
Department of Education

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BECOMING A TEACHER LEADER:

TAKING RESPONSIBILITY FOR STUDENT LEARNING

The Department of Education is concerned with the total process of helping individuals become teachers. Students who wish to become early childhood, elementary or secondary educators learn to understand and utilize the principles of learning, human growth, and development, and interpersonal relationships. The department also provides specialized educational experiences in participating elementary K-12, and secondary schools under the supervision of experienced teachers. The professional training of a prospective teacher is normally scheduled throughout the sophomore, junior, and senior years, culminating with a final professional semester. The four-phase professional education sequence complements a broad education curriculum. A sound command of a major teaching field is integrated throughout the student's four-year program. The Missouri Western State University Teacher Education Program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the Missouri Department of Elementary and Secondary Education (DESE). The Department of Education offers a major in Early Childhood Education and Elementary Education for the degree of Bachelor of Science in Education. The Bachelor of Science in Education with concentration in secondary education is offered in conjunction with other departments. All 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 PRAXIS II 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.

ADMISSION REQUIREMENTS

Admission to teacher education is dependent upon Application for Admission made in the Education Department and meeting the criteria listed below. Until official acceptance, students may apply to be pre-majors in Elementary Education or in their secondary discipline.

Admission criteria are:

1. A. ACT composite score of 22 or higher and
 - B. A minimum score of 235 on each of the five subtests of the C-Base exam
- OR

- A. ACT composite score less than 22 on file at MWSU, and
 - B. C-Base with no score lower than 235, and no score lower than 265 (66th percentile) for the Writing subtest and one other subtest
2. Overall GPA of 2.5
 3. Satisfactory completion of EDU202/203.

Low Performance in Major Courses

A student will be removed from the Elementary Education and Early Childhood Education Program or denied admission if he/she earns a total of three Ds or Fs in major courses. Even if a course is repeated, all grades are counted toward this total. The student can appeal removal from or denial of admission to the program to the Teacher Education Admission and Retention Committee (TEARC) but must present evidence of unforeseen circumstances and/or unexpected emergencies. If the appeal to TEARC fails, the student will be allowed to re-enter or be admitted to the teacher education program after a five-year academic holiday and a positive recommendation from TEARC.

GRADUATION AND CERTIFICATION REQUIREMENTS

Upon completion of the following academic requirements the student will be eligible for a State of Missouri Teaching Certificate (PC I) 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 a GPA of 2.5 or above in the major with no grade lower than a C in any of the required major courses, any required Education courses, and/or required courses in areas of concentration.
2. Completion of degree requirements with a minimum GPA of 2.5.
3. Passing score on the PRAXIS II Examination.

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.

EARLY CHILDHOOD EDUCATION

The Department of Education faculty is committed to the professional preparation of teachers for employment in elementary education programs. The goals are to prepare teachers who are:

- Classroom leaders, professionally prepared to accept responsibility for student learning (MWSU Conceptual Framework);
- Highly knowledgeable in their cognitive areas (MoSTEP/MWSU/INTASC Standards);
- Skilled in the techniques and methods of teaching across a diverse student population (MoSTEP/MWSU/INTASC Standards);
- Practiced in the application of four domains of positive teacher dispositions (MWSU Disposition);
- Proven in the demonstration of ten essential professional behaviors (MWSU Professional Behaviors).

Degree Requirements for Early Childhood Education

EDU 202	Introduction to Education	3
EDU 203	Participation in Teaching I	1
EDU 225	Educational Psychology	2
EDU 308	Multicultural Education	2
EDU 310	Introduction to Reading	3
EDU 315	Psychology and Education of the Exception Child	2
EDU 331	Instructional Media & Technology	2
EDU 333	Science and Social Studies Methods for Young Children	3
EDU 358	Introduction to Early Childhood	2
EDU 360	Assessing and Individualizing Reading	3
EDU 370	Behavior Management	2
EDU 375	Teaching Reading in the Elementary School	2
EDU 414	Language Development for Educators	3
EDU 418	Assessing and Evaluating in Early Childhood	3
EDU 421	Family, Community, and Schools-Partnering for Young Children	3
EDU 422	Issues and Trends in the Ed. and Man. of Prog. for Young Child.	3
EDU 440	Curriculum, Methods, and Materials for Early Childhood	4
EDU 460	Experience in Teaching Early Childhood	2
EDU 462	Early Childhood Student Teaching III	12
PED 384	Child Growth and Development	2
MAT 351	Mathematics Methods for Early Childhood and Elementary Education	3
ENG 403	Literature for Children	3
PSY 101	General Psychology	3
*ART300 or MUS220	Elementary Art or Mus for Ele. Teachers	3
Restricted Electives		12
TOTAL		83

- * Candidates who took MUS101 for General Studies must take ART300.
Candidates who took ART100 for General Studies must take MUS220.

