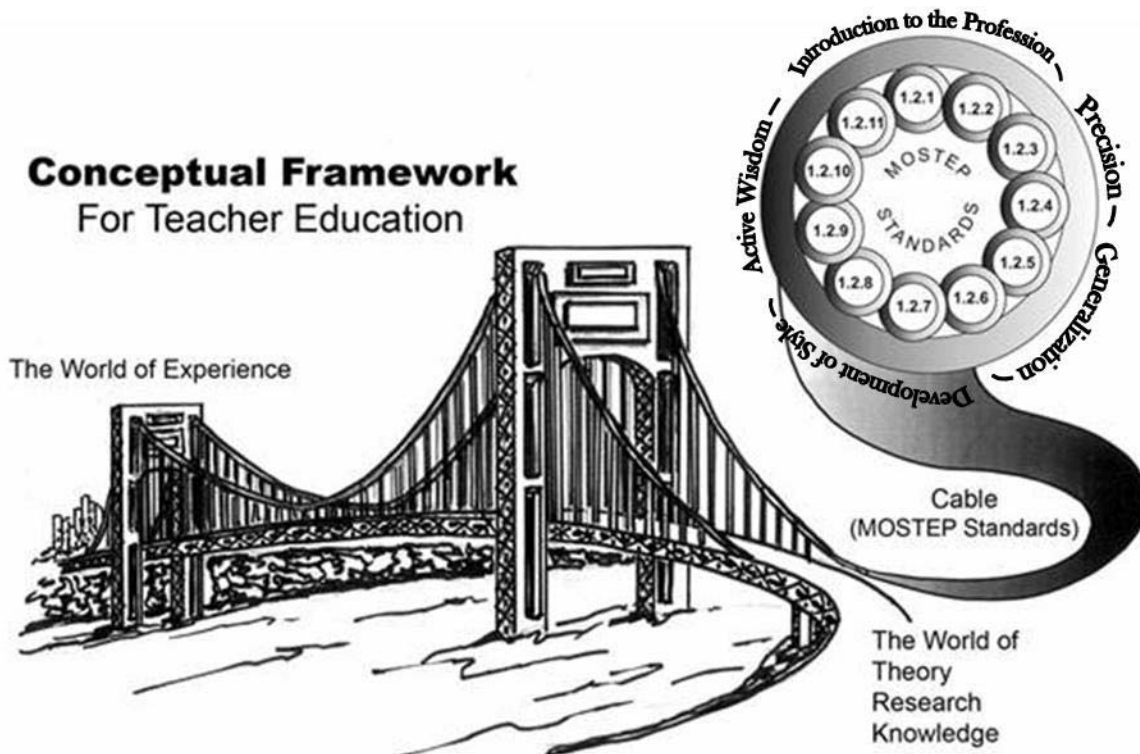


# DRURY

U N I V E R S I T Y

## CERTIFICATION REQUIREMENTS AND PROGRAM INFORMATION FOR POST-BACCALAUREATE DEGREE STUDENTS

### Conceptual Framework For Teacher Education



Revised July, 2004

EDUCATION PROGRAM CERTIFICATION REQUIREMENTS  
AND PROGRAM INFORMATION  
FOR POST-BACCALAUREATE DEGREE STUDENTS  
JULY, 2004

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## Who Seek Initial Teacher Certification

### SECTION ONE. Introduction

These guidelines were developed to explain the program and procedures for completing Missouri teacher certification for persons who have already earned a baccalaureate degree. These guidelines are subject to change by the Missouri Department of Elementary and Secondary Education or the Drury University Teacher Education Council.

Admission to the Masters in Education degree program is separate (different) from admission to the teacher certification program. Admission to the teacher certification program is more restrictive than admission to graduate study. Persons who seek initial teacher certification through post-baccalaureate study must be admitted to both the Master in Education degree program and the teacher certification program.

### SECTION TWO. Eligibility for Admission to the Initial Teacher Certification Program By Post-Baccalaureate Degree Students.

Students are requested to apply for admission to the Drury University teacher certification program during the first semester or session in which they enroll for a teacher education course. By applying for admission students ensure more accurate advisement regarding teacher certification requirements, the establishment of a student file in the School of Education and Child Development Office, and advisement of their status regarding admissions standards.

Listed below are the Drury University requirements for admission to the teacher education program. Students should submit their application even though they may not meet all of the standards.

#### Standards for Admission

1. Written communication skills (grades of "C" or higher in composition (6-8 hours).
2. Oral communication skills (grade of "C" or higher in an oral communication course (3 hours).
3. Cumulative grade point average of 2.75 or higher based upon at least 30 hours of college credit. (For post-baccalaureate degree students, a cumulative grade point average of 2.75 or higher for all undergraduate course work.) At least 12 hours of credit at Drury University.
4. Qualifying scores for all sub-sections and the composite of the College BASE examination administered by the Missouri Department of Elementary and Secondary Education. College BASE is a test of general education that assesses knowledge and skills in four subject areas--English, mathematics, science, and social studies. At the same time, College BASE measures three cross-disciplinary competencies: interpretive reasoning, strategic reasoning, and adaptive reasoning. Achievement in these subjects and skills is usually attained during the first two years of college. Questions are not drawn from particular college courses.
5. Letters of recommendation from three persons familiar with the applicant's potential for success as a teacher. (One letter of reference must be from a faculty member familiar with the applicant's undergraduate course work.)
6. No felony conviction.
7. A baccalaureate degree from a regionally accredited institution (e.g. North Central

- Association of Colleges and Universities). The Missouri Department of Elementary and Secondary Education will not recognize for teacher certification baccalaureate degrees from institutions which are not regionally accredited.
8. Background Check: A background check will be conducted through the Department of Elementary and Secondary Education with the Missouri Highway Patrol for felony convictions and the Missouri Division of Family Services for sexual abuse and family violence reports.
  9. A passing score on the Praxis II Subject Area Specialty test for all persons seeking secondary education teacher certification. The Praxis II is the exam required of all teacher certification students. Students take the content area test of the subject they wish to teach.
  10. A portfolio of the applicant's written work with a properly completed application for admission to the teacher certification program. (A guide for preparing the portfolio is available in the School of Education and Child Development office.)

