

# Teacher Certification Requirements

Effective 08/01/2017

For programs at  
Fontbonne University

# Early Childhood (Birth-Grade 3)

## 5 CSR 20-400.510 Certification Requirements for Teacher of Early Childhood Education (Birth – Pre-Kindergarten)

**Professional Requirements.** A minimum of sixty (60) semester hours of professional preparation. Competency must be demonstrated to the satisfaction of the educator preparation institution for the following topics:

1. **Content Planning and Delivery.** Candidates are prepared with a deep knowledge of and understand the relationships between curriculum, instruction, and assessment—

- A. Curriculum and Instructional Planning;
- B. Instructional Strategies and Techniques in Content Area Specialty;
- C. Assessment and Student Data;
- D. Strategies for Content Literacy;
- E. Critical Thinking and Problem Solving;
- F. English Language Learning;

2. **Individual Student Needs.** Candidates build a robust knowledge of learners and the learning environment—

- A. Psychological Development of the Child and Adolescent;
- B. Psychology/Education of the Exceptional Child;
- C. Differentiated Learning;
- D. Classroom Management;
- E. Cultural Diversity;
- F. Educational Psychology

3. **Schools and the Teaching Profession.** Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth—

- A. Consultation and Collaboration;
- B. Legal/Ethical Aspects of Teaching;

4. **Content Knowledge for Teaching and Teaching and Learning Strategies for the Young Child** (minimum requirement of thirty (30) semester hours)

- A. Early Childhood Principles;
- B. Language Acquisition;
- C. Methods of Teaching and Differentiated Instruction in the following areas:
  - (I) Language Arts (including reading, writing, speaking, and listening);
  - (II) Math;
  - (III) Health;
  - (IX) Science;
  - (V) Nutrition;
  - (VI) Social Studies;
  - (VII) Music;
  - (VIII) Safety;
  - (IX) Movement;
  - (X) Art; and
  - (XI) Drama;

5. **Home-School-Community Relations** (minimum requirement of six (6) semester hours)—

- A. Families as First Teachers;
- B. Family Involvement; and
- C. Linking Families with Community Resources;

6. **Program Management** (minimum requirement of eight (8) semester hours)—

- A. Program Administration and Management;
- B. Health, Nutrition, and Safety of Young Children; and
- C. Environmental Organization and Design; and

**(C) Field and Clinical Experiences (ten (10) semester hours).** Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close-partnership of highly-

qualified professionals in appropriate school settings. Such field and clinical experiences shall meet the minimum hours required in paragraphs (1)(C)1.–2., to include experiences in each of the three (3) different age levels (Infant/Toddler, Pre-K/Kindergarten, and Kindergarten – Grade 3).

1. Early Field Experiences (one (1) semester hour with a minimum of thirty (30) clock hours). This limited field experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.

2. Mid-Level Experiences (one (1) semester hour with a minimum of forty-five (45) clock hours). The Mid-Level experience occurs between the initial placement and the Culminating Clinical Experiences. At the Mid-Level, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.

3. Culminating Clinical Experiences (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The Culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time.

# Elementary

## (1-6)

## 5 CSR 20-400.520 Certification Requirements for Teacher of Elementary Education (Grades 1-6)

**Professional Requirements.** A minimum of thirty-six (36) semester hours of professional preparation.

Competency must be demonstrated to the satisfaction of the educator preparation institution for the following topics:

**1. Content Planning and Delivery.** Candidates are prepared with a deep knowledge of and understand the relationships between curriculum, instruction, and assessment—

- A. Curriculum and Instructional Planning;
- B. Instructional Strategies and Techniques in Content Area Specialty;
- C. Assessment and Student Data;
- D. Strategies for Content Literacy;
- E. Critical Thinking and Problem Solving; and
- F. English Language Learning;

**2. Individual Student Needs.** Candidates build a robust knowledge of learners and the learning environment—

- A. Psychological Development of the Child and Adolescent;
- B. Psychology/Education of the Exceptional Child;
- C. Differentiated Learning;
- D. Classroom Management; and
- E. Cultural Diversity;

**3. Schools and the Teaching Profession.** Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth—

- A. Consultation and Collaboration; and
- B. Legal/Ethical Aspects of Teaching;

**4. Teaching and Learning Strategies** (minimum requirement of fifteen (15) semester hours)—

A. Elementary Literacy (three (3) courses required, minimum total of nine (9) semester hours)— to include coursework in reading and writing, and to include instructional interventions for students with reading deficits.

