



EDUCATION MINOR

Contact: Dr. Barri Bumgarner

Email: barri.bumgarner@wcmo.edu

The goal of the minor in education is to facilitate students' understanding of the central concepts, structures, and tools of inquiry of the discipline(s) and how to create learning experiences that make these aspects of subject matter meaningful and engaging for all students. Students will also understand how individuals learn, develop, and differ in their approaches to learning, understand how to adapt to diverse learners, recognize the importance of long-range planning and curriculum development, and how to implement and evaluate standards-based curriculum.

You can find the course descriptions for all courses required for this minor by clicking on the following links:

- [Education Course Descriptions](#)

Minor: EDUCATION

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2022-2023

Student's Last Name

First Name

Middle Initial

Advisor

Date Minor Declared

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses				
EDU 101	Introduction to Teaching	1		
EDU 231	Education of Exceptional Individuals	3		
EDU 290	Foundations of Education	3		
EDU 350	Digital Literacy	3		
EDU 385	Diversity	3		
EDU 392	Reading in the Content Area	3		
Elective Courses (minimum of 6 hours)				
EDU/PSY 221	Educational Psychology	3		
EDU 230	Child and Adolescent Growth & Development	3		
EDU 306	Teaching Reading for Elementary Teaching	3		
EDU 307	Teaching STEAM in 21 st Century Classrooms	4		
EDU 308	Methods of Teaching Social Studies in Elementary and Middle Schools	3		
EDU 309	Teaching Writing	3		
EDU 320	Teaching Middle School: Curriculum & Philosophy of Teaching the Middle Years	4		
EDU 425	Secondary School Teaching	3		
EDU 434	Methods of Teaching PE in Secondary	3		
EDU 435	Methods of Teaching Social Studies	3		
EDU 436	Methods of Teaching Science/Secondary	3		
EDU 453	Classroom Management & Organization	3		
	Methods of Teaching Science/Secondary	3		
	TOTAL HOURS FOR MINOR	22 hrs		

If any substitutions or waivers of requirements are allowed, please list below and initial.

EDU – Education

EDU 101 Introduction to Teaching (1 hr.) Open to all students. This course serves as an introduction to those considering a major in any area of education. Basic terminology and theories of teaching and learning are team taught by Education Department faculty. A series of field trips to local schools provides information about K-12 school organization and characteristics of each level. This course serves as a prerequisite to EDU 290.

EDU/HES 206 Growth and Development through Elementary Physical Education (3 hrs.) This course is meant to prepare students to teach physical education and movement activities to elementary school children. By identifying patterns of growth and development, students will be able to develop methods to successfully teach fundamental movement skill and physical education concepts through quality instruction, games, dance, health-related fitness and perceptual-motor activities. This course is for K-9, K-12 physical education majors. Offered in even numbered fall semesters.

EDU/HES 207 School Health, PE, & Safety in Elementary (3 hrs.) This course examines the principles of teaching health, physical fitness, and safety for wellness and optimal development with an emphasis on the needs of children. Offered in fall semesters.

EDU 210 Literature for Children and Youth (3 hrs.) Students explore a variety of genre and multicultural literature for children and adolescents. Extensive reading is required to develop experience in selecting appropriate texts for classroom use. Classroom strategies are presented for using literature in curriculum design. A literature portfolio is an integral part of the course. Offered every spring semester. Prerequisites: ENG 103.

EDU/PSY 221 Educational Psychology (3 hrs.) The application of psychological principles of learning, cognition, and child and adolescent development to the educational process in elementary and secondary schools. Topics include the impact of psychological knowledge on student learning, teaching, motivation, management of the classroom, and assessment of student learning.

EDU 225 Human Experiences Across the Years (3 hrs.) The course explores scientific theory and practice in the field of human growth and development with an emphasis on experiences of the individual through the course of the lifespan. From pre-birth through end of life, humans are defined by momentous occasions and changes, and they grow accordingly. The emphasis of the course is on socio-emotional life events, but will also address both cognitive and physical development. The course is targeted to non-Education majors as a course intended to meet the Human Behavior Theme. Some topics include: infertility issues, childhood obesity, adolescent issues in the 21st century, concerns of young adults and career, the family, middle-age adjustment, and senior living arrangements.