When, for any of the reasons listed above, a student is not qualified to be admitted to the teacher certification program, the student will be provided a diagnosis of strengths and weaknesses and counseled concerning alternative careers or appropriate developmental courses or suggestions for improvements, (e.g. such developmental courses as Effective Reading, Effective Grammar and Composition, Fundamentals of Composition, English As a Second Language, Intermediate Algebra, Elementary Contemporary Mathematics, and Fundamentals of Interpersonal Communications may be suggested.)

Applications for admission to the teacher certification program will be referred to the Teacher Education Council by the Director of Teacher Education. The Teacher Education Council will take one of the three following actions on each application submitted:

- A. Approve for admission to the teacher education program.
- B. Deny admission to the teacher education program.
- C. Approve for provisional admission to the teacher education program.

Permission to enter professional education methods courses will not be granted until the application for admission to the teacher certification program has been approved.

All students will be notified in writing of the action taken in regard to their applications for admission to the teacher certification program. In the event that admission is denied or granted on a provisional basis, the reason for this will be given to the student. In the case of provisional admission, the conditions necessary for change of status will be clearly defined. The decision of the Teacher Education Council to deny admission may be appealed in writing through the Director of Teacher Education to the Dean of the University. The Dean of the University will establish a committee of three faculty members, at least one of whom will be a member of the School of Education and Child Development, to review the appeal. The committee will make recommendations on the appeal to the Dean of the University. The Dean of the University will make a decision and notify the student of the final action. The qualifications of a student to continue in the teacher education program is subject to review and change during the period in which the student is enrolled.

### SECTION THREE. Programs Available for Teacher Certification Through Drury University

Teacher certification programs available through Drury University are limited to the areas approved by the Missouri Department of Elementary and Secondary Education, by the National Council for Accreditation of Teacher Education, and by the Drury University Teacher Education Council.

The programs for initial teacher certification which are available at the Ft. Leonard Wood campus include the following: elementary education (grades 1-6). No other programs of initial teacher certification are available at Ft. Leonard Wood.

On the Springfield campus the following initial teacher certification programs are offered: elementary education (grades 1-6), art (grades K-12), English (9-12), mathematics (9-12), French (9-12), German (9-12), Spanish (9-12), music-vocal or instrumental (K-12), physical education (9-12), social studies (9-12), unified science with biology, chemistry or physics endorsement (9-12), speech and theatre (9-12), and journalism (9-12). No other programs of initial certification are available at Drury University.

#### SECTION FOUR. Field Experiences Prior to Student Teaching

The preparation of a teacher requires an opportunity to apply theory and knowledge in the context of the school classroom situation if future teachers are to meet the challenging demands placed upon them by the pressure of contemporary society and the modern school. Teachers cannot be prepared in the isolation of the college classroom. The Drury University program, although firmly rooted in the liberal arts tradition, is also grounded in a partnership with the public schools. Field experience students will follow the guidelines published by Drury University and the school district in which they serve.

The program for the implementation of this partnership is primarily in the form of a series of field experiences providing direct experiences in the classroom.

#### Elementary Education Majors

Elementary education majors meet the requirements for field experience prior to student teaching by registering for four separate field experiences.

- EDUC 201** Teacher Aide I. 1 hour credit. Students work thirty clock hours per semester in public schools. Taken concurrently with SS 624 The Home, the School, and the Community.
- EDUC 401** Reading Practicum I. 1 hour credit. Provides the student the opportunity to integrate reading theory and practice by working with learners in classrooms or other field settings. Students work thirty clock hours per semester. Taken concurrently with EDUC 407 Methods of Teaching Reading.
- EDUC 402** Reading Practicum II. Provides the student the opportunity to utilize remedial reading teaching methods with learners experiencing difficulty in learning to read. Students work thirty clock hours per semester. Taken concurrently with EDUC 452 Correction of Reading Problems.

#### Secondary Subject Area Majors

Secondary education subject area majors meet the requirement for field experiences prior to student teaching by registering for three separate field experiences.

- EDUC 201** Teacher Aide I. 1 hour credit. Students work thirty clock hours per semester in public schools. Taken concurrently with SS 624 The Home, the School, and the Community.
- EDUC 303** Secondary Educational Field Experience. 1 hour credit. A field experience in the content area. Taken concurrently with EDUC 605 Advanced Educational Psychology.
- EDUC 304** Teaching in Diverse Classrooms. 2 hours credit. A field experience taken concurrently with the subject area specialty course (e.g. EDUC 446 Methods of Teaching English).

#### SECTION FIVE. PROCEDURE FOR APPLYING FOR ADMISSION TO STUDENT TEACHING

Student teaching must be completed during the Fall Semester or the Spring Semester for a minimum of eleven (11) weeks in an all-day placement during regular school hours. The student teaching placement must be in the subject area(s) and grade level for which initial teacher certification is sought under the direct supervision of the cooperating teacher. Drury University will not enter into an academic contract/provisional certificate unless the person has successfully completed student teaching.