At a minimum, the teaching method competencies shall include:

- B. Children's Literature;
- C. Language Arts;
- D. Science;
- E. Social Science to include Geography and Economics;
- F. Art;
- G. Music;
- H. Physical Education;
- I. Technology in Education; and
- J. Mathematics (two (2) courses required, minimum of six (6) total semester hours) to include instructional interventions for students with mathematics deficits; and

**5. Content Knowledge for Teaching and Learning** (a minimum of eighteen (18) semester hours in Content Knowledge for Teaching and Learning to include all of the following areas:

- A. English/Language Arts;
- B. Mathematics;
- C. Science;
- D. Social Studies;
- E. Health and Safety;
- F. Physical Education;
- G. Art; and
- H. Music; and

(C) **Field and Clinical Experiences** (ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close partnership of highly-qualified professionals in appropriate school settings.

1. Early Field Experiences (One (1) semester hour with a minimum of thirty (30) clock hours). The Early Field Experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.

2. Mid-Level Field Experiences (one (1) semester hour with a minimum of forty-five (45) semester hours). The Mid-Level experience occurs between the initial placement and the Culminating Clinical Experiences. At the Mid-Level, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.

3. Culminating Clinical Experiences (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The Culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time.

# Middle School (Grades 5-9)

English

Mathematics

Science

Social Studies



## 5 CSR 20-400.530 Certification Requirements for Teacher of Middle School Education (Grades 5-9)

**Professional Requirements.** A minimum of forty-five (45) semester hours in professional education. Competency must be demonstrated in the following areas listed to the satisfaction of the educator preparation institution:

1. **Content Planning and Delivery.** Candidates are prepared with a deep knowledge of and understand the relationship between curriculum, instruction, and assessment—

- A. Curriculum and Instructional Planning;
- B. Instructional Strategies and Techniques in Content Area Specialty;
- C. Assessment and Student Data;
- D. Strategies for Content Literacy;
- E. Critical Thinking and Problem Solving; and
- F. English Language Learning;

2. **Individual Student Needs.** Candidates build a robust knowledge of learners and the learning environment —

- A. Psychological Development of the Child and Adolescent;
- B. Psychology/Education of the Exceptional Child;
- C. Differentiated Learning;
- D. Classroom Management;
- E. Cultural Diversity; and
- F. Educational Psychology

3. **Schools and the Teaching Profession.** Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth —

- A. Consultation and Collaboration;
- B. Legal/Ethical Aspects of Teaching; and
- C. Middle School Philosophy and Organization

4. **Middle School Literacy** (minimum of six (6) semester hours): to include coursework in methods of teaching reading and writing in the content area, and to include instructional interventions for students with reading deficits; and

5. **Content Knowledge for Teaching** (minimum requirement of twenty-four (24) semester hours). Subject area certification in grades five through nine (5-9) will be granted upon the basis of a minimum of twenty-four (24) semester hours with appropriate distribution as determined by the educator preparation institution and/or the department, in one (1) of the following areas:

- A. Agricultural Education 5-9;
- B. Business Education 5-9;
- C. Technology and Engineering 5-9;
- D. Language Arts 5-9;
- E. Mathematics 5-9;
- F. Science 5-9;
- G. Social Science 5-9; and
- H. Speech/Theatre 5-9; and

(C) **Field and Clinical Experiences** (ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close partnership of highly-qualified professionals in appropriate school settings.

1. **Early Field Experiences** (one (1) semester hour with a minimum of thirty (30) clock hours). The Early Field Experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.

2. **Mid-Level Field Experiences** (one (1) semester hour with a minimum of forty-five (45) semester hours). The Mid-Level experience occurs between the initial placement and the Culminating Clinical Experiences. At the Mid-Level, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.

3. **Culminating Clinical Experiences** (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The Culminating experience refers to placements typically in the final sequence leading up to and

including student teaching. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time.

# Special Education

- B-3 Early Childhood  
Special Education
- K-12 Mild/Moderate  
Cross Categorical
- B-12 Deaf/Hearing  
Impaired

## 5 CSR 20-400.560 Certification Requirements for Teacher of Special Education

### B-3 Early Childhood Special Education

**Professional Requirements.** A minimum of sixty (60) semester hours of professional preparation.

Competency must be demonstrated to the satisfaction of the educator preparation institution for each topic listed.

