typically Offered: Fall.
Course Description: An overview of the philosophy, issues, and assessment/evaluation instruments appropriate for use with children from birth - grade 3. Students will demonstrate principles and techniques of administration, application and interpretation of assessment instruments to individual children and groups of young children. Program evaluation tools will be discussed. Using data to guide curriculum decisions for both individuals and groups will be emphasized. A field-experience with infants/toddlers and/or pre-K/Kindergarten children is a part of this course. **Prerequisite(s):** EDU 202 and EDU 300.

EDU 348 Language Development for Educators Credits: 3
Typically Offered: Fall, Spring.
Course Description: This course provides an overview of language development from birth through high school. Topics covered include: theoretical approaches, developmental milestones, language analysis/assessment, multi-cultural perspectives, written language development, and speech and language issues faced by children with developmental delayed/exceptional needs. Students will become familiar with research-based instructional techniques/strategies in oral, written, and adaptive language. **Prerequisite(s):** EDU 150 and EDU 202.

EDU 351 Mathematics Methods for Early Childhood and Elementary Educators Credits: 3
Typically Offered: Fall, Spring.
Course Description: Mathematical methodologies, strategies, materials, and curriculum development in early childhood and elementary education. **Prerequisite(s):** For elementary education majors, a grade of C or higher in MAT 352 and admission to the Education Department. For special education majors a grade of C or higher in MAT 112 or MAT 116 and admission to the Education Department. For early childhood education majors, a grade of C or higher in MAT 110, MAT 110E, MAT 112, or MAT 116 and admission to the Education Department.

EDU 352 Mild/Moderate Disabilities: Law, Characteristics, and IEPs Credits: 3
Typically Offered: Fall.
Course Description: This course will survey legislation and litigation that control the identification and delivery of services to mild/moderate cross categorical special education students and will include the referral process, the IEP, and placement decisions. Historical and current critical issues of the field will be discussed. Definitions, characteristics, eligibility criteria, theoretical approaches and etiology of students with learning disabilities, behavior disorders, mental retardation or physical and other health impairments will be studied. **Prerequisite(s):** Admission to the Education Department and EDU 315. Microcredential students are exempt from the prerequisite(s).

EDU 355 Teaching Students with Deficits in Mathematics Credits: 3
Typically Offered: Spring.
Course Description: This course focuses on teaching students-whether formally identified for special education services or whether struggling in the regular classroom setting without accommodations-with mathematics deficits. A special emphasis will be placed on research-based instructional methodologies and developmentally appropriate approaches to math instruction. Similar emphasis will be placed on differentiation and both formative and summative assessment for significant student progress in this content area. **Prerequisite(s):** EDU 315 and EDU 351.

EDU 357 Introduction to Early Childhood Special Education: Curriculum Development Credits: 3
Typically Offered: Departmental Discretion.
Course Description: This course is designed to introduce the student to special education in general and the unique field of early childhood special education. Students will become familiar with the major principles of the law related to special education services. Students will have the opportunity to design appropriate program and implementation plans for young children with special needs ages 0-5. The importance of parent and family partnerships based on the family systems model will be presented. Students will have the opportunity to observe early intervention programs and evaluate those settings relative to their knowledge of appropriate practice. The course will survey a range of disabilities affecting young children, including cognitive, behavioral, speech/language, sensory, orthopedic, and health impairments. **Prerequisite(s):** EDU 300 and EDU 315. Microcredential students are exempt from the prerequisite(s).

EDU 360 Assessing and Individualizing Reading Credits: 3
Typically Offered: Fall, Spring.
Course Description: Acquaints the classroom teacher with philosophy, theories, pertinent studies and findings, and test instruments aiding perception and analysis of performance levels and behaviors in learning to read; develops expertise in determining the strengths and weaknesses of each pupil and the casual relationship of the total reading performance pattern; develops observation and evaluation skills to study, develop, and utilize selected evaluation instruments for adapting class methods and materials to the needs of students. Includes an off-campus applied learning experience. **Prerequisite(s):** EDU 326, EDU 373, and Admission to the Education Department.

EDU 365 Methods for Secondary Learners Credits: 3
Typically Offered: Departmental Discretion.
Course Description: The primary purpose of this course is to provide pre-service teachers with information and experiences that will help them develop and deliver effective instructional lessons for students in grades 6-12. Major areas of content focus include the following models of teaching: critical thinking and problem-solving, inductive learning, group investigation, non-directive teaching, mastery learning, etc. Pre-service teachers will become familiar with and demonstrate evidence of the knowledge, skills, and dispositions for effective beginning teaching. **Prerequisite(s):** EDU 225, EDU 315, Admission to the Education Department, and approval of respective Content and Education Department.