1. An application form for student teaching may be obtained from the School of Education office. Announcement that applications are being accepted will be made through the normal campus media. However, students are responsible for determining the semester during which they prefer to complete their student teaching and for making application before the announced deadline.
2. Applications for student teaching are normally made no later than:
  - a. October 1, if the individual plans to register for student teaching during the Spring Semester.
  - b. March 1, if the individual plans to register for student teaching during the Fall Semester.
3. The following requirements must be met before a student can register for student teaching (EDUC 476 Elementary, EDUC 478 Secondary.).
  - a. Status of fully qualified admission to the teacher certification program.
  - b. All prerequisite course requirements as listed in the catalog, except when waived by the Director of Teacher Education.
    - (1) Cumulative grade point average of 2.75 based on all work completed at Drury University and all work transferred to Drury University.
    - (2) Cumulative grade point average of 2.75 in courses completed to meet certification requirements in a teaching area. A grade of "C-", 1.7 grade points, may not be applied to meet professional education or content area requirements.
    - (3) In the event that a student is disapproved for student teaching based upon grade point average or a negative decision regarding his/her potential effectiveness as a teacher, the student will be so notified in writing. If he/she desires to appeal the decision, he/she may do so in writing to the Director of Teacher Education. The appeal will be

referred to the Dean of the University who will appoint a committee of three faculty members with whom the applicant has had classes to make recommendations regarding this appeal.

- c. Approval by the Teacher Education Council (acting as a committee) based upon review of the student's record indicating completion of all course requirements, grade point average requirements, recommendations from the student's advisor and chairman of the department concerned in the case of students working for secondary certification, and such other recommendations considered appropriate by the Director of Teacher Education.
- d. Students applying for student teaching should expect to carry a reduced academic and employment load while participating in this important experience.
- e. Enrollment in student teaching (EDUC 476 OR 478) requires a full-day placement for a minimum of eleven weeks. Student teaching carries eight (8) hours of credit and requires a minimum of 440 clock hours. Student teaching must be completed during the Fall Semester or the Spring Semester. Scheduling for an overload of courses is not allowed during the semester of student teaching.

#### SECTION SIX. APPLICATION FOR CERTIFICATION

Application for initial certification will be made through the School of Education and Child Development office. Application forms should be completed prior to completion of the last course before graduation.

Section 168.031 of the Missouri School Law mandates that no person shall receive or hold any certificate to teach who does not present evidence of good moral character. A decision not to recommend a student for a teaching certificate for this reason will be made only upon the determination by the Teacher Education Council that evidence of a good moral character has not been presented. If a student desires to appeal such a decision, the student may appeal in writing to the Director of Teacher Education. The appeal will be referred to the Dean of the University who will appoint a committee of three faculty members to review the appeal and make appropriate recommendations in regard to the decision.

Section 168.400.2 of HB 463, The Excellence in Education Act of 1985, requires that, before receiving certification, each prospective teacher must undergo a satisfactory assessment including, but not limited to, "classroom achievement, practice teaching evaluation and observation, successful participation in assessment centers, interviews, tests, and other evaluation measures." A teacher certification test is required in Missouri, and that test is the Praxis II Examination.

#### SECTION SEVEN. GENERAL EDUCATION REQUIREMENTS

A CANDIDATE FOR CERTIFICATION MUST COMPLETE COURSES IN THE FOLLOWING AREAS:

Humanities

Must include at least one course from two of the following fields.

\*Music (excluding applied music)

\*Art

Foreign Language

Western and Non-Western Cultures

Philosophy

Literature

Classical Studies

Theater and Drama

\*Elementary teachers must have one course in either art or music.

Communication Skills

Must include at least two courses in English composition and one in oral communications.

Social Studies

Elementary: Must include courses in American history, American government, geography, economics, and a behavioral science course (psychology, sociology, or anthropology).

Secondary: Must include courses in American history and American government, and one additional course selected from the following areas: geography, economics, sociology, anthropology, and psychology.

Natural Science

Elementary: Must include at least three courses: one course in biology, one in earth science, and one course in either physics or chemistry (minimum of 9 semester hours). The courses must include a lab component.

Secondary: Must include at least two courses: one course in a physical or earth science and one course in a biological science with the courses having a laboratory component.

Mathematics

Elementary: Two college-level mathematics courses. One course must be college algebra or a higher level course. (Intermediate algebra may not be applied to meet this requirement.)

Secondary: One college level mathematics course MATH 109 College Algebra or a higher level.

Health

Elementary: One course in methods and materials of health education. (NOTE: This is a different requirement than a course in "personal health.")

Secondary: No requirement.

SECTION EIGHT. SUBJECT MATTER REQUIREMENTS FOR SPECIFIC AREAS OF

CERTIFICATION.

Candidates for certification in secondary education normally have completed an academic major related to their area of certification. Listed below are certification areas and related departments which monitor the Drury University teacher certification programs.

Certification in the College of Graduate and Continuing Studies program is limited to elementary education at Ft. Leonard Wood and elementary education, secondary English and social studies certification on the Springfield campus.

**CERTIFICATION AREAS**

<u>Area of Certification</u>	<u>Department Monitoring</u>	<u>Major</u>
Art K-12	Art	Fine Arts
Elementary Education 1-6	Education	Elementary Education
English 9-12	Language & Literature	English
Mathematics 9-12	Mathematics	Mathematics
French 9-12	Language	French
German 9-12	Language	German
Spanish 9-12	Language	Spanish
Music K-12	Music	Instrumental or Vocal
Physical Education 9-12	Physical Education	Physical Education
Social Studies 9-12	History & Political Science	History or Political Science
Biology 9-12	Biology	Biology
Chemistry 9-12	Chemistry	Chemistry
Physics 9-12	Physics	Physics
Speech & Theater 9-12	Communication or Theater	Communication or Theatre
Journalism 9-12	Communication	Communication

SECTION NINE. PREPARING FOR MIDDLE SCHOOL CERTIFICATION (Grades 5-8)

Students earning certification in elementary education or in a secondary subject field may choose, in addition, to complete requirements for Middle School certification (grades 5-8). Course requirements for Middle School teaching certificates may be obtained from the School of Education and Child Development office.