**1. Content Planning and Delivery.** Candidates are prepared with a deep knowledge of and understand the relationships between curriculum, instruction, and assessment—

A. Curriculum and Instructional Planning;

B. Instructional Strategies and Techniques in Content Area Specialty;

C. Assessment, Student Data, and Data-Based Decision-Making;

D. Critical Thinking and Problem Solving;

E. English Language Learning;

F. Evaluation of Abilities and Achievement (instruction in interpretation of individualized, formative, and summative assessments, eligibility procedures, and assessment to support evidence-based instruction); and

**2. Individual Student Needs.** Candidates build a robust knowledge of learners and the learning environment—

A. Psychological Development of the Child and Adolescent;

B. Psychology/Education of the Exceptional Child;

C. Differentiated Learning;

D. Classroom Management;

E. Behavior Intervention Strategies;

F. Cultural Diversity;

G. Educational Psychology;

**3. Schools and the Teaching Profession.** Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth —

A. Consultation and Collaboration;

B. Legal/Ethical Aspects of Teaching;

C. Tiered Systems for Supporting Instruction and Behavior;

D. Families as Educational Partners;

E. Family Engagement;

F. Linking Families with Resources; and

G. Individualized Education Plans and the Special Education Process.

**4. Teaching and Supporting Learning of the Young Child—**

A. Early Childhood Principles;

(I) Child Development;

(II) Play-Based and Inquiry-Based Learning;

(III) Observing and Assessing Young Children;

(IV) Language Acquisition; and

(V) Alternative and Augmentative Communication;

B. Methods of Teaching and Differentiated Instruction in the following integrated areas (minimum requirement of fifteen (15) hours):

(I) Language Arts (including reading, writing, speaking, and listening);

(II) Math;

(III) Health;

(IV) Science;

(V) Nutrition;

(VI) Social Studies;

(VII) Music;

(VIII) Safety;

- (IX) Movement;
- (X) Art;
- (XI) Drama; and
- (XII) Instructional and Assistive Technology;
- 5. Program Management—
  - A. Program Administration and Management;
  - B. Health, Nutrition, and Safety of Young Children; and
  - C. Environmental Organization and Design;
  - D. Procedural Safeguards;

**(B) Field and Clinical Experiences** (minimum requirement of ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close-partnership of highly-qualified professionals in appropriate school settings. Such field and clinical experiences shall meet the minimum hours required in paragraphs (4)(B)1.–3., to include experiences in each of the three (3) different age levels (Infant/Toddler, Pre-K/Kindergarten, and Kindergarten – Grade 3).

1. Early Field Experiences (one (1) semester hour with a minimum of thirty (30) clock hours). This limited field experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.

2. Mid-Level Experiences (one (1) semester hour with a minimum of forty-five (45) clock hours). The mid-level experience occurs between the initial placement and the culminating clinical experiences. At the mid-level, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.

3. Culminating Clinical Experiences (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time.

## 5 CSR 20-400.560 Certification Requirements for Teacher of Special Education

### K-12 Special Education: Mild/moderate cross categorical disabilities

#### **Professional Requirements.** A minimum of sixty (60) semester hours of professional preparation.

Competency must be demonstrated to the satisfaction of the educator preparation institution for each topic listed.

**1. Content Planning and Delivery.** Candidates are prepared with a deep knowledge of and understand the relationships between curriculum, instruction, and assessment—

A. Curriculum and Instructional Planning;

B. Instructional Strategies and Techniques in Content Area Specialty;

C. Assessment, Student Data, and Data-Based Decision-Making;

D. Strategies for Content Literacy;

E. Critical Thinking and Problem Solving;

F. English Language Learning;

G. Evaluation of Abilities and Achievement (instruction in interpretation of individualized, formative, and summative assessments, eligibility procedures, and assessment to support evidence-based instruction); and

H. Transition Processes, including Career Education or Career Readiness; and

**2. Individual Student Needs.** Candidates build a robust knowledge of learners and the learning environment—

A. Psychological Development of the Child and Adolescent;

B. Psychology/Education of the Exceptional Child;

C. Differentiated Learning;

D. Classroom Management;

E. Behavior Intervention Strategies;

F. Cultural Diversity;

G. Educational Psychology; and

H. Language Development of the Exceptional Child;

**3. Schools and the Teaching Profession.** Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth —

A. Consultation and Collaboration;

B. Legal/Ethical Aspects of Teaching;

C. Tiered Systems for Supporting Instruction and Behavior;

D. Families as Educational Partners;

E. Family Engagement;

F. Linking Families with Resources; and

G. Individualized Education Plans and the Special Education Process.

**4. Teaching and Learning Strategies —**

A. Literacy (three (3) courses required, minimum total of nine (9) semester hours). To include coursework in reading and writing, and to include instructional interventions for students with reading deficits;

B. Children's Literature;

C. Language Arts;

D. Science;

E. Social Science;

F. Instructional and Assistive Technology; and

G. Mathematics (two (2) courses required, minimum of six (6) total semester hours) to include instructional interventions for students with mathematics deficits; and

B) **Field and Clinical Experiences** (minimum requirement of ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close-partnership of highly-qualified professionals in appropriate school settings. Such field and clinical experiences shall include experiences at both the elementary and the secondary level.