Any of the courses above for the professional sequence must be completed with a grade of C or better.

The Professional Semester - Early Childhood

A student enrolled in Early Childhood Student Teaching will assume the daily teaching schedule of the cooperating teacher.

Early Childhood Student Teaching (EDU 462) is to be taken during the student's senior year. A passing score on the Praxis II exam is required before enrollment in EDU 462.

Course work during the professional education semester is usually limited to EDU 462. Petition for any additional course work must be submitted to the Education Department in the semester prior to Student Teaching.

ELEMENTARY EDUCATION

The Department of Education faculty is committed to the professional preparation of teachers for employment in elementary education programs. The goals are to prepare teachers who are:

- Classroom leaders, professionally prepared to accept responsibility for student learning (MWSU Conceptual Framework);
- Highly knowledgeable in their cognitive areas (MoSTEP/MWSU/INTASC Standards);
- Skilled in the techniques and methods of teaching across a diverse student population (MoSTEP/MWSU/INTASC Standards);
- Practiced in the application of four domains of positive teacher dispositions (MWSU Disposition);
- Proven in the demonstration of ten essential professional behaviors (MWSU Professional Behaviors).

Degree Requirements for Elementary Education

			<i>Credits</i>
*	EDU 202	Introduction to Education	3
*	EDU 203	Participation in Teaching I	1
	EDU 225	Educational Psychology	2
*	EDU 303	Experience in Teaching II	2
*	EDU 304	Applied Methods and Management	3
	EDU 308	Multicultural Education	2
	EDU 310	Introduction to Reading	3
*	EDU 315	Psychology and Education of the Exception Child	2
	EDU 320	Language Arts Methods	2
	EDU 330	Science Methods in Early Childhood, Elementary & Middle School	3
	EDU 331	Instructional Media & Technology	2
	EDU 340	Social Studies Methods for the Elementary & Middle School Teacher	3
	EDU 360	Assessing and Individualizing Reading	3
	EDU 375	Teaching Reading in the Elementary School	2
*	EDU 403	Seminar in Elementary Education & Human Relations	3
*	EDU 408	Elementary Student Teaching III (see Professional Semester for prerequisites & requirements)	9
	ENG 403	Literature for Children	3
	PSY 101	General Psychology	3
	MAT 351	Mathematics Methods for Early Childhood and Elementary Education	3
	MAT 352	Mathematics for Elementary and Middle School Teachers I	3
	MAT 353	Mathematics for Elementary and Middle School Teachers II	3
	PED 370	Methods in Teaching Health and Physical Education	3
	PHS 230	Physical Science for Elementary Teachers	3
**	ART 300	Elementary Art Teaching: Philosophy & Methods	OR
**	MUS 220	Music for the Elementary Classroom Teacher	3
		TOTAL	69

* The Professional Sequence

** Candidates who took MUS101 for General Studies must take ART300.

Candidates who took ART100 for General Studies must take MUS220.

Plus a selected area of concentration.

Any of the courses above for the professional sequence must be completed with a grade of C or better.

The Area of Concentration

The elementary major must also select one area of academic subject concentration from a possible set of twelve areas to broaden one's expertise in at least one subject area. The requirements for each subject concentration are determined by the MWSU Education Department in consultation with the various academic departments.

Five of the concentration areas also yield an additional teaching certification (called an added endorsement) approved by the Missouri Department of Elementary and Secondary Education. Those six areas are: (1) early childhood education (grade pre-kindergarten to grade 3); (2) early childhood-special education (birth to kindergarten); (3) mild-moderate cross categorical disabilities, K-12 special education (kindergarten-age 21); (4) Special Reading K-12; and (5) English to speakers of other languages (ESOL) (graded kindergarten - 12).

