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
 the learner's knowledge, ability and background experience,
 and identifying resources for specialized services when
 needed.

Degree Requirements

For information on the general requirements for a degree, see

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Social Science:

- HIST 1100 World Civilization before 1500 (3 hours)
 or HIST 2200 History of Medieval Society (3 hours)
- · HIST 1300 Colonial and Revolutionary America (3 hours)
- HIST 1310 Nineteenth-Century America (3 hours)
- HIST 1320 Twentieth-Century United States (3 hours)
- HIST 2230 The Age of Total War: Europe 1890-1945 (3 hours)
 - **or** HIST 2240 Contemporary Europe: 1945-Present (3 hours)
 - or INTL 1500 World Systems since 1500 (3 hours)
- EDUC 4350 Arts and Humanities Methods (3 hours)
- EDUC 4250 Economics and Geography for Global Sustainability (3 hours)
 - or Macro/Micro Economics and ANSO 1095 Introduction to Geography: World and Regional (6 hours)
- POLT 1060 Introduction to American Politics (3 hours)
- Social science elective (3 hours)

Mathematics:

- EDUC 4360 STEM Methods (3 hours)
- MATH 1430 College Algebra (3 hours)
- MATH 1440 Trigonometry (3 hours)
- MATH 1610 Calculus I (5 hours)
- MATH 1620 Calculus II (5 hours)
- MATH 3530 Modern Geometry (3 hours)
- **ONE** of the following (3 hours):
 - STAT 1100 Descriptive Statistics (3 hours)
 - STAT 3100 Inferential Statistics (3 hours)
 - MATH 2200 Statistics (3 hours)
- TWO of the following (6 hours):
 - MATH 2410 Discrete Mathematics (3 hours)
 - MATH 3130 Real Number System (3 hours)
 - MATH 3210 Data Mining Foundations (3 hours)
 - MATH 3220 Data Mining Methods (3 hours)
 - MATH 3610 Probability (3 hours)

If a student begins the College Mathematics sequence with Calculus I, the student needs to ensure they have 24 hours of mathematics (MATH) content.

Science:

- BIOL 1550 Essentials of Biology I (4 hours) and BIOL 1551 Essentials of Biology I: Lab (1 hour)
- CHEM 1100 General Chemistry I (3 hours)
 and CHEM 1101 General Chemistry I: Lab (1 hour)
- PHYS 1710 College Physics I (3 hours) and PHYS 1711 College Physics I: Lab (1 hour)

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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.
- Passed the state-required content assessment examination.

Apprentice Teaching placements are made by the Field Experience Office. Placements will be arranged with the St. Louis City, St. Louis County, St. Charles County and Jefferson County School Districts along with private and independent schools. All candidates for certification must complete either their practicum or apprentice teaching in a diverse setting.