

Education (BA) with an Emphasis in Middle School

This program is offered by the School of Education/Department of Teacher Education and is only available at the St. Louis main campus.

Program Description

The bachelor of education program provides candidates with a strong knowledge base of content, child and adolescent development and current research that supports best practices in education. This program is centered around contemporary design-based research principles with a focus on how students learn within inquiry-based environments.

This undergraduate degree program is designed to provide the foundation for teacher preparation leading to initial Missouri teacher certification and is approved by the Missouri Department of Elementary and Secondary Education.

The bachelor of education program is accredited by the Council for the Accreditation of Educator Preparation (CAEP).

Learning Outcomes

- Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner and knowledge of pedagogy based on inquiry and scholarship. This includes knowing content that supports conceptual understanding, applying tools of inquiry to construct meaningful learning experiences, identifying developmental factors in student learning and understanding theoretical principles of effective instruction to plan learning experiences.
- Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory. This involves designing curriculum based on students' prior knowledge, learning styles, strengths and needs, understanding and uses a range of instructional strategies, using a variety of communication modes, media and technology to support student learning and employing a variety of formal and informal assessments to monitor learning and modify instruction.
- Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students and families in schools and communities. This is demonstrated through valuing and integrating reflection to grow as a professional, promoting communication and collaboration with colleagues, families and community leaders, seeking relationships with families and students to support student learning and initiating change that benefits students and their families.
- Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences. This includes understanding and responding appropriately to issues of diversity, acknowledging social and cultural context to create effective teaching and learning environments, adapting instruction to

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Practicums require 45-135 hours involving observation, lesson planning and teaching during daytime school hours. To enroll in a practicum, students must submit an application by September 15 for a spring placement and by February 15 for a fall placement. No late applications will be accepted. Candidates must meet with the Coordinator of Field Placement prior to applying for practicum.

Apprentice Teaching

Apprentice teaching and the accompanying apprentice teacher seminar are required for all initial certifications. To enroll in apprentice teaching, students must submit an application by September 15 for a spring placement and by February 15 for a fall placement. No late applications will be accepted.

Prior to apprentice teaching students must have:

- Met all course and departmental assessment requirements, including formal acceptance to teacher certification status.
- Successfully completed practicum and practicum seminar with a grade of B or better.
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