The other subject areas of concentration include English, Spanish, French, mathematics/computer science, reading, general science, and social science. The specific course requirements for each area are available from the Education Department. Early planning of one's total program is highly desirable.

The Professional Semester - Elementary Education

A student enrolled in Elementary Student Teaching will assume the daily teaching schedule of the cooperating teacher.

Elementary Student Teaching (EDU408) is to be taken during the student's senior year. Seminar in Elementary Education and Human Relations (EDU403) is to be taken concurrently with Elementary Student Teaching. A passing score on the Praxis II exam is required before enrollment in EDU403 or EDU408.

Course work during the professional education semester is usually limited to EDU403 and EDU408. Petition for any additional course work must be submitted to the Education Department in the semester prior to Elementary Student Teaching.

Added Endorsements for Certified Areas of Concentration

Missouri Certification Required

*indicates Elementary Education Degree Requirement

Teaching Mild/Moderate

Cross Categorical Disabilities K-12

	<i>Credits</i>
* EDU 303 Exp Tch II	2
* EDU 310 Intro to Rdg	3
* EDU 315 Psy Ed Exc Ch	2
EDU 342 Eval of Abil/Ach	2
EDU 352 Intro to Cross-Categorical Disabilities	3
* EDU 360 Assess Indiv Rdg	3
EDU 370 Behvr Manag	2
* EDU 375 Teach Rdg in Ele Schl	2
EDU 386 Car Ed Trans Sp Ed	2
EDU 411 Meth Tch Cross-Cat	3
EDU 414 Lang Dev for Educators	3
EDU 420 Counsel Tech/Par	2
EDU 425 Exp Tch Cross-Cat.	6
* MAT 352 Math El/Mid Tch I	3
* MAT 353 Math El/Mid Tch II	3
PSY 319 Child/Adol Psy	3

Birth - Grade 3

	<i>Credits</i>
* EDU 303 Exp Tch II	2
* EDU 304 App Meth & Mgmt	3
* EDU 315 Psy Ed Exc Ch	2
* EDU 360 Assess Indiv Rdg	3
* EDU 403 Sem Ele Ed	3
* EDU 408 Ele Stu Tch III	9
EDU 358 Intro to ECE	2
EDU 414 Lang Dev for Edu	3
EDU 417 Hlth, Ntrn, Sfty	2
EDU 418 Scr Diag & Prsc	2
EDU 421 Fam/Comm/Schools	3
EDU 440 Cur Meth/Mat ECE	4
EDU 460 Exp Tch ECE	2
* MAT 352 Math El/Mid Tch I	3
* MAT 353 Math El/Mid Tch II	3
* PED 370 Meth Tch Hlth/PhysEd	3
PED 380 Rhy & Cr Mvmt/Ele	3
PED 392 Ch Growth/Motor Dev	3

Early Childhood/Special Education

* EDU 315 Psy Ed Exc Ch	2
EDU 342 Eval of Abil/Ach	2
EDU 357 Intro to ECSE Cur	3
EDU 359 Infants & Toddlers	2
EDU 370 Behav Manag	2
PED 392 Ch Growth/Motor Dev	3
EDU 414 Lang Dev for Educators	3
EDU 417 Hlth Ntrn, Sfty	2
EDU 418 Scr Diag & Prsc	2
EDU 420 Counsel Tech/Par	2
EDU 421 Fam/Comm/Schools	3
EDU 440 Cur Meth/Mat ECE	2
EDU 461 Exp Tch ECSE	6

Special Reading K-12

	<i>Credits</i>
* EDU 342 Eval of Abil/ Ach	2
EDU 311 Sec Reading Tech	2
EDU 312 Lab in Sec Rdg Tech	1
PSY 319 Child/ Adol Psych	3
EDU 370 Behavior Mgmt	2
EDU 414 Lan Dev for Edu	3
EDU 420 Counsel Tech/Parents	2
EDU 483 Prac I: Diagnosing Rdg Problems	3
EDU 484 Prac II: Remediation of Rdg Diff.	3
TOTAL	21

Candidate applies for certification after 2 years of classroom teaching experience.

