

**Student ID:** \_\_\_\_\_  
**Student Name:** \_\_\_\_\_  
**Adviser Name:** \_\_\_\_\_

**Catalog: 2023-2024 Undergraduate Catalog**  
**Program: Middle School Teacher Education, B.S.**  
**Minimum Credits Required:** \_\_\_\_\_

## Middle School Teacher Education, B.S.

The 120 credit hour Bachelor of Science degree in Middle School Education with concentrations in Language Arts, Mathematics, Science, or Social Studies is designed for students who wish to become middle school (grades 5-9) teachers. Teacher candidates in the program will learn the content knowledge, pedagogical skills, and professional attitudes and dispositions to be outstanding middle school teachers. Candidates will complete field-based assignments and placements to provide authentic experiences necessary for the profession.

### Core Curriculum: 38 - 51 credit hours

Please review the Core Curriculum page for course options.

### Required Core Courses

Middle School majors must take the following Liberal Arts core courses regardless of whether the core is otherwise met:

**Liberal Arts, History** – Social Studies Concentration only

- HI 203 American Experience I (3) or
- HI 204 American Experience II (3)

**Liberal Arts, Literature** – Language Arts Concentration only

- EN 271 African-American Literature (3)

**Liberal Arts, Mathematics** – Mathematics Concentration only

- MA 120 College Algebra (3) or
- MA 125 - Precalculus (5)

**Liberal Arts, Natural Science with Lab** – Science Concentration only

- BI 111 General Biology: Cells & Genes (4)

### Core Designations

Students completing a degree in education will meet the 6-hours required in Global Studies or Community Engagement core designation in ED 495.

### Middle School Major Requirements (39 credit hours)

Course Name	Term Taken	Grade	Gen Ed
ED 185 - Practicum (3)			
ED 229 - Developmental & Educational Psychology (3)			
ED 235 - Psychology of the Exceptional Child (3)			
ED 245 - Tests & Measurements (3)			
ED 287 - Multicultural Foundations of Education (3)			
ED 315 - General Methods & Differentiated Learning (3)			
ED 320 - Technology in Education (3)			
ED 375 - Reading Strategies & Interventions in the Content Areas I (3)			
ED 376 - Reading Strategies & Interventions in the Content Areas II (3)			
ED 418 - Advanced Special Methods (3-4) (3 credit hours)			
ED 419 - Managing the Learning Environment (3)			
ED 454 - Middle School Philosophy & Organization (3)			
ED 494 - Final Clinical Experience Seminar 2)			
ED 499 - Education Capstone (1)			

### Middle School Concentrations

Students must choose at least one of the following concentrations to complete the middle school degree:

#### Language Arts Concentration (18 - 21 credit hours)

Course Name	Term Taken	Grade	Gen Ed
ED 230 - Children's Literature (3)			
ED 377 - Adolescent Literature (3)			
EN 112 - Composition II: Rhetorical Argument (3) (unless taken for Core credit)			
EN 350 - Rhetorical Theory (3)			

<b>Choose One of the Following:</b>			
EN 213 - Writing with Style (3)			
EN 231 - Poetry Writing (3)			
EN 233 - Fiction Writing (3)			
EN 235 - Playwriting (3)			
<b>Choose Two of the Following:</b>			
EN 275 - Gender & Literature (3)			
EN 278 - Global Literature (3)			
EN 357 - Reading Genre (3)			
EN 359 - Moments in Writing (3)			
<b>Mathematics Concentration (17 - 22 credit hours)</b>			
<b>Course Name</b>	<b>Term Taken</b>	<b>Grade</b>	<b>Gen Ed</b>
MA 125 - Precalculus (5) (unless taken for Core credit)			
MA 155 - Elementary Probability & Statistics (3)			
MA 207 - Geometry for Elementary & Middle School Teachers (3)			
MA 230 - Discrete Mathematics (3)			
MA 241 - Calculus & Analytic Geometry I (5)			
Choose one of the following:			
CS 215 - Into to Data Analysis using R (3)			
EC 240 - Statistical Analysis (3)			
MA 242 - Calculus & Analytic Geometry II (4)			
MA 315 - Introduction to Advanced Mathematics (3)			
MA 330 - Mathematics & Its History (3)			
<b>Note:</b>			
If the student was exempt from MA 120 due to placement testing, the student must select sufficient hours to meet the 24 hours of required content coursework (generally 5-6 hours).			
<b>Science Concentration (20-21 credit hours)</b>			
<b>Course Name</b>	<b>Term Taken</b>	<b>Grade</b>	<b>Gen Ed</b>
BI 112 - General Biology: Ecology & Evolution (4)			
BI 115 - Humans & the Environment (4)			
CH 131 - Principles of Chemistry (4) or			
CH 135 - General Chemistry I (4)			
NS 221 - Physical Geology (4)			
PH 117 - Physics Concepts (4) or			
PH 231 - General Physics I (5)			
<b>Social Studies Concentration (21 credit hours)</b>			
<b>Course Name</b>	<b>Term Taken</b>	<b>Grade</b>	<b>Gen Ed</b>
EC 202 - Principles of Microeconomics (3)			
EC 203 - Principles of Macroeconomics (3)			
GG 101 - World Geography (3)			
HI 201 - Ancient History & Culture (3) or			
HI 202 - Modern History & Culture (3)			
PS 120 - American National Government (3)			
<b>Electives (minimum of 11 credit hours)</b>			