SECTION TEN. AFFIRMATIVE ACTION FOR THE PHYSICALLY DISABLED

Persons who are physically disabled encounter two types of barriers in society: attitudinal barriers of persons toward the abilities and potential of the disabled and physical barriers such as stairways, curbs, and narrow doorways which make passage difficult. Drury University is committed to the removal of both attitudinal and physical barriers for disabled students, faculty and staff. Attitudinal barriers can be removed through education and association with the disabled. Removal of attitudinal barriers for the disabled is consistent with the development of empathy (one of the six general liberal arts goals of Drury University). The environment of personalized education at Drury University is conducive to the full development of individual human potential.

Drury University is removing physical barriers to the disabled wherever possible. Several of the buildings on the campus were designed and constructed in an era prior to consideration of accessibility. In some situations the cost required to modify the building to meet current standards of accessibility is prohibitive. When a physically disabled student enrolls for a course which is scheduled to meet in a classroom where access is limited by physical barriers it will be the policy of Drury University to move the class to a location which is accessible.



SECTION ELEVEN:

Post-Baccalaureate Degree Student  
Steps for Completing Teacher Certification

- \_\_\_ 1. With your academic advisor determine the following:
  - a. Area of teacher certification desired.
  - b. Courses and other requirements to meet teacher certification standards.
  - c. Plan a sequence of classes according to how many credit hours will be completed each session/semester.
  - d. Receive a copy of "Certification Requirements and Program Information for Post-Baccalaureate Degree Students."
  
- \_\_\_ 2. For secondary education certification in a subject area (e.g., English or social studies)
  - a. Arrange a meeting with the department chair for the certification area (e.g., English department chair) to confirm which courses are needed to complete certification in that field.
  - b. Determine which requirements, if any, may be met with graduate level courses.
  
- \_\_\_ 3. Apply for admission to the teacher certification program.
  
- \_\_\_ 4. Apply for admission to the Master in Education degree program if you desire to meet some of the teacher certification requirements through graduate level courses.
  
- \_\_\_ 5. Begin your professional portfolio for teachers. Contents of your portfolio should include such items as:
  - Resume
  - Your philosophy of Education
  - Evaluation of your field experiences
  - Samples of your written work
  - Transcripts for all college\university course work
  - Samples of unit and lesson plans
  - Records of professional meetings attended
  - Video tapes and photographs related to your teaching
  - Other material related to your work as a teacher
  
- \_\_\_ 6. Pass all sections of the C-BASE. You may register for the C-BASE in the Student Development Office (Findlay 120) or, at Ft. Leonard Wood, in the Drury University office of the St. Robert Center.
  
- \_\_\_ 7. Complete the professional education foundations courses.
  - EDUC 200 or SCI 620 Technology In the Classroom
  - EDUC 203 or SS 624 The Home, the School, and the Community
  - EDUC 207 or EDUC 607 Human Growth and Development
  - EDUC 302 or EDUC 605 Educational Psychology
  - EDUC 340 Education of the Exceptional Child
  - EDUC 201 Teacher Aid IComplete all other required courses for teacher certification.

- \_\_\_ 8. Complete the process of being admitted to the teacher certification program.
- \_\_\_ 9. Apply for "candidacy" to receive the Master in Education degree if you are taking courses at the graduate level to meet teacher certification requirements.
- \_\_\_ 10. Join a subject area professional association as a student member (e.g., International Reading Association or National Council of Teachers of Mathematics, etc.). Addresses for professional associations are available in the School of Education office.
- \_\_\_ 11. Apply to student teach.
- \_\_\_ 12. Complete the Praxis II Examination. (NOTE: You should complete the Praxis II Examination during the same semester in which you student teach.) If you are a secondary major, the Praxis II Examination must be completed before your admission to the teacher education program.
- \_\_\_ 13. Join D.S.T.A. (Drury Student Teachers Association) and either the Student Missouri State Teachers' Association or the Student National Education Association.
- \_\_\_ 14. Complete your application for teacher certification.



## **Appendix A**

DRURY UNIVERSITY

Post Baccalaureate Degree Program  
Elementary Teacher Certification

I. General Education

A. Humanities (6 hours required)

Must include at least one course from two separate categories with one of the choices being music (not applied music) or art.

<u>Categories of Courses</u>	<u>Suggested Courses Undergraduate Level</u>	<u>Suggested Courses Graduate Level</u>
*Art	ARTS 100	HFA 623, 624
*Music (not applied)	MUSC 115	None
Foreign Language	FREN 101/102      None GERM 101/102      None SPAN 101/102      None	None
Western/Non Western Culture	SOCI 215, 350, 351, 352 HIST 334, 348, 349	SS 621
Philosophy	PHIL 100, 201, 270	HFA 671
Literature	ENGL 224, 225, 302, 317, 337	HFA 640, 683, 684, 687
Classical Studies	ENGL 212, ARTS 341	HFA 600
Theatre/Drama	THTR 130, 132, 140	None

<u>Course No.</u>	<u>Course Title</u>	<u>Hours</u>	<u>Semester/Year</u>	<u>Grade</u>
* _____	_____	_____	_____	_____
_____	_____	_____	_____	_____

\*Music (not applied) or art course required

B. Communication Skills (9-12 hours required)

Must include at least two courses in composition and one course in oral communications.

<u>Categories of Courses</u>	<u>Suggested Courses Undergraduate Level</u>	<u>Suggested Courses Graduate Level</u>
1. Composition	ENGL 150,207,370,371,372	HFA 636
2. Oral Communication	COMM 100, 201	HFA 667

<u>Course No.</u>	<u>Course Title</u>	<u>Hours</u>	<u>Semester/Year</u>	<u>Grade</u>
1. _____	_____	_____	_____	_____
_____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____

C. Social Studies (15-16 hours required)

Must include at least one course from each of the following areas: American history, American government, geography, economics, behavioral science.