ESOL Certification

Credits

- I. General Requirements:
A valid Missouri permanent of professional certificate or license to teach;
 - II. Professional Requirements:
EDU 315 Psych & Educ of the Exceptional Child AND
EDU 311 Secondary Reading Techniques (2),
EDU 312 Lab in Sec Rdg Tech (1)
 - III. Professional Requirements for ESOL - 21 hours consisting of the following courses:
ENG 232 Language Awareness (3)
COM 342 Intercultural Com (3)
OR
EDU 308 Multicultural Educ (2)
TSL 467 Sec Lang Acquisition (3)
TSL 468 Methods of Teaching 2nd Lang Students (3)
TSL 469 Materials & Assessment for TESOL (3)
EDU 470 ESOL Practicum (3)
- Three hours from among the following elective courses:
ENG 467 Grammar and the Teach of Grammar (3)
- Any foreign language course (3) (test-out credit does not apply)
- Other elective with program director's approval.

B.S. in Elementary Education without Certification Option

Elementary Education majors lacking only EDU403 Seminar in Elementary Education and Human Relations (3 credits) and EDU408 Elementary Student Teaching III (9 credits) may choose a B.S. in Education degree without certification option. If they have met the degree requirements of 124 credit hours, at least 60 credit hours from a four-year institution, and at least 30 of the last 45 hours from MWSU, their program is complete.

Elementary Education majors short of hours may complete the program by choosing from the following categories:

Category A: Any course(s) from the Childhood Studies minor

Category B: Any course(s) selected from the certified areas of concentration within Elementary Education.

NOTE:

1. No passed courses may be repeated.
2. Courses must be passed at a C or better.
3. Election of the B.S. in Elementary Education without certification option must be approved by the Department Chairperson.

SECONDARY EDUCATION

The Department of Education has an overall objective of providing secondary schools with the best possible teachers by providing secondary education graduates who are capable of:

- Classroom leaders, professionally prepared to accept responsibility for student learning (MWSU Conceptual Framework);
- Highly knowledgeable in their cognitive areas (MoSTEP/MWSU/INTASC Standards);
- Skilled in the techniques and methods of teaching across a diverse student population (MoSTEP/MWSU/INTASC Standards);
- Practiced in the application of four domains of positive teacher dispositions (MWSU Disposition);
- Proven in the demonstration of ten essential professional behaviors (MWSU Professional Behaviors).

Secondary Missouri teacher certification is available for grades 9 to 12 in most academic fields. In art, music, physical education and foreign languages, certification is available for kindergarten to grade 12. Students must have a grade-point average of 2.5 on a 4.0 scale in their major.

Each of the following requirements must be met

1. Admission to Teacher Education Program. See Department of Education **ADMISSION REQUIREMENTS**;
2. Satisfactory completion of General Studies Requirements. See below;
3. Satisfactory completion of requirements for the major in the subject to be taught (art, biology, chemistry, English, French, mathematics, music, physical education, social sciences, Spanish, speech & theatre). See department of the major for more information.

The Professional Sequence

			<i>Credits</i>
EDU	202	Introduction to Education	3
EDU	203	Participation in Teaching I	1
EDU	225	Educational Psychology	2
EDU	303	Experience in Teaching II	2
EDU	304	Applied Methods and Management	3
EDU	311	Secondary Reading Techniques	2
EDU	315	Psychology and Education of the Exceptional Child	2
EDU	404	Seminar in Secondary Education & Human Relations	3
EDU	409	Secondary Student Teaching III	9
		TOTAL	27

Recommended but not required additional courses:

ENG	365	Teaching Writing in the Middle & Secondary School	3
PHS	230	Physical Science for Elementary Teachers	3
EDU	330	Science Methods in Early Childhood and Elementary School	3
EDU	331	Instructional Media and Technology	2

The Professional Semester

Secondary Student Teaching III (EDU409) is to be taken during the senior year. Seminar in Secondary Education and Human Relations (EDU404) and Psychology and Education of the Exceptional Student (EDU315) are to be taken concurrently with Secondary Student Teaching III. This semester is designated as a professional education semester. A passing score on the Praxis II exam is required before enrollment in EDU404 or EDU409.

Course work during the professional education semester is usually limited to EDU404, EDU407, and EDU409. Petition for any additional coursework must be submitted to the Coordinator of Clinical Experiences in the semester prior to Secondary Student Teaching III. If granted, approval will be endorsed by the cooperating teacher to whom the student is assigned.