EDU 230 Child and Adolescent Growth and Development (3 hrs.) This course explores current theory and knowledge in the field of childhood growth, cognitive and psychosocial development from ages pre-birth through adolescence. Major learning theories will be interrelated with information on physical, psychosocial, cognitive and language development. The goals and methods of childhood education will be studied and important contributions from social and behavioral scientists will be analyzed and evaluated for those planning to work with children and/or adolescents. Offered each semester.

EDU 231 Education of Exceptional Individuals (3 hrs.) This course is a study of the special needs and characteristics of individuals who are classified as exceptional. Students focus on the unique characteristics associated with giftedness, sensory impairments, learning disabilities, attention disorders, mental impairments, behavioral and emotional problems, physical disabilities and chronic health problems, and other at-risk factors. Legal aspects of schooling and curricular adaptations are explored. Offered in fall semester. Prerequisites: EDU 101 For Education Majors.

EDU 260 Emergent Literacy (3 hrs.) Students will develop knowledge and skills necessary to promote early literacy development, including the components of emergent literacy, oral language acquisition, phonological and phonemic awareness, alphabetic principle, high frequency vocabulary development, decoding and spelling strategies, and reading fluency. A variety of teaching techniques will be examined including creative dramatics, storytelling and a wide range of children's literature. Commercial reading programs and series used in many school districts will also be compared and evaluated. Offered in alternating spring semesters.

EDU 280 Programs in Early Childhood (3 hrs.) This course applies relationship of theory and practice in early childhood education programs, explores issues of family structures, systems and dynamics within the context of culture and examines firsthand a variety of state and federal programs available for young children. The course includes a practicum component in an approved childcare setting. Students will also examine current issues in child advocacy at the state or federal level, and develop a plan to support chosen legislation designed to help young children through an action plan. Offered every third spring semester as needed.

EDU 288 Assessment in Early Childhood (2 hrs.) This course will introduce students to a variety of assessment procedures and instruments that can be used to evaluate learning and the developmental achievements of young children. Students will have a chance to observe young children and various assessment testing first hand. The official position papers of ACEI (Association of Childhood Educators International) and NAEYC (National Association of Educators of Young Children) will be examined also. Offered in even-year fall semesters.

EDU 290 Foundations of Education (3 hrs.) This course provides a framework for understanding educational issues from historical, philosophical and societal perspectives. On-site observations are an integral part of the course so that students may gain understanding of the purpose of education, forces shaping it, and the individual responsibility required in becoming a teacher. Required for all education majors. Prerequisites: EDU 101 For Education Majors.

EDU 291 Education Practicum I (2 hrs.) This initial practicum experience is designed to acquaint students with the life of one classroom as students spend thirty clock hours observing and assisting in an assigned school classroom. Students should plan to take this course concurrently with EDU 290, Foundations of Education. A reflective learning log is required to record observations, comments, questions, and insights. Prerequisites: EDU 101 For Education Majors.

EDU 295 Place-Based and Service Learning: Education in the Community & the Classroom (4 hrs.) Today's future teachers must embrace current trends in education. One of those is understanding the importance of place-based and service learning. This community outreach work connects the college with area businesses and schools. Through place-based experiences, pre-service teachers develop the skills to work with community businesses and classrooms that will hopefully carry over into their own future classrooms. Prerequisites: EDU 101 recommended.

EDU 306 Teaching Reading (3 hrs.) Students will learn about the nature of reading and language development in the context of the whole school curriculum for elementary and middle grades. Topics include the examination of reading as a meaning construction process, the development of appropriate instructional strategies, and the assessment and evaluation issues related to social and cultural diversity. Instructional content and strategies are aligned with state and national guidelines and standards. Offered every fall. Prerequisites: EDU 290, 291 and admission to teacher education program.