<u>Categories of Courses</u>	<u>Suggested Courses Undergraduate Level</u>	<u>Suggested Courses Graduate Level</u>
1. American History	HIST 101, 102, 283, 302, 330	SS 625, 681
2. American Government	PLSC 101	SS 641
3. World Geography	GEOG 109 or 110	None
4. Economics	ECON 201	SS 642
5. Behavioral Science	PSYC 101, SOCI 101	SS 618, 619, 620, 622, 624,

639

<u>Course No.</u>	<u>Course Title</u>	<u>Hours</u>	<u>Semester/Year</u>	<u>Grade</u>
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____

D. Science (9 hours required)

Must include at least one course from each of the following fields of science: biology, earth science, and physical science (either chemistry or physics). Each course must have a laboratory component (lecture courses are not sufficient).

<u>Categories of Courses</u>	<u>Suggested Courses Undergraduate Level</u>	<u>Suggested Courses Graduate Level</u>
1. Biology	BIOL 110	SCI 661
2. Earth Science	PHYS 100, 110	SCI 663
3. Physical Science	CHEM 101, 103 PHYS 111	SCI 670 SCI 609

<u>Course No.</u>	<u>Course Title</u>	<u>Hours</u>	<u>Semester/Year</u>	<u>Grade</u>
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____

E. Mathematics (6 hours required)

Must include at least two courses in mathematics. (MATH 100 Intermediate Algebra does not apply.)  
One of the courses must be MATH 109 College Algebra or a higher level course.

<u>Categories of Courses</u>	<u>Suggested Courses Undergraduate Level</u>	<u>Suggested Courses Graduate Level</u>
1. College Algebra or higher level course	MATH 109, 110, 111	None
2. Elective	MATH 101, 102 or others	None

<u>Course No.</u>	<u>Course Title</u>	<u>Hours</u>	<u>Semester/Year</u>	<u>Grade</u>
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____

F. Health Education (3 hours required)

Must include at least one course in health education. (NOTE: This is a separate requirement from a course in personal health.)

<u>Categories of Courses</u>	<u>Suggested Courses Undergraduate Level</u>	<u>Suggested Courses Graduate Level</u>
Health Education	EDUC/EXSP 312	SS 637

<u>Course No.</u>	<u>Course Title</u>	<u>Hours</u>	<u>Semester/Year</u>	<u>Grade</u>
_____	_____	_____	_____	_____

II. Professional Education Courses

A. Foundations of Teaching (14-15 hours required)

The courses in this category are open enrollment. (It is not necessary to be admitted to the teacher certification program in order to enroll for any of the foundations of teaching courses.)

<u>Categories of Courses</u>	<u>Course At The Undergraduate Level</u>	<u>Course At The Graduate Level</u>
1. Technology	EDUC 200	SCI 620
2. Introduction to Education	EDUC 203	SS 624
3. Human Development	EDUC 207	EDUC 607
4. Educational Psychology	EDUC 302	EDUC 605
5. Education of Exceptional Children	EDUC 340	None

<u>Course No.</u>	<u>Course Title</u>	<u>Hours</u>	<u>Semester/Year</u>	<u>Grade</u>
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____

B. Teaching Methods (22 hours required)

The courses in this category are at the undergraduate level. A student must be admitted to the teacher certification program before they may enroll for teaching methods courses listed below. (NOTE: Admission to the teacher certification program is separate (different) from admission to the Masters in Education degree program. Admission to the teacher certification program is more restrictive than admission to the Master in Education degree program. For additional information see the publication "Certification Requirements and Program Information for Post Baccalaureate Degree Students.")

<u>Category of Course</u>	<u>Course No.</u>	<u>Course Title</u>	<u>Hours</u>	<u>Semester/Year</u>	<u>Grade</u>
1. Reading	EDUC 331	Teaching Reading In the Content Field	2	_____	_____
	EDUC 407	Methods of Teaching Reading	3	_____	_____
	EDUC 452	Correction of Reading Prob.	3	_____	_____
2. Language Arts	EDUC 409	Methods of Teaching Language Arts	2	_____	_____
3. Children's Literature	EDUC 356	Methods of Teaching Children's Literature	2	_____	_____
4. Mathematics	EDUC 380	Methods of Teaching Elementary Math		3 _____	_____
5. Science	EDUC 382	Methods of Teaching Elementary Science	3	_____	_____
6. Art/Music P.E./Soc. St.	EDUC 338	Elementary School Curriculum	3	_____	_____
7. Classroom Management	EDUC 360/608	Classroom Management Techniques	3	_____	_____
8. Review for Teacher Exam	EDUC 475	Review for Teacher Certification Exam	0	_____	_____

C. Clinical and Field Experiences (12 hours required)

1. EDUC 201 Teacher Aid I (1 hour) is completed concurrently with EDUC 203 or SS 624
2. EDUC 401 Reading Practicum I (1 hour) is completed concurrently with EDUC 407
3. EDUC 402 Reading Practicum II (1 hour) is completed concurrently with EDUC 452
4. EDUC 476 Student Teaching - Elementary (8 hours) must be completed during the Fall Semester or Spring Semester in an all-day placement for a minimum of eleven (11) weeks under the direct supervision of a cooperating teacher.

Category	Course No.	Course Title	Hours	Semester/Year	Grade
1. Introduction	EDUC 201	Teacher Aid I	1	_____	_____
2. Reading	EDUC 401	Reading Practicum I	1	_____	_____
3. Reading	EDUC 402	Reading Practicum II	1	_____	_____
4. Student Teach	EDUC 476	Student Teaching - Elementary	8	_____	_____

### III. Area of Concentration

Elementary education majors must have at least 21 semester hours of credit in an area of concentration. Courses taken as general requirements may be counted as part of this area of concentration.

Area of concentration \_\_\_\_\_ Hours \_\_\_\_\_

### IV. Notes

#### A. Grade Point Average

1. Students must have a cumulative grade point average of at least 2.75 to qualify for student teaching and to qualify for teacher certification by the Missouri Department of Elementary and Secondary Education.