Students enrolled in Secondary Student Teaching III will assume the daily teaching schedule of the cooperating teacher.

Minor in Childhood Studies

Missouri Western State University offers an interdisciplinary minor in Childhood Studies. This minor is intended for those students who have child-related emphases in their major disciplines, such as juvenile delinquency, child psychology, or pediatrics or for those who simply wish to learn more about the subject of childhood. The minor will also provide a foundation of study for those students who intend to go on to professional or graduate school in order to study in child-related areas. This minor does not provide students with certification to teach in the state of Missouri.

Students must successfully complete at least eighteen hours from the following list of classes. To insure that the minor is a truly interdisciplinary experience, **at least three disciplines must be represented with no more than nine hours coming from any one discipline:**

			<i>Credits</i>
EDU	315	Psychology and Education of the Exceptional Child (Declared Childhood Studies minors are exempt from EDU303 and EDU304 as prerequisites for this course.)	2
EDU	421	Family, Community and Schools-Partnering for Young Children (Declared Childhood Studies minors are exempt from EDU358 as a prerequisite for this course.)	3
EDU	420	Counseling Techniques/Parents	2
ENG	400	Literature for Adolescents	3
ENG	403	Literature for Children	3
LAT	370	Domestic Relations	3
LAW	110	Juvenile Delinquency	3
LAW	440	Juvenile Law and Procedures	3
NUR	433	Health Alterations: Maternal Child	6
PED	392	Child Growth and Motor Development	3
PSY	240	Life-span Developmental Psychology	OR
PSY	319	Child/Adolescent Psychology (Prerequisite: PSY101. Declared Childhood Studies minors are exempt from PSY200 as a prerequisite for this course.)	3
PSY	470	Child Psychopathology and Exceptionalities (Prerequisite: PSY101 and either PSY240 or PSY319. Declared Childhood Studies minors are exempt from PSY200 as a prerequisite for this course.)	3
SOC	330	The Family	3
SWK	325	Family and Child Welfare	3
*Internship:		Relevant field experience/practicum/internship through any academic department. May be repeated for credit.	1-3
*Relevant Special Topics Course offered through any academic department.		May be repeated for credit.	1-3
*Relevant Independent Study arranged with any full-time faculty member.		May be repeated for credit.	1-3

- Only three credit hours of any one internship (including student teaching), special topics course, or independent study maybe applied to the minor.

Each student interested in this minor should discuss with his or her major academic advisor which courses best fit that student's discipline and concentration area as well as which general studies courses need to be chosen to satisfy prerequisites. Students enrolled in the Minor in Childhood Studies will also be assigned an advisor from the Childhood Studies Committee. Programs of study shall be kept on file by the Director of Childhood Studies.

Semester Designation

F -- the course is offered in the fall semester

Sp -- the course is offered in the spring semester

Su -- the course is offered in the summer semester

DD -- the course is offered at the discretion of the department

EDUCATION COURSES

Waiving of any course prerequisites requires prior departmental authorization.

EDU 101 Speed Reading (2) F, Sp. Designed to improve the skills, speed, and comprehension of those individuals who feel a need for such improvement in school, professional, business, or recreational pursuits. Open to both regularly enrolled students and any interested individual.

EDU 140 Child Development (8) Sp. Help childcare providers enhance the quality of child care by becoming aware of developmentally appropriate practices for working with children. (Meets the seminar hours required for CDA credential. Will not meet requirement for elementary education major.)

EDU 202 Introduction to Education (3) F, Sp. 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. To be taken concurrently with EDU203. Prerequisites: Both ENG104 and ENG108, or ENG112.

EDU 203 Participation in Teaching I (1) F, Sp. Laboratory course taken concurrently with EDU202. 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 EDU202.

EDU 225 Educational Psychology (2) F, Sp. Principles of general psychology applied to the total educational process. Special emphasis is given to the principles of growth and development, learning theories, readiness and maturity, individual differences and emotional learning. Prerequisite: PSY101 and credit or concurrent enrollment in EDU203.

EDU 283 Introduction to Research Methods in Education (1-2) DD. Introduction to basic research in education. Individual and team projects involving methods for solving education-related research problems. Prerequisite: Consent of the department.