EDU 370 Behavior Management Credits: 3
Typically Offered: Fall, Spring.
Course Description: Designed to provide classroom management skills for teaching both large groups and small classes of exceptional students. The course will focus on theories of applied behavioral analysis and its application for effective teaching. Behavior modification, cognitive behavior management, self-management, and social skills training will be included. **Prerequisite(s):** EDU 202 and EDU 203. Microcredential students are exempt from the prerequisite(s).

EDU 373 Teaching Reading in the Elementary School Credits: 3
Typically Offered: Fall, Spring.
Course Description: An application level course focused on investigating children's literacy development in the context of balanced literacy program. Student will plan, teach, and evaluate a sequence of reading and language arts lessons, managing both small and large groups of children. **Prerequisite(s):** EDU 326 and Admission to the Education Department.

EDU 376 Applied Teaching Methods and Management Credits: 3
Typically Offered: Fall, Spring.
Course Description: This course is designed to continue instructional planning and implementation of curriculum, learn additional instructional strategies and techniques to teach content areas, along with critical thinking and problem solving. Assessment, student data, and data based decision making will be discussed and implemented in the concurrent field experience. Must be taken concurrently with EDU 377. **Prerequisite(s):** Admission to Education and completion of the content methods course required for the major.

EDU 377 School Experience in Teaching Credits: 2
Typically Offered: Fall, Spring.
Course Description: Continuation of the off-campus experiences in cooperating schools as teacher associates. This course provides the teacher candidate with a school-based experience working with an experienced teacher. A minimum of 60 contact hours is required. An approved application with the Education Department must be completed with the Placement Coordinator the semester prior to placement. Must be taken concurrently with EDU 376. **Prerequisite(s):** Admission to Education and completion of appropriate methods courses for each degree.

EDU 379 Project Construct Coaching Practicum Credits: 1
Typically Offered: Fall, Spring, Summer.
Course Description: Students will apply Project Construct principles in classrooms and receive feedback with the purpose of reflecting and improving early childhood pedagogy. **Prerequisite(s):** EDU 300 and EDU 334. Microcredential students are exempt from the prerequisite(s).

EDU 400 Seminar in Early Childhood Education and Human Relations Credits: 3
Typically Offered: Fall, Spring.
Course Description: Studies philosophical ethical, and legal problems related to early childhood education; explores instructional strategies, general methodology, classroom management, evaluation procedures, and interpersonal relations applied to teaching. To be taken concurrently with EDU 462.

EDU 403 Seminar in Elementary Education and Human Relations Credits: 3
Typically Offered: Fall, Spring.
Course Description: Philosophical, ethical, and legal problems related to elementary education; explores instructional strategies, general methodology, evaluation procedures, and interpersonal relations applied to teaching. To be taken concurrently with EDU 408 or EDU 427.

EDU 404 Seminar in Secondary Education and Human Relations Credits: 3
Typically Offered: Fall, Spring.
Course Description: Philosophical, ethical, and legal problems related to secondary education instructional and assessment strategies, including classroom and laboratory experiences and data-analysis; considers interpersonal relations as applied to teaching all diverse students, including those with special needs or ELL. Special attention will be provided to working well with cultural diversity and with the appropriate instruction of English Language Learners. Must be taken concurrently with EDU 409. **Prerequisite(s):** EDU 376 and EDU 377.

EDU 408 Elementary Student Teaching III Credits: 9
Typically Offered: Fall, Spring.
Course Description: A semester of clinical experience in an off-campus situation under a certified cooperating teacher. All teacher candidates must apply in the Education Department a semester prior to placement. To be taken concurrently with EDU 403. **Prerequisite(s):** EDU 376 and EDU 377 and must have passed the appropriate Missouri Content Assessment in the area of certification and receive departmental approval.

EDU 409 Secondary Student Teaching III Credits: 9
Typically Offered: Fall, Spring.
Course Description: A semester of clinical experience in an off-campus situation under a certified cooperating teacher. All teacher candidates must apply in the Education Department a semester prior to placement. To be taken concurrently with EDU 404. **Prerequisite(s):** A minimum 3.0 GPA in major field, approval from the major department, EDU 376, EDU 377, and special methods course in the major. Must have passed the appropriate Content Area Assessment in the area of certification and receive departmental approval.

EDU 411 Methods of Teaching the Student with Cross-Categorical Disabilities Credits: 3
Typically Offered: Fall.
Course Description: This course is oriented toward the application of classroom practices, teaching strategies, affective interventions, and instructional modifications to be used with students who are cognitively deficient, learning disabled, behaviorally disordered, and physically or otherwise health impaired. A focus on assistive technology is also included. To be taken concurrently with EDU 426. **Prerequisite(s):** EDU 342, EDU 348, EDU 352, EDU 355 and EDU 430.