Cumulative GPA \_\_\_\_\_

2. Students must have a cumulative grade point average of at least 2.75 in their major teaching area to qualify for teacher certification. (A grade of C-, 1.7 grade points, may not be applied to meet professional education or content area requirements.)

Education Cumulative GPA \_\_\_\_\_

#### B. College B.A.S.E. Test

Students are required to pass each of the sections of the College B.A.S.E. test with a minimum score of 235 in each section.

Eng \_\_\_\_\_ Writing \_\_\_\_\_ Math \_\_\_\_\_ Nat. Sci \_\_\_\_\_ Soc Sci \_\_\_\_\_ Composite \_\_\_\_\_

#### C. Praxis II Examination

Students are required to pass the content knowledge of the Praxis II Examination. The qualifying score on the Praxis II, as established by the Department of Elementary and Secondary Education of the State of Missouri varies according to the subject area/certification area. It is recommended that students complete the Praxis II Exam during the semester of student teaching. The minimum passing score for each professional education certification area is listed on page 23 of this booklet.

D. Admission to Teacher Certification Program

Students must be admitted to the teacher certification program before they may enroll for professional education methods courses.

E. Student Teaching Applications

Semester for Student Teaching

Fall Semester

Spring Semester

Deadline for Applying to Student Teach

March 1

October 1

F. OTHER NOTES



## **Appendix B**

DRURY UNIVERSITY  
 Post-Baccalaureate Degree Program  
 Secondary Teacher Certification  
 Certification Area: \_\_\_\_\_

I. General Education

A. Humanities (6 hours required)

Must include at least one course from two separate categories.

<u>Categories</u> <u>Courses</u>	<u>Suggested Courses</u> <u>Undergraduate Level</u>	<u>Suggested Courses</u> <u>Graduate Level</u>
Art	ARTS 100	HFA 623, 624
Music	MUSC 115	None
Foreign Language	FREN 101/102	None
	GERM 101/102	None
	SPAN 101/102	None
Western/NonWestern Culture	SOCI 215, 350, 352, 352	SS 621
	HIST 334, 348, 349	
Philosophy	PHIL 100, 201, 270	HFA 671
Literature	ENGL 224, 225, 302, 317, 337	HFA 640, 683, 684, 687
Classical Studies	ENGL 212, ARTS 341	HFA 600
Theatre/Drama	THTR 130, 132, 140	None

<u>Course No.</u>	<u>Course Title</u>	<u>Hours</u>	<u>Semester/Year</u>	<u>Grade</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

B. Communication Skills (9-12 hours required)

Must include at least two courses in composition and one course in oral communication.

<u>Categories of</u> <u>Courses</u>	<u>Suggested Courses</u> <u>Undergraduate Level</u>	<u>Suggested Courses</u> <u>Graduate Level</u>
1. Composition	ENGL 150, 207, 370, 371, 372	HFA 636
2. Oral Communication	COMM 100, 201	HFA 667

<u>Course No.</u>	<u>Course Title</u>	<u>Hours</u>	<u>Semester/Year</u>	<u>Grade</u>
1. _____	_____	_____	_____	_____
_____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____

C. Social Studies (9 hours required)

Must include at least one course from each of the following areas: American history, American government, and behavioral science.

Categories of <u>Courses</u>	Suggested Courses <u>Undergraduate Level</u>	Suggested Courses <u>Graduate Level</u>
1. American History	HIST 101,102,283,302,330	SS 625, 681
2. American Government	PLSC 101	SS 641
3. Behavioral Science	PSYC 101, SOCI 101	SS 618, 619, 620, 622, 624, 639

<u>Course No.</u>	<u>Course Title</u>	<u>Hours</u>	<u>Semester/Year</u>	<u>Grade</u>
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____

D. Science (6 hours required)

Must include at least one course from each of the following fields of science: biology and physical science (chemistry, earth science, or physics). Each course must include a laboratory component (lecture courses are not sufficient).

Categories of <u>Courses</u>	Suggested Courses <u>Undergraduate Level</u>	Suggested Courses <u>Graduate Level</u>
1. Biology	BIOL 110	SCI 661
2. Physical Science	PHYS 100, 110, 111 CHEM 111	SCI 609, 663, 670

<u>Course No.</u>	<u>Course Title</u>	<u>Hours</u>	<u>Semester/Year</u>	<u>Grade</u>
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____

E. Mathematics (3 hours required)

Must include at least one course in mathematics at the level of MATH 109 College Algebra or a more advanced course.

Categories of <u>Courses</u>	Suggested Courses <u>Undergraduate Level</u>	Suggested Courses <u>Graduate Level</u>
College Algebra or higher	MATH 109, 110, 111	None

<u>Course No.</u>	<u>Course Title</u>	<u>Hours</u>	<u>Semester/Year</u>	<u>Grade</u>
_____	_____	_____	_____	_____

II. Professional Education Courses

A. Foundations of Teaching (14-15 hours required)

The courses in this category are open enrollment. (It is not necessary to be admitted to the teacher certification program in order to enroll for any of the foundations of teaching courses.)

<u>Categories of Courses</u>	<u>Courses At The Undergraduate Level</u>	<u>Courses At The Graduate Level</u>
1. Technology	EDUC 200	SCI 620
2. Introduction to Educ.	EDUC 203	SS 624
3. Human Development	EDUC 207	EDUC 607
4. Educational Psychology	EDUC 302	EDUC 605
5. Education of the Exceptional Child	EDUC 340	None

<u>Course No.</u>	<u>Course Title</u>	<u>Hours</u>	<u>Semester/Year</u>	<u>Grade</u>
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____

B. Teaching Methods (7 hours required)

The courses in this category are at the undergraduate level. A student must be admitted to the teacher certification program before they enroll for the teaching methods courses listed below. (NOTE: Admission to the teacher certification program is separate (different) from admission to the Master in Education degree program. Admission to the teacher certification program is more restrictive than admission to the Master in Education degree program. For additional information see the publication "Certification Requirements and Program Information for Post-Baccalaureate Degree Students.")