EDU 303 Experience in Teaching II (2) F, Sp. Continuation of the off-campus experiences in cooperating schools as teacher associates. To be taken concurrently with EDU304 (and EDU375 for elementary). Prerequisites: Admission to the Teacher Education Program, EDU203, EDU310, EDU320, EDU330, EDU340, EDU360, MAT351, and MAT352 OR admission to Secondary and K-12 Teacher Education Program and EDU203.

EDU 304 Applied Methods and Management (3) F, Sp. Psychological principles as applied to educational settings. To be taken concurrently with EDU303. Prerequisite: Declared Education major and EDU225.

EDU 308 Multicultural Education (2) F, Sp. 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. Prerequisite: EDU202.

EDU 310 Introduction to Reading (3) F, Sp. An introductory course to the philosophy and techniques associated with a holistic approach to the teaching of reading in the elementary school. This course must be taken concurrently with EDU320. Elementary education majors may not take the course until officially admitted to the Teacher Education Program.

EDU 311 Secondary Reading Techniques (2) F, Sp. Techniques of teaching reading comprehension strategies to middle and high school students. Prerequisites: Admission to the Education Department, and either both ENG104 and ENG108, or ENG112. Elementary teacher candidates must have completed EDU310 and EDU320.

EDU 312 Laboratory in Secondary Reading Techniques (1) F, Sp. Students will conduct pre and post diagnostic testing for reading abilities, analyze that data and identify and apply strategies for improving reading comprehension with an at-risk reading student. Students will tutor an at-risk reader two hours per week and create a course portfolio. To be taken concurrently with EDU311. Prerequisite: Admission to the Education Department.

EDU 315 Psychology and Education of the Exceptional Child (2) F, Sp. This course is a survey of issues related to the identification and teaching of exceptional students. All state and 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. Prerequisites: EDU202 and EDU203; declared minors in Childhood Studies are exempt from EDU202 and EDU203 as prerequisites.

EDU 320 Language Arts Methods (2) F, Sp. A course designed to help elementary teachers view reading, writing, listening, and speaking from a holistic, integrated perspective. In addition, methods in teaching handwriting, grammar, spelling, and vocabulary will be covered. This course must be taken concurrently with EDU310. Elementary education majors may not take the course until officially admitted to the Teacher Education Program. Prerequisite: ENG108 or ENG112.

EDU 330 Science Methods in Early Childhood, Elementary, and Middle School (3) F, Sp. For teachers in early childhood, middle and elementary school to emphasize methodology, strategies, materials, curriculum development of elementary science, and scientific method through research projects. Prerequisite: PHS230. Elementary education majors may not take the course until officially admitted to the Teacher Education Program.

EDU 331 Instructional Media and Technology (2) F, Sp. Survey of appropriate pedagogical applications of computer technology to the K-12 classroom. Emphasis on the use of the internet in the classroom and the local development of electronic instructional materials. Basic word processing skills assumed. Two hours lecture, one hour lab. Prerequisite: Admission to the Education Department.

EDU 333 Science and Social Studies for Young Children (3) F, Sp. Instructional strategies for teaching science and social studies in birth through grade 3. Examination of the role of the educator in creating learning environments and providing developmentally appropriate curriculum. Prerequisites: EDU358.

EDU 340 Social Studies Methods for the Elementary and Middle School Teacher (3) F, Sp. 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. Prerequisites: PSC101, GEO100 and either HIS140 or HIS150. Elementary education majors may not take the course until officially admitted to the Teacher Education Program.

EDU 342 Evaluation of Abilities and Achievement (2) F. Principles and techniques of administration, application, and interpretation of tests, test results, and data. Prerequisite: EDU315.

EDU 352 Introduction to Cross-Categorical Disabilities (3) F. 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: Admission to the Education Department and EDU315.

EDU 357 Introduction to Early Childhood Special Education: Curriculum Development (3) F. This course is designed to introduce the student to the 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. Prerequisites: EDU315 and EDU358.

EDU 358 Introduction to Early Childhood Education (2) F, Sp. An overview of the field of early childhood education and an understanding of pupil characteristics, rationale for providing early enrichment experiences, issues, and the theory of curriculum development. Prerequisites: EDU202 and credit or concurrent enrollment in EDU225.