EDU 426 Experience Teaching Cross-Categorical Disabilities Credits: 2
Typically Offered: Fall.
Course Description: Off campus experience teaching students with cross-categorical disabilities in cooperating schools as a teacher associate. This course taken at the elementary level will require EDU 427 at the secondary level. This course taken at the secondary level will required EDU 427 to be taken at the elementary level. To be taken concurrently with EDU 411. **Prerequisite(s):** EDU 326, EDU 342, EDU 348, EDU 351, EDU 352, EDU 355 and Admission to the Education Department.

EDU 427 Cross Categorical Disabilities Student Teaching Credits: 9
Typically Offered: Fall, Spring.
Course Description: A semester of clinical experience in an off-campus situation under a certified cooperating teacher in the area of K-12 cross-categorical special education. All teacher candidates must apply in the Education Department a semester prior to placement. Teacher candidates who took EDU 426 at the elementary level will take this course at the secondary level, and those who took EDU 426 at the secondary level will take this course at the elementary level. To be taken concurrently with EDU 403. **Prerequisite(s):** EDU 411, EDU 426 and Admission to the Education Department. Must pass the appropriate Content Assessments required by the Missouri DESE.

EDU 430 Teaching Students with Reading Deficits Credits: 3
Typically Offered: Fall, Spring.
Course Description: Literacy assessment techniques and interventions for upper elementary, middle, and high school students with reading deficits. **Prerequisite(s):** EDU 311 and Admission to Education.

EDU 450 Independent Research/Project Credits: 1-6
Typically Offered: Departmental Discretion.
Course Description: Investigation of a research problem, project, or topic on an individual conference basis. May be repeated for credit. **Prerequisite(s):** Minimum of 3.0 GPA in major field and departmental approval.

EDU 461 Experience in Early Childhood Special Education Credits: 2
Typically Offered: Departmental Discretion.
Course Description: Off-campus experiences in teaching the young handicapped infant, toddler, and preschool child in cooperating schools and/or private agencies. Must be taken concurrently with EDU 411. **Prerequisite(s):** EDU 357.

EDU 462 Early Childhood Student Teaching III Credits: 9
Typically Offered: Fall, Spring.
Course Description: A semester of clinical experience in an off-campus situation under a certified cooperating teacher. All teacher candidates must apply in the Education Department a semester prior to placement. To be taken concurrently with EDU 400. **Prerequisite(s):** EDU 376 and EDU 377 and must have passed the appropriate Missouri Content Assessment in the area of certification and receive departmental approval.

EDU 470 English Language Learners Elementary Practicum Credits: 2
Typically Offered: Departmental Discretion.
Course Description: ELL Practicum focuses on peer observation/peer coaching in the context of the Elementary ELL classroom. **Prerequisite(s):** ENG 232 or EDU 348, TSL 467, TSL 468, and credit or concurrently enrolled in TSL 469.

EDU 471 Fundamentals of Autism Spectrum Disorder Credits: 3
Typically Offered: Fall.
Course Description: Provides an understanding of autism spectrum disorder (ASD) and its effects on life and learning (PreK-adulthood), as well as a comprehensive overview of history, issues, and practices. Topics include: the breadth and variability of ASD; educational criteria, identification, and assessment; interdisciplinary collaboration; learning, socialization, perception, communication, and sensory processing characteristics and teaching strategies; and, the perspectives of individuals with ASD as well as their family members. **Prerequisite(s):** EDU 315 and Admission to the Education Department.

EDU 472 Assistive Technology and Augmentative Communication in Inclusive Settings Credits: 3
Typically Offered: Spring.
Course Description: Focuses on current technology to support learners progress in the general curriculum in the areas of motor disabilities, sensory disabilities, reading and writing deficits, language disorders, and communication disorders. Includes theory and practical applications for students with and without identified disabilities in the context of universal design for learning. **Prerequisite(s):** EDU 315 and Admission to the Education Department.

EDU 473 Preparing Students and Families for Transitions and Careers Credits: 3
Typically Offered: Spring.
Course Description: Focuses on transition points for individuals with disabilities across, into, and out of their PreK-12 experience, from the initial identification or transition from early childhood services to the transition to postsecondary education or career. Emphasizes preparation at all grade levels for future career and employment, and identifying and preparing for postsecondary education options. Highlights ways to include parents and families in the process and provide them with resources. **Prerequisite(s):** EDU 315 and Admission to the Education Department.