EDU 307 Teaching STEAM in 21st Century Classrooms (4 hrs.) Today's future teachers must embrace current trends in education. One of those is understanding the importance of cross-collaboration between Science, Technology, Engineering, Arts, and Mathematics (STEAM). In this class, students will learn not only how to integrate these subjects in their early childhood or elementary classroom, but they will also experience it as students. Prerequisites: EDU101, EDU231, EDU290, EDU291, and declaration of major in education. Must be admitted into TEP (Previously offered as EDU310/EDU203).

EDU 308 Methods of Teaching Social Studies in Elementary and Middle Schools (3 hrs.) Social studies is content focused as students explore concepts, teaching methods, materials, related literature and integrated curriculum design for elementary and middle school grades. Inquiry projects emphasize theme cycles and demonstration lessons. Curricular and instructional objectives using the standards and guidelines of state and national professional organizations such as the National Council for Social Studies are included. Offered every fall semester. Prerequisites: EDU 290, 291, and admission to teacher education program.

EDU 309 Teaching of Writing in Middle and Secondary Schools (3 hrs.) Students will experience the essentials of process writing for transactional, expressive, and poetic writing. Writing in content areas and evaluating and assessing writing are stressed. This course is required for middle school majors and secondary majors with an English language arts concentration. Offered in even year fall semesters. Prerequisites: ENG 103, at least one writing intensive course, and admission to the teacher education program.

EDU 320 Teaching Middle School: Curriculum & Philosophy of Teaching the Middle Years (4 hrs.) This course examines the philosophy and curriculum development in the middle school, including school and classroom design, teaching methodology, curriculum strategies, and organizational structures. Teaching and learning theory and strategies for middle school students are explored along with curriculum design based on the developmental characteristics of children in grades 5-9. Students will spend 3 hours in class and 1 hour in field.

Prerequisites: EDU 101, EDU 230, EDU 231, EDU, 290, 291, Education Major/Minor declared, and admission to teacher education program (TEP); or by permission. Offered odd year spring semesters or as needed. (Previously offered as EDU311/314)

EDU/PED 345 Methods of Teaching Middle School Physical Education (3 hrs.) This course is designed for students planning to teach middle school age physical education programs. Topics include program development, selecting and implementing instructional units, integrating physical education with other disciplines, professional development, and teaching assessment.

EDU 350 Digital Literacy (3 hrs.) This course is geared towards today's digital citizens who plan to teach in the current technology-infused classrooms. Future educators are entering schools that are 1:1, so students must be prepared to work in a technology-rich environment. The class will integrate digital literacy across the curriculum, motivate students to embrace technology as both a consumer and a producer, and require that they participate in the course as both student and an educator. This will be a hands-on, interactive, seminar-type course. Acceptance to the Teacher Education Program and EDU 231.

EDU 351 Methods of Teaching Elementary/Middle School Mathematics (3 hrs.) This course is the second part of an integrated methods and content course for elementary and middle school teachers. Topics include fractions, decimals, geometry, probability and statistics, measurement and other appropriate topics. Offered every spring semester. Prerequisites: C or better in MAT 231.

EDU 370 Business Programs Implementation (3 hrs.) This course seeks to prepare future Secondary Business Teachers with information about various programs, comparisons and evaluations of ideal instruction as well as familiarizing the student with professional career and vocational organizations related to Business Education. Students will directly observe in secondary business classes Grades 7-12, and interview teachers, administrators, sponsors of organizations and community partnership leaders from the business community. After several written assignments, students will present a Power Point presentation to other business education students. Prerequisites: EDU 290, 291 and 425, and admission to the teacher education program.

EDU 380 Integrated Curriculum in Early Childhood (3 hrs.) This course seeks to integrate the disciplines of language arts, math, social studies, music, art and science in preparation of curriculum content for early childhood and kindergarten classrooms. Students prepare detailed long-term lesson plans and collect resources to implement the plans. Plans developed will meet the MO Pre K and Show-Me Standards as well as the ACEI and NAEYC Standards for Early Childhood Classrooms. Offered every third spring semester or as needed. Prerequisites: EDU 290 or permission of the instructor.