<u>Category of Courses</u>	<u>Course No.</u>	<u>Course Title</u>	<u>Hours</u>	<u>Semester/Year</u>	<u>Grade</u>
1. Methods of Teaching A Subject Area	(Select one of the following) EDUC 350, 365, 373, 375, 384, 442, 444, 446, or 448		2-3	_____	_____
2. Secondary School Curr	EDUC 385	Secondary School Curr.	3	_____	_____
3. Reading	EDUC 331	Reading In Content Field	2	_____	_____
4. Classroom Management	EDUC 360/608	Classroom Management Techniques	3	_____	_____

C. Clinical and Field Experiences (12 hours required)

1. EDUC 201 Teacher Aid I (1 hour) is completed concurrent with EDUC 203 or SS 624
2. EDUC 303 Secondary Education Field Experience I (1 hour) is completed concurrent with one of the following: EDUC 207, 302, or 340 (EDUC 607, 605).
3. EDUC 304 Teaching in Diverse Classrooms (2 hours) is completed concurrent with the subject area methods course (EDUC 350, 365, 373, 375, 384, 442, 444, 446, or 448).
4. EDUC 478 Student Teaching-Secondary (8 hours) must be completed during the Fall Semester or Spring Semester in an all-day placement for a minimum of eleven (11) weeks under the direct supervision of a cooperating teacher.

<u>Category of Course</u>	<u>Course No.</u>	<u>Course Title</u>	<u>Hours</u>	
1. Introduction	EDUC 201	Teacher Aide I.....	1	_____
2. Secondary Education Experience I	EDUC 303	Secondary Education Field...	1	_____
3. Subject	EDUC 304	Teaching in Diverse Classrooms	2	_____
4. Student Teaching	EDUC 478	Student Teaching-Secondary Teaching	8	_____

III. Primary Teaching Field ( \_\_\_\_\_ )

Courses required for certification in teaching field: (e.g. Courses required to teach English or social studies.) Attach the specific teaching field subject matter requirements outline as established by the Missouri Department of Elementary and Secondary Education, NCATE, and Drury University. (NOTE: The requirement outline is available in the School of Education office.)

IV. Additional Teaching Field ( \_\_\_\_\_ )

Certification (extended or full) may be earned in additional teaching fields if the student desires. Attach the specific teaching field subject matter requirements outline as established by the Missouri Department of Elementary and Secondary Education, NCATE, and Drury University. (NOTE: The requirements outline is available in the School of Education office.)

V. Notes:

A. Grade Point Average

1. Students must have a cumulative grade point average of at least 2.75 to qualify for student teaching and to qualify for teacher certification by the Missouri Department of Elementary and Secondary Education. (A grade of C-, 1.7 grade points, may not be applied to meet professional education or content area requirements.)

Cumulative GPA \_\_\_\_\_ Education GPA \_\_\_\_\_

2. Students must have a cumulative grade point average of at least 2.75 in their major teaching area to qualify for teacher certification. (A grade of C-, 1.7 grade points, may not be applied to meet professional education or content area requirements.)

Teaching Area Cumulative GPA \_\_\_\_\_

B. College B.A.S.E. Test

Students are required to pass each of the sections of the College B.A.S.E. test with a minimum score of 235 in each section.

Eng \_\_\_\_\_ Writing \_\_\_\_\_ Math \_\_\_\_\_ Nat Sci \_\_\_\_\_ Soc Sci \_\_\_\_\_ Composite \_\_\_\_\_

C. Praxis II Examination

Students are required to pass the content knowledge or specialty area of the Praxis II Examination. The qualifying scores on the Praxis II for the various subject areas as established by the Department of Elementary and Secondary Education of the State of Missouri are as follows:

<u>Subject Area Test</u>	<u>Qualifying Score</u>
Art: Content Knowledge	153
Biology: Content Knowledge	156
Chemistry: Content Knowledge	142
Elementary Education	164
English Language, Literature, and Composition	158
French	500
German: Content Knowledge	161
Journalism-Principles of Learning and Teaching	160
Mathematics: Content Knowledge	137
Music Education: Content Knowledge	151
Physical Education: Content Knowledge	153
Physics: Content Knowledge	133
Social Studies: Content Knowledge	152
Spanish: Content Knowledge	158
Speech Communication	530

D. Admission to Teacher Certification Program

Students must be admitted to the teacher certification program before they may enroll for professional education methods courses.

E. Student Teaching Applications

<u>Semester for Student Teaching</u>	<u>Deadline for Applying to Student Teach</u>
Fall Semester	March 1
Spring Semester	October 1

## **Appendix C**

**Conceptual Domains with Key Performance Outcomes**

The Teacher with Active Wisdom

Teachers with active wisdom demonstrate the ability to distinguish relevant from non-relevant issues and employ the knowledge base for teaching to add value to the lives of children.

Domain	Key Performance Outcomes	Required Education Courses		
		Elem.	Sec.	Both
1.2.1. The preservice teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of the subject matter meaningful for students	1.2.1.1 Knows the discipline.	301 402	303	200
	1.2.1.2. Presents the subject matter in multiple ways.	338 407	304	201
	1.2.1.3. Uses students' prior knowledge.	356 409	385	203
	1.2.1.4. Engages students in the methods of inquiry used in the discipline.	380 452 382 476	Methods Courses	207 302
	1.2.1.5. Creates interdisciplinary learning.	401	478	340
				360/608
1.2.2. The preservice teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social and personal development of all students.	1.2.2.1. Knows and applies information concerning child and adolescent development.	301 338	303 304	207 302
	1.2.2.2. Strengthens prior knowledge with new ideas.	401	385	331
	1.2.2.3. Encourages student responsibility.	402	478	340
	1.2.2.4. Knows theories of learning.	476		360/608
1.2.3. The preservice teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	1.2.3.1. Identifies prior experience, learning styles, strengths and needs.	301 338	303 304	203 207
	1.2.3.2. Designs and implements individualized instruction based on prior experience, learning styles, strengths and needs.	401 402 476	385 478	302 340
	1.2.3.3. Knows when and how to access specialized services to meet students' needs.			
	1.2.3.4. Connects instruction to students' prior experiences, family, culture and community.			