EDU 474 Collaborating with Families and School Personnel for Inclusion Credits: 3
Typically Offered: Fall.
Course Description: Explores effective ways to work with parents/guardians and other family members as collaborators and to provide them with resources. Considers the collaborative relationships between school personnel: co-teachers; general educators, ancillary teachers and consulting special educators; curriculum teams; teachers and paraprofessionals; and teachers and related services personnel. **Prerequisite(s):** EDU 315.

EDU 475 English Language Learners Secondary Practicum Credits: 2
Typically Offered: Departmental Discretion.
Course Description: ELL Practicum focuses on peer observation/peer coaching in the context of the Secondary ELL classroom. **Prerequisite(s):** EDU 348, TSL 467, TSL 468, and credit or concurrently enrolled in TSL 469.

EDU 483 Practicum in Elementary Reading Credits: 3
Typically Offered: Departmental Discretion.
Course Description: Students will be placed with a teacher holding a Reading Specialist certification in a K-5 classroom for practical experience in the teaching of reading development. Teacher candidates will apply skills and knowledge for supporting developing readers with elementary students. Completion of the practicum requires 90 hours of documented experience. Students must apply for practicum placement the semester prior to the experience. Clinical treatment of identified reading and learning problems will be addressed. **Prerequisite(s):** EDU 360 and EDU 373.

EDU 484 Practicum in Secondary Reading Credits: 3
Typically Offered: Departmental Discretion.
Course Description: Students will be placed with a teacher holding a Reading Specialist certification in a 6-12 classroom for practical experience in the teaching of reading development. Teacher candidates will apply skills and knowledge for supporting developing readers with secondary students. Completion of the practicum requires 90 hours of documented experience. Students must apply for practicum placement the semester prior to the experience. Clinical treatment of identified reading and learning problems will be addressed. **Prerequisite(s):** EDU 360 and EDU 511.

EDU 490 Applied Education Practices Credits: 1-9
Typically Offered: Departmental Discretion.
Course Description: Workshops developed in selected areas in accordance with student interest. May be taken for up to 9 credit hours.

Teaching Second Language (TSL)

TSL 459 Policy, Curriculum, and Instruction for ELLs Credits: 3
Typically Offered: Fall, Spring.
Course Description: This course will enhance current and future teachers' understanding of the issues and consequences related to designing effective educational services for English Language learners. Students will explore the legal requirements, policy issues, curriculum development, program management, and different program models, including, but not limited to: English immersion, sheltered English, content-based transitional bilingual, and dual language. **Prerequisite(s):** A grade of C or higher in EDU 202, EDU 203, and EDU 308.

TSL 467 Second Language Acquisition Credits: 3
Typically Offered: Departmental Discretion.
Course Description: A study of the theories of second language acquisition, specifically those related to the teaching of English as a second or foreign language. Subtopics include bilingualism, cognitive factors, communicative factors, personality factors, sociocultural factors, learning theory, models of language acquisition, strategies used by adults and children in acquiring a second or third language and the application of these factors to the ELL and foreign language learning situations. **Prerequisite(s):** Admission to the Education Department, a grade of C or higher in either ENG 232 or EDU 348.

TSL 468 Methods of Teaching Second Language Students Credits: 3
Typically Offered: Departmental Discretion.
Course Description: Students will design effective lessons which integrate language and content area objectives through authentic, collaborative, culturally relevant, and scaffolded learning experiences based on state/national standards. **Prerequisite(s):** Admission to the Education Department.

TSL 469 Materials and Assessment for ELL Credits: 3
Typically Offered: Departmental Discretion.
Course Description: This course will enhance current and future teachers of second language learners' understanding of the different purposes of (e.g. diagnostic, formative/summative, language proficiency, academic achievement) and issues in (e.g. fairness, validity, reliability, and practicality) assessing ELLs. This course has a strong emphasis in applied learning. **Prerequisite(s):** A grade of C or higher in TSL 468.

Faculty

Benedict Adams (2019) Associate Professor, Education. Ph.D., Indiana University - Indianapolis.

Ollie Bogdon (2018) Associate Professor, Education. Ph.D., University of Missouri - Kansas City.

Ronda Chesney (2015) Advanced Instructor, Education. MAST, Baker University.

Alesia Hamilton (2022) Instructor, Education. M.A.E.D., Baker University.

Adrienne Johnson (2013) Professor, Education. Ph.D., University of Kansas.

Jennifer Malone (2022) Assistant Professor, Education. Ed.D., Saint Louis University.

Mindi Richardson (2023) Professor of Practice, Education. Ed.D., Baker University.

Dan Shepherd (2014) Professor, Education. Ed.D., Ball State University.

Kip Smilie (2013) Professor, Education. Ph.D., University of Kansas.

Elizabeth Wallington (2016) Associate Professor, Education. Ph.D., Washington University - St Louis.