EDU 385 Diversity in Education (3 hrs.) This course will introduce both education and non-education majors to the role of the 21st century school in a diverse society. Students in this course will study important issues, approaches, and strategies in working with and forming connections with a population that is ethnically and culturally diverse. In addition, an emphasis of this course is to promote teaching tolerance and anti-bias in a land where discrimination and sexism still exist. To live as an informed and tolerant adult in an increasingly pluralistic America is a major focus of this course. Specific topics to be explored include: understanding ourselves and others' values and belief systems, learning the language of prejudice, and creating unity in a diverse America. Offered every fall semester. Prerequisites: One of the following: EDU 290, PSY 113, SOC 111, POL 211 or PHL/REL 102, or permission of the instructor.

EDU 392 Reading & Writing in the Content Area (3 hrs.) This course helps pre-service teachers explore methods to facilitate students' reading comprehension of content area materials (texts, non-fiction trade books, and other supplements). It is based on the recognition that reading in the content areas (non-fiction/informational) requires explicit strategies that are best taught in the context of the content area. It is also recognized that the most effective teacher of content area reading strategies is the teacher of the content area. Prerequisites: EDU 290, 291 and admission to teacher education program.

EDU 393 Education Practicum II (2 hrs.) This practicum is an intensely supervised pre-student teaching experience, which includes forty-five actual clock hours in a K-12 classroom. Action research is conducted in the assigned classroom and presented to an audience such as the Undergraduate Research Forum. Offered each semester. Prerequisites: EDU 291 and admission to the teacher education program.

EDU 398 Independent Study (1-3 hrs.) An individual study or research topic not covered in regular course offerings is done with the supervision of faculty. Students need permission of the instructor and the program director. It is the responsibility of the student to provide a rationale and an outline of the proposed study. Open only to education majors.

EDU 417 Advanced Practicum (1-6 hrs.) The principal objective of this course is to provide a student the opportunity to spend time in different age group classrooms (preK-12). Students can take this course multiple times for varied credit hours based on their own schedule. For example, an elementary major may take 1 credit hour to spend 15 hours in a 5th grade classroom one semester and then for 2 credit hours another semester in a 2nd grade classroom. These practicums give them a broader range of experience and helps inform them for what age they want to student teach. Secondary folks also need to gain experience in all grade levels to be best prepared not only for student teaching but for their career in general. Prerequisites: EDU 231, EDU 291, and EDU 393 (can be concurrent with EDU 393).

EDU 425 Secondary School Teaching (3 hrs.) Students explore the general principles, activities, schedules, and interactions of teachers and students in secondary schools. Course content includes teaching-learning process emphasizing methods of instruction and evaluation. Offered in fall semester. Prerequisites: Admission to teacher education program.

EDU 431 Teaching English in Middle and Secondary Schools (3 hrs.) This course is designed for those students who plan to teach English in high school settings. Along with an examination of issues, attitudes, and trends in teaching English/language arts, students develop materials and strategies for teaching and evaluating writing, speaking, listening, reading and viewing competencies. State and national standards and guidelines are used for content orientation. Offered every other fall semester. Prerequisites: EDU 425, completion of appropriate English courses, and admission to the teacher education program.

EDU 433 Teaching Mathematics in Middle and Secondary Schools (3 hrs.) This course is offered for those who plan to teach mathematics in high schools. Students explore curriculum development and instructional methods and gain experience with multimedia materials and resources that are appropriate for classroom use. State and national standards are used as guidelines for content orientation. Offered every other fall semester or as needed. Prerequisites: EDU 425, completion of appropriate math courses, and admission to the teacher education program.

EDU 434 Methods of Teaching Middle School and Secondary Physical Education (3 hrs.) This course is designed for students planning to teach middle school and secondary physical education programs. Topics include program development, selecting and implementing instructional units, class organization and management, assessment, integrating physical education with other disciplines, and professional development. Prerequisite: EDU 290.