## Technology Requirement

Computer competency will be demonstrated by successful completion of ED 320 within the major.

## Education Policies

### A. Teacher Candidacy Requirements

Teacher Candidates must apply for formal advancement to Teacher Candidacy prior to enrolling in the mid-level experience in his/her program. Candidacy is based on the following criteria:

- Successfully passed ED 185 Practicum with a grade of B or better
- Received positive evaluations in ED 185 from
  - the TEXT mentor
  - the course instructor
  - the site supervisor
- Transfer students who transfer in ED 185 Practicum, must receive a Professional Dispositions form from an Avila Education faculty member
- Grade of C or better in the following courses:
  - Composition I or Composition II
  - Communication
- Grade Point Average Requirements
  - Overall - 2.75 or above for all college courses
  - Education courses - 3.0 or above with no grade below a "C"
  - Content Area - 3.0 or above with no grade below a "C" (middle school, secondary, and K-12 certifications only)
- Pass all sections of the Missouri General Education Assessment (MoGEA) or have an ACT composite score of 20 or above
- Evidence of good character, positive attitude, and dedication to the ethics of the teaching profession, based on professional disposition evaluations from Avila faculty, site supervisors, and TEXT mentors.

The School of Education reserves the right to refuse admission into the teacher education program to any person who has been convicted of a felony or has otherwise committed an offense inappropriate for a teacher.

### B. Graduation Requirements

- Completion of all core and degree requirements
- Completion of at least 120 credit hours
- Earn the following Grade Point Average requirements
  - Overall - 2.75 or above for all college courses
  - Education courses - 3.0 or above with no grade below a "C"
  - Content Area - 3.0 or above with no grade below a "C" (middle school, secondary, and K-12 certifications only)
- Receive positive professional dispositions recommendations in all field-based and clinical experience courses

More detailed information about the School of Education's programs and policies can be found in the School of Education's Student Handbook.

Note: In order to receive initial teacher certification, students must pass the appropriate Missouri Content Assessment exam (MoCA). Students must meet with the Certification Officer to ensure all certification requirements are completed. A current list of initial certification requirements can be found on the Missouri Department of Elementary and Secondary Education website: <https://dese.mo.gov/educator-quality/certification>.

## Outcomes

### Conceptual Framework for the School of Education

In addition to the general degree requirements stated earlier in this catalog, education majors must meet the following three program outcomes identified in the Conceptual Framework. These outcomes are aligned with the Missouri Teacher Standards and Quality Indicators. These outcomes are designed to produce excellent teachers who meet the university and School of Education missions.

#### Learning Outcomes

1. The candidate will use theoretical knowledge, research, and culturally responsive practices to create a positive learning environment that promotes the intellectual, social, and personal development of all students.
2. The candidate will apply principles, theories, and methods of effective curriculum design, instruction, and assessment to promote the learning, critical thinking skills, and social responsibilities of all student populations.
3. The candidate models professionalism through effective internal and external communication, self-reflection and professional growth, and productive and effective collaboration with students, colleagues, and stakeholders.

Alignment matrices showing the relationship between Conceptual Framework Outcomes and Missouri Teacher Standards and Quality Indicators are available in the School of Education office. Individual course syllabi show the ways the courses address and evaluate University Wide Outcomes, and the Missouri Teacher Standards and Quality Indicators.

## Assessment

Conceptual Framework outcomes and Missouri Teacher Standards and Quality Indicators are assessed through:

1. Advancement processes for Teacher Candidacy and Final Clinical Experience
2. Performance on course assignments and signature assessments, as indicated on course syllabi

- 3. Performance evaluations in field-based and clinical courses
- 4. Performance on state certification exams

**Accreditation**

The School of Education is accredited by the Missouri Department of Elementary and Secondary Education and the Council for Accreditation of Educator Preparation (CAEP). For more information see the School of Education website.

**Notes:**