1. Early Field Experiences (one (1) semester hour with a minimum of thirty (30) clock hours). This limited field experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.

2. Mid-Level Experiences (one (1) semester hour with a minimum of forty-five (45) clock hours). The mid-level experience occurs between the initial placement and the culminating clinical experiences. At the mid-level, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.

3. Culminating Clinical Experiences (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time.

## 5 CSR 20-400.560 Certification Requirements for Teacher of Special Education

### **B-12 Deaf and Hearing Impaired**

**Professional Requirements.** A minimum of sixty (60) semester hours of professional preparation.

Competency must be demonstrated to the satisfaction of the educator preparation institution for each topic listed.

**1. Content Planning and Delivery.** Candidates are prepared with a deep knowledge of and understand the relationships between curriculum, instruction, and assessment—

A. Curriculum and Instructional Planning;

B. Instructional Strategies and Techniques in Content Area Specialty;

C. Assessment, Student Data, and Data-Based Decision-Making;

D. Strategies for Content Literacy;

E. Critical Thinking and Problem Solving;

F. English Language Learning;

G. Evaluation of Abilities and Achievement (instruction in interpretation of individualized, formative, and summative assessments, eligibility procedures, and assessment to support evidence-based instruction); and

H. Transition Processes, including Career Education or Career Readiness

**2. Individual Student Needs.** Candidates build a robust knowledge of learners and the learning environment—

A. Psychological Development of the Child and Adolescent;

B. Psychology/Education of the Exceptional Child;

C. Differentiated Learning;

D. Classroom Management;

E. Behavior Intervention Strategies;

F. Cultural Diversity;

G. Educational Psychology;

H. Psychology of Deafness;

I. Language Development of the Exceptional Child;

J. Aural Rehabilitation;

K. Amplification Systems;

L. Audiology;

M. Anatomy and Physiology of Auditory and Speech Mechanisms; and

N. Manual Communications.

**3. Schools and the Teaching Profession.** Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth —

A. Consultation and Collaboration;

B. Legal/Ethical Aspects of Teaching;

C. Tiered Systems for Supporting Instruction and Behavior;

D. Families as Educational Partners;

E. Family Engagement;

F. Linking Families with Resources; and

G. Individualized Education Plans and the Special Education Process.

**4. Teaching and Learning Strategies -**

A. Literacy (three (3) courses required, minimum total of nine (9) semester hours). To include coursework in reading and writing, and to include instructional interventions for students with reading deficits;

B. Teaching and Facilitating Language;

C. Teaching Speech to Students Who Are Deaf;

D. Children's Literature;

E. Language Arts;

F. Science;

G. Social Science;



H. Instructive and Assistive Technology; and

I. Mathematics (two (2) courses required, minimum of six (6) total semester hours) to include instructional interventions for students with mathematics deficits.

**(B) Field and Clinical Experiences** (minimum requirement of ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close-partnership of highly-qualified professionals in appropriate school settings.

1. Early Field Experiences (one (1) semester hour with a minimum of thirty (30) clock hours). This limited field experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.

2. Mid-Level Experiences (one (1) semester hour with a minimum of forty-five (45) clock hours). The mid-level experience occurs between the initial placement and the culminating clinical experiences. At the mid-level, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.

3. Culminating Clinical Experiences (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time

# Secondary (Grades 9-12)

Biology

English

Mathematics

Science

Social Sciences

Speech/Theatre

## 5 CSR 20-400.540 Certification Requirements for Teacher of Secondary Education (Grades 9-12)

**Professional Requirements.** A minimum requirement of thirty-six (36) semester hours in professional education.

Competency must be demonstrated in the following topics listed to the satisfaction of the educator preparation institution:

1. **Content Planning and Delivery.** Candidates are prepared with a deep knowledge of and understand the relationship between curriculum, instruction, and assessment—