EDU 359 Infants and Toddlers (2) F. This course is designed to provide students with a background in the unique developmental needs of infants and toddlers. Students will become familiar with developmental needs and milestones of infants and toddlers and be able to relate that knowledge to planning appropriate environments and learning activities for infants and toddlers. Relevant brain research will provide insights into the importance of the early years. Communicating and teaming with families will be stressed, as well as the provision of services within relationships that are sensitive to cultural diversity. Prerequisite: EDU202 and EDU203.

EDU 360 Assessing and Individualizing Reading (3) F, Sp. 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 causal 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: EDU311 or credit or concurrent enrollment in EDU310. Elementary education majors may not take the course until officially admitted to teacher education.

EDU 370 Behavior Management (2) F. 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. Prerequisites: PSY101 and EDU315.

EDU 375 Teaching Reading in the Elementary School (2) F, Sp. An application level course focused on investigating children's literacy development in the context of a 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. To be taken concurrently with EDU303 and EDU304.

EDU 380 Reading Approaches/Phonics (1) DD. Teaching reading through the sound/symbol relationship. Prerequisite: EDU310 or EDU311.

EDU 381 Reading Approaches/Linguistic (1) DD. Teaching reading through word and sentence structure. Prerequisite: EDU310 or EDU311.

EDU 382 Reading Approaches/Enrichment (1) DD. Using literature, story telling, dramatics, and creative writing to enrich the reading experience. Prerequisite: EDU310 or EDU311.

EDU 383 Reading Approaches/Language Experience (1) DD. Teaching reading whereby the child creates or writes his/her own material. This method capitalizes on the relationship between reading and the other language developments of the child. Prerequisite: EDU310 or EDU311.

EDU 384 Reading Approaches/Individualized (1) DD. Teaching reading whereby the student is directed to select his or her own reading material. Prerequisite: EDU310 or EDU311.

EDU 385 Reading Approaches/Basal Reader (1) DD. Teaching reading through the use of a basal textbook. Prerequisite: EDU310 or EDU311.

EDU 386 Career Education and Transition in Special Education (2) F. Investigating the philosophy and methods for helping exceptional students make the transition from school to work and self-sufficiency. Prerequisite: EDU315.

EDU 403 Seminar in Elementary Education and Human Relations (3) F, Sp. 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 EDU408.

EDU 404 Seminar in Secondary Education and Human Relations (3) F, Sp. Philosophical, ethical, and legal problems related to secondary education instructional strategies, including classroom and laboratory experiences; considers interpersonal relations as applied to teaching. To be taken concurrently with EDU409. Prerequisite: EDU303 and EDU304.

EDU 408 Elementary Student Teaching III (9) F, Sp. A semester of clinical experience in an off-campus situation under a certified cooperating teacher. To be taken concurrently with EDU403. Prerequisites: EDU203, EDU303, EDU304, and MAT353. Must have passed the Praxis II exam in the area of certification.

EDU 409 Secondary Student Teaching III (9) F, Sp. Full-time, off-campus teaching experiences working with students in an area secondary school and a mentor teacher. To be taken concurrently with EDU404. Prerequisites: A minimum 2.5 GPA in major field, approval from the major department; EDU303, EDU304, and special methods course in the major. Must have passed the Praxis II exam in the area of certification.

EDU 410 Student Teaching IV (6) Su. On-campus course designed for the experienced teacher. Activities will include micro-teaching and human relations training. Not open to baccalaureate degree candidates. Prerequisite: One full academic year of teaching experience plus a bachelor's degree.

EDU 411 Methods of Teaching the Student with Cross-Categorical Disabilities (3) Sp. 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. To be taken concurrently with EDU425. Prerequisites: EDU303, EDU304, EDU315 and EDU352.

EDU 414 Language Development for Educators (3) F, Sp. 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: EDU358.

EDU 417 Health, Nutrition and Safety of the Young Child (2) Sp. Designed to present information about current concepts in health, safety, and nutrition of the young child. The course encourages good health habits and attitudes in future teachers so that they will be positive role models to the young children with whom they work. Prerequisite: EDU357 or EDU358.

EDU 418 Early Childhood Assessment (3) Sp. 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-experiences with infants/toddlers and/or pre-K/Kindergarten children is a part of this course. Prerequisites: EDU357 or EDU358.

EDU 420 Counseling Techniques/Parents (2) Sp. Designed to foster parent-teacher cooperation; includes communication and conflict resolution strategies applicable to educationally related situations (including IEP conferences and regular parent-teacher conferences) with exceptional students, families of exceptional students, and other professionals. Prerequisite: EDU315.