EDU 435 Teaching Social Studies in Middle and Secondary Schools (3 hrs.) The content of this course includes recommendations of state and national groups, which have approved standards for teaching social studies. Students explore issues, trends and methods in social studies instruction for secondary school students. Students plan lessons and themes and engage in the kinds of projects, e.g., writing, research, and audio-visual, which they will present in their own classrooms in secondary schools. Offered every other fall semester. Prerequisites: EDU 425, completion of appropriate social science courses, and admission to the teacher education program.

EDU 436 Teaching Science in Middle and Secondary Schools (3 hrs.) Students study issues, trends, and methods in teaching science for secondary school students. Curriculum projects are based on objectives and concepts that are included in state and national standards for science teaching. Offered in even year fall semesters. Prerequisites: EDU 425, completion of appropriate science courses, and admission to teacher education program.

EDU/FLG 437 Methods of Teaching a Foreign Language (3 hrs.) Students study issues, trends and methods in teaching a foreign language to students in elementary, middle and secondary students. Projects involve lesson planning development and unit planning. Offered as needed.

EDU 441 Reading Assessment and Advancement (3 hrs.) This is a study of multiple formal and informal assessments that includes miscue analysis. Students prepare a reader profile that includes assessment procedures, identification of reading strengths and needs, and recommendations for strategies to promote advancement toward reading proficiency. Students work with at least one reader. Offered in spring semesters. Prerequisites: EDU 306 and admission to the teacher education program.

EDU 453 Classroom Management and Organization (3 hrs.) This course focuses on multiple factors that affect student learning and behavior. Students study effective classroom and behavioral management techniques, dealing with specific issues and practices and developing their own plans for their own classrooms. A series of management plans are designed and brought together in a comprehensive management plan, which becomes part of the state mandated portfolio. Students deal with everything from room arrangement, rules of general conduct and classroom procedures, to teaching tolerance, dealing with bullying and violence, and grading and assessment. Offered every semester. Prerequisites: EDU/PSY 221, EDU 291, admission to the teacher education program.

EDU 490 Educational Seminar (3 hrs.) This course is taken concurrently with student teaching. It serves as an orientation to student teaching and functions as a formative structure for the experience. This seminar meets regularly throughout the student teaching semester allowing students to share experiences, strengthen competencies and address topics of concern. Completion of the state mandated portfolio and completion of the application for certification process are integral to the course. Preparation for employment interviews and how to fill out teaching applications to districts are covered as well. Offered each semester.

EDU 492 Student Teaching: Early Childhood Education or Elementary School (6-12 hrs.) This course is for students seeking certification in early childhood, Pre-K-Grade 3 or elementary education, grades 1-6. Concurrent enrollment in EDU 490 is required. Students gradually assume full responsibility for classroom instruction during the experience. Students are required to engage in all professional activities, which their cooperating school provides. Intense supervision and feedback are provided by a cooperating classroom teacher and a college supervisor. Special fee required. Prerequisites: Admission to student teaching, passing score for the national certification exam, and substitute certificate. Offered each semester.

EDU 495 Student Teaching: Middle School (6-12 hrs.) This course is for students seeking certification in middle school education, grades 5-9. Concurrent enrollment in EDU 490 is required. Students gradually assume full responsibility for classroom instruction during the experience. Students are required to engage in all professional activities, which their cooperating school provides. Intense supervision and feedback are provided by a cooperating classroom teacher and a college supervisor. Special fee required. Prerequisites: Admission to student teaching, passing score for the national certification exam, and substitute certificate. Offered each semester.

EDU 497 Student Teaching: Secondary School (6-12 hrs.) This course is for students seeking certification in secondary education, grades 9-12. Concurrent enrollment in EDU 490 is required. Students gradually assume full responsibility for classroom instruction during the experience. Students are required to engage in all professional activities, which their cooperating school provides. Intense supervision and feedback are provided by a cooperating classroom teacher and a college supervisor. Special fee required. Prerequisites: Admission to student teaching, passing score for the national certification exam, and substitute certificate. Offered each semester.