A. Curriculum and Instructional Planning;

B. Instructional Strategies and Techniques in Content Area Specialty;

C. Assessment and Student Data;

D. Strategies for Content Literacy;

E. Critical Thinking and Problem Solving; and

F. English Language Learning;

2. **Individual Student Needs.** Candidates build a robust knowledge of learners and the learning environment —

A. Psychological Development of the Child and Adolescent;

B. Psychology/Education of the Exceptional Child;

C. Differentiated Learning; and

D. Classroom Management;

E. Cultural Diversity; and

F. Educational Psychology

3. **Schools and the Teaching Profession.** Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth —

A. Consultation and Collaboration; and

B. Legal/Ethical Aspects of Teaching; and

4. **Secondary Literacy** (minimum of six (6) semester hours). Methods of Teaching Reading and Writing, to include one (1) course specific to teaching reading and writing in the content area for which certification is sought.

(C) **Field and Clinical Experiences** (ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close partnership of highly-qualified professionals in appropriate school settings.

1. **Early Field Experiences** (one (1) semester hour with a minimum of thirty (30) clock hours). The Early Field Experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.

2. **Mid-Level Field Experiences** (one (1) semester hour with a minimum of forty-five (45) semester hours). The Mid-Level experience occurs between the initial placement and the Culminating Clinical Experiences. At the Mid-Level, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.

3. **Culminating Clinical Experiences** (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The Culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time.

## Secondary Content Requirements

### Biology

at least **thirty-five (35) semester** hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

(A) History/Philosophy of Science and Technology, three (3) semester hours;

(B) A minimum of twenty (20) hours in Biology, which must include:

1. Cell Biology;
2. Plant Form and Function;
3. Animal Form and Function;
4. Genetics;
5. Evolution; and
6. Biology Electives; and

(C) A minimum of twelve (12) additional hours in Science, which includes:

1. Chemistry;
2. Physics;
3. Earth Science; and
4. Environmental Science.

### English

at least **thirty-three (33) semester hours** in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

(A) Composition and Rhetoric (to include a course in the teaching of writing), twelve (12) semester hours;

(B) Study of the English Language (to include modern grammar, history of the language, and/or dialects), six (6) semester hours;

(C) American Literature (to include at least one (1) major unit or module in literature for adolescents and one (1) in literature of ethnic groups), six (6) semester hours;

(D) English and/or World Literature, six (6) semester hours; and

(E) Elective English Credits, three (3) semester hours.

### Mathematics

at least **thirty-six (36) semester hours** in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

(A) Calculus and Analytical Geometry, nine (9) semester hours;

(B) Algebraic Structures, three (3) semester hours;

(C) Geometry, three (3) semester hours;

(D) Computer Science, three (3) semester hours;

(E) Electives from the above coursework, six (6) semester hours; and

(F) A minimum of twelve (12) semester hours from at least three (3) areas of Mathematics such as the following:

1. History of Mathematics, three (3) semester hours;
2. Structure of the Real Number System, three (3) semester hours;
3. Number Theory, three (3) semester hours;
4. Completion Calculus Sequence, three (3) semester hours;
5. Probability and Statistics, three (3) semester hours;
6. Computer Science, three (3) semester hours; and
7. Linear Algebra, three (3) semester hours.

## **Social Science**

at least **thirty-nine (39) semester hours** in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

- (A) U.S. History, twelve (12) semester hours;
- (B) World History, nine (9) semester hours;
- (C) Political Science (State and U.S. Government), six (6) semester hours;
- (D) Economics, three (3) semester hours;
- (E) Geography, three (3) semester hours; and
- (F) Behavioral Science (Sociology, Anthropology, or Psychology), six (6) semester hours.

## **Speech/Theatre**

at least **thirty (30) semester hours** in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

- (A) Speech, twelve (12) semester hours (must include three (3) semester hours of debate);
- (B) Theatre, twelve (12) semester hours; and
- (C) Electives (from Speech, Theatre, and/or Mass Communications), six (6) semester hours.