EDU 421 Family, Community, and Schools: Partnering for Young Children (3) F, Sp. 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: EDU358.

EDU 422 Issues and Trends in the Education of Young Children and the Management of Programs for Young Children (3) F, Sp. 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 the school setting. Meeting federal, state, and local program guidelines will be a focus. Prerequisite: EDU358.

EDU 425 Experience in Teaching Cross-Categorical Students with Disabilities (6) Sp. Off-campus experience teaching students with learning disabilities in cooperating schools as a teacher associate. Prerequisites: Credit or concurrent enrollment in EDU411 or credit or concurrent enrollment in both EDU303 and EDU304.

EDU 440 Curriculum Methods and Materials in Early Childhood Education (4) Sp. Designed to acquaint the early childhood educator with techniques, methods, and materials for use with the young child. Prerequisites: EDU310, EDU315, EDU333, EDU358, EDU370, EDU414, MAT351, and PED384.

EDU 450 Independent Research/Project (1-6) F, Sp. Investigation of a research problem, project, or topic on an individual conference basis. Prerequisites: Declared Elementary Education major, a minimum of 2.5 GPA in major field, and departmental approval.

EDU 460 Experience in Early Childhood Education (2) F, Sp. This course provides the teacher candidate with a center-based or school-based experience working with infants/toddlers, pre-schoolers, and kindergartners. The practicum experience is divided into two six-week placements. One six-week placement will be with Infants and toddlers and one six-week experience will be with pre-school or kindergarten-age students. The student will complete a minimum of two and one-half hours direct contact each day. To be taken with concurrent with EDU440. Prerequisite: EDU358, EDU360, EDU414, MAT351, and credit or concurrent enrollment in EDU303 and EDU304.

EDU 461 Experience in Early Childhood Special Education (6) F, Sp. Off-campus experiences in teaching the young handicapped infant, toddler, and preschool child in cooperating schools and/or private agencies. Prerequisite: EDU303, EDU304, EDU357, EDU375, and credit or concurrent enrollment EDU440.

EDU 462 Early Childhood Student Teaching III (12) F, Sp. A semester of clinical experience in an off-campus placement mentored by a certified cooperating teacher. To be taken concurrently with EDU422. Prerequisites: EDU460.

EDU 470 ESOL Practicum (3) F, Sp. ESOL Practicum focuses on peer observation/peer coaching in the context of the ESL classroom.

EDU 483 Practicum I in Reading: Diagnosis of Reading Difficulties (3) F, Sp. Clinical diagnosis in evaluation of reading and learning problems. One hour lecture, three hours lab. Course can only be taken on MWSU campus. Prerequisite: EDU310 and EDU360. Practicum arranged. Application must be submitted to the Director of Placement for approval.

EDU 484 Practicum II in Reading: Remediation of Reading Difficulties (3) F, Sp. Clinical treatment of identified reading and learning problems. One hour lecture, three hours lab. Course can only be taken on MWSU's campus. Prerequisite: Credit or concurrent enrollment EDU312 and EDU375. Practicum arranged. Application must be submitted to the Director of Placement for approval.

EDU 490 Applied Education Practices (1-9) DD. Workshops developed in selected areas in accordance with student interest.

ENGLISH AS A SECOND LANGUAGE

Waiving of any course prerequisites requires prior departmental authorization.

TSL 467 Second Language Acquisition (3) DD. This course includes a study of the theories of first and second language acquisition specifically as related to the teaching of English as a second language and foreign languages. Subtopics of this area of study include: bilingualism, styles, communicative styles, personality factors, socio-cultural differences among learners, 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 ESOL and foreign language learning situations. Prerequisite: ENG232.

TSL 468 Methods of Teaching Second Language Students (3) DD. This course provides an overview of the theoretical foundations and applications of language instruction approaches, methods, and techniques that are effective in the classroom. It will focus on interactive and communicative language teaching methods as well as specific strategies for integrated content area instruction for limited English proficient (LEP) students and English language learners (ELL) in mainstream classrooms.

TSL 469 Materials and Assessment for TESOL (3) DD. Advanced course in the analysis and preparation of materials for teaching ESOL and the basics of test development in ESOL.