1.2.4. The preservice teacher recognizes the importance of long range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.	1.2.4.1. Selects and creates learning experiences that are appropriate for curriculum goals. 1.2.4.2. Creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performances. 1.2.4.3. Evaluates plans relative to long and short-term goals and adjusts them to meet student needs and to enhance learning.	301 409 338 452 356 476 382 401 402 407	303 304 385 Methods Courses 478	331
1.2.5. The preservice teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	1.2.5.1. Selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs. 1.2.5.2. Engages students in active learning (hands-on) that promotes the development of critical thinking, problem solving and performance capabilities.	301 401 338 402 356 407 380 409 382 452 476	303 304 385 Methods Courses 478	200 201 203 302 340
1.2.6. The preservice teacher uses an understanding of individual, and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	1.2.6.1. Applies motivation theories. Discipline and classroom management strategies used effectively. 1.2.6.2. Manages time, space, transitions and activities effectively. 1.2.6.3. Engages students in decision-making.	301 338	303 304 385	201 203 207 302 340 360/608
1.2.7. The preservice teacher models	1.2.7.1. Models effective verbal and non-verbal	301	303	200

effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.	communication skills.	401	304	201
	1.2.7.2. Demonstrates sensitivity to diversity in classroom communication and in response to students' communication. (e.g. cultural, gender, intellectual, physical ability)	402	478	203
	1.2.7.3. Supports and expands learner expression in speaking, writing, listening, and other media.	476		207
	1.2.7.4. Uses a variety of media communication tools. (e.g. print, video, audio tapes, computers, overhead projectors, laser disks, models, etc.			302 360/608

1.2.8. The preservice teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.	1.2.8.1. Employs a variety of formal and informal assessment techniques to enhance and monitor the students' knowledge, to evaluate student progress and performances, and to modify instructional approaches and learning services. (e.g. observation, student portfolios, teacher-made tests, performance tasks, projects, student self-assessment, and standardized test)	301	303	200
	1.2.8.2. Uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage pupils to set personal goals for learning.	338	304	302
	1.2.8.3. Evaluates the effect of class activities on individuals and the class as a whole. Collects information through observation of classroom interactions, questions, and analysis of student work.	401	385	340
	1.2.8.4. Maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and their colleagues.	402	Methods	
		476	Courses 478	

1.2.9. The preservice teacher is a	1.2.9.1. Applies a variety of self-assessments and problem	301	303	200
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reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.	solving strategies for determining effective student growth and learning.	338	304	201
		401	385	203
	1.2.9.2. Uses resources for professional development	402	478	207
	1.2.9.3. Practices professional ethical standards. Is on time, maintains attendance, and is dependable.	476		302
				360/608
1.2.10 The preservice teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.	1.2.10.1. Participates in collegial activities designed to make the entire school a productive and safe learning environment.	301	303	200
		338	304	201
	1.2.10.2. Talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems.	401	385	203
		402	478	207
		476		302
				360/608
1.2.11. The preservice teacher understands theories and applications of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students.	1.2.11.1. Demonstrates a sound understanding of technology operations and concepts.	301	303	200
		338	304	201
	1.2.11.2. Plans and designs effective learning environments and experiences supported by technology.	356	385	203
		380	Methods	207
	1.2.11.3. Implements curriculum plans that include methods and strategies for applying technology to maximize student learning.	382	Classes	302
		401	478	340
		402		
1.2.11.4. Applies technology to facilitate a variety of effective assessment and evaluation strategies.	407			
	409			
1.2.11.5. Uses technology to enhance productivity and professional practice.	452			
	476			
1.2.11.6. Understands the social, ethical, legal and human issues surrounding the use of technology in PK-12 schools and applies that understanding in practice.				

## **Appendix D**

Post-Baccalaureate Degree Students  
Application for Admission  
Drury University Teacher Education Program

Students are requested to apply for admission to the Drury University teacher certification program during the first semester in which they enroll. By applying for admission, students ensure more accurate advisement regarding teacher certification requirements, the establishment of a student file in the School of Education office, and advisement of their status regarding admissions standards.

Listed below are the Drury University requirements for admission to the teacher certification program. You should submit your application even though you may not meet all of the standards at this time.

Standards of Admission

1. Written communications skills (grades of "C" or higher in Alpha Seminar or composition) (6-8 hours).
2. Oral communications skill (grade of "C" or higher in public speaking) (3 hours).
3. Cumulative grade point average of 2.75 or higher based on at least 30 hours of college credit. (At least 12 hours of credit must be completed at Drury University.)
4. College BASE passing scores (235 or higher) for all sections
  - a. Writing
  - b. English
  - c. Math
  - d. Science
  - e. Social Studies
5. Letters of recommendation from three persons familiar with the applicant's potential for success as a teacher.
6. A baccalaureate degree from a regionally accredited institution.
7. BACKGROUND CHECK: A background check will be conducted through the Department of Elementary and Secondary Education with the Missouri Highway Patrol for felony convictions and the Missouri Division of Family Services for sexual abuse and family violence reports.
8. Secondary certification students must pass the Subject Area Specialty Test of the Praxis II Exam for the content area they plan to teach.
9. A portfolio of the applicant's written work with a properly completed application for admission to the teacher certification program.

If you need additional information or if I may be of further assistance, please telephone (417) 873-7272.

Sincerely,

Daniel R. Beach  
Director of Teacher Education

## APPENDIX E