- K-12 Art
- B-12 Family &  
Consumer Sciences

## 5 CSR 20-400.550 Certification Requirements for Teacher of K-12 Education

### K-12 Art

**Professional Requirements.** A minimum requirement of thirty-six (36) semester hours in professional education. Competency must be demonstrated in the following topics listed to the satisfaction of the educator preparation institution:

1. **Content Planning and Delivery.** Candidates are prepared with a deep knowledge of and understand the relationship between curriculum, instruction, and assessment—

A. Curriculum and Instructional Planning;

B. Instructional Strategies and Techniques in Content Area Specialty;

C. Assessment and Student Data;

D. Strategies for Content Literacy;

E. Critical Thinking and Problem Solving; and

F. English Language Learning;

2. **Individual Student Needs.** Candidates build a robust knowledge of learners and the learning environment—

A. Psychological Development of the Child and Adolescent;

B. Psychology/Education of the Exceptional Child;

C. Differentiated Learning;

D. Classroom Management;

E. Cultural Diversity; and

F. Educational Psychology

3. **Schools and the Teaching Profession.** Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth—

A. Consultation and Collaboration; and

B. Legal/Ethical Aspects of Teaching; and

4. Literacy (minimum of three (3) semester hours) to include coursework in methods of teaching reading and writing in the content area for which certification is sought.

(C) **Field and Clinical Experiences** (ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close partnership of highly-qualified professionals in appropriate school settings.

1. Early Field Experiences (one (1) semester hour with a minimum of thirty (30) clock hours). The Early Field Experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.

2. Mid-Level Field Experiences (one (1) semester hour with a minimum of forty-five (45) semester hours). The Mid-Level experience occurs between the initial placement and the Culminating Clinical Experiences. At the Mid-Level, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.

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3. Culminating Clinical Experiences (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The Culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time.

## **Content requirements:**

### **Art**

at least **thirty (30) semester hours** in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

- (A) Design—Composition, three (3) semester hours;
- (B) Drawing, three (3) semester hours;
- (C) Painting, three (3) semester hours;
- (D) Graphics (such as printmaking, photography, and serigraphy), three (3) semester hours;
- (E) Ceramics, three (3) semester hours;
- (F) Sculpture, three (3) semester hours;
- (G) Fibers (such as weaving, macramé, and fiber sculpture), three (3) semester hours;
- (H) History, Theory, Criticism in the Visual Arts, three (3) semester hours;
- (I) Instructional Techniques for Art K-12, three (3) semester hours; and
- (J) Electives, three (3) semester hours.



## 5 CSR 20-400.550 Certification Requirements for Teacher of K-12 Education

### B-12 Family and Consumer Sciences

**Professional Requirements.** A minimum requirement of thirty-six (36) semester hours in professional education. Competency must be demonstrated in the following topics listed to the satisfaction of the educator preparation institution:

1. **Content Planning and Delivery.** Candidates are prepared with a deep knowledge of and understand the relationship between curriculum, instruction, and assessment—

A. Curriculum and Instructional Planning;

B. Instructional Strategies and Techniques in Content Area Specialty;

C. Assessment and Student Data;

D. Strategies for Content Literacy;

E. Critical Thinking and Problem Solving; and

F. English Language Learning;

2. **Individual Student Needs.** Candidates build a robust knowledge of learners and the learning environment—

A. Psychological Development of the Child and Adolescent;

B. Psychology/Education of the Exceptional Child;

C. Differentiated Learning;

D. Classroom Management;

E. Cultural Diversity; and

F. Educational Psychology

3. **Schools and the Teaching Profession.** Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth—

A. Consultation and Collaboration; and

B. Legal/Ethical Aspects of Teaching; and

4. Literacy (minimum of three (3) semester hours) to include coursework in methods of teaching reading and writing in the content area for which certification is sought.

(C) **Field and Clinical Experiences** (ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close partnership of highly-qualified professionals in appropriate school settings.

1. Early Field Experiences (one (1) semester hour with a **minimum of thirty (30) clock hours**). The Early Field Experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.

2. Mid-Level Field Experiences (one (1) semester hour with a **minimum of forty-five (45) semester hours**). The Mid-Level experience occurs between the initial placement and the Culminating Clinical Experiences. At the Mid-Level, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.

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3. Culminating Clinical Experiences (eight (8) semester hours with **a minimum of twelve (12) weeks in one (1) placement**). The Culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time.

## Content requirements

### **Family and Consumer Sciences**

at least **thirty-three (33)** semester hours in the following content knowledge areas and demonstration of **competency** to the satisfaction of the educator preparation institution:

- (A) Foundations of Family and Consumer Sciences Education, three (3) semester hours;
- (B) Nutrition, Health, and Wellness (including health issues and concepts as well as scientific principles related to food preparation), six (6) semester hours; (C) Family and Consumer Resource Management, twelve (12) semester hours (including three (3) semester hours each in: personal finance; family and consumer resource management; housing and environment; and textiles, apparel, and fashion); (D) Human Development and Parenting, six (6) semester hours; and (E) Family and Interpersonal Relationships, six (6) semester hours.