Administrative Unit: Education Department

Course Prefix and Number: EDUC 400

Course Title: Senior Seminar

Number of:  Credit Hours: 1  Lecture Hours: 1  Laboratory Hours: 0

Catalog Description: Integrative seminar culminating in a professional portfolio which demonstrates competency in major areas of theory and practice accompanied by successful presentation and oral examination. A minimum grade of “C” is required for graduation. Prerequisites: EDUC 101, EDUC 300; senior standing; and admission to the Teacher Certification Program. Offered Fall and Spring semesters.

Additional Information: The student will complete EDUC 400 in a 16-week format and produce a portfolio that documents competency in the MoSTEP Standards for teacher certification. The portfolio must meet departmental specifications.

Prerequisite(s)/Corequisite(s): EDUC 101, EDUC 300; senior standing; and admission to the Teacher Certification Program.

Technology Requirement: An educational technology application is required.

DESE Quality Indicators Targeted: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11


Course Objectives: • To document professional growth and proficiency in the eleven standards that the State of Missouri has established for prospective teachers.
• To develop a philosophy of education and professional development plan to be used in interviews with prospective employers.

Measurable Learning Outcomes:
• Construct a portfolio with accompanying artifacts that illustrate the understanding of concepts, tools of inquiry, and structures of the discipline(s) within the context of a global society and creation of learning experiences that make these aspects of subject matter meaningful for students.
• Construct a portfolio entry with accompanying artifacts that illustrates the understanding of how students learn and develops and provides learning opportunities that support the intellectual, social, and personal development of all students.
• Construct a portfolio entry with accompanying artifacts that illustrates understanding of how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
• Construct a portfolio entry with accompanying artifacts that illustrates the recognition of the importance of long range planning and curriculum based upon student, district, and state performance standards.
• Construct a portfolio entry with accompanying artifacts that illustrates the use of a variety of instructional strategies to encourage student’s development of critical thinking, problem solving and performance skills.
• Construct a portfolio entry with accompanying artifacts that illustrates the use and understanding of individual and group motivation and behavior to create a learning environment that encourages positive social intervention in the classroom.
• Construct a portfolio entry with accompanying artifacts that illustrates the understanding and use of formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
• Construct a portfolio entry with accompanying artifacts that illustrates that the prospective teacher is a reflective practitioner who continually assesses the effects of choice and action on others and that this reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.
• Construct a portfolio entry with accompanying artifacts that illustrates the fostering of relationships with school colleagues, parents, and educational partners in the larger community to support students learning and well being.
• Construct a portfolio entry with accompanying artifacts that illustrates the understanding of the theory and application of technology in education settings and has technological skills to create meaningful learning opportunities for all students.
• Construct a portfolio that states the prospective teacher’s philosophy of education.
• Construct a portfolio entry that outlines a plan for professional development for the first year of teaching.
• Students are expected to be able to pass the Praxis II or other appropriate nationally normed examination designed to validate the learning of pre-service teachers.

Topical Outline (major areas of coverage):

• Philosophical, psychological, and pedagogical theories which influence the development of curriculum and instructions
• Application of learning theories to case studies and teaching experiences
• Analysis of teaching/learning situations in relation to cognitive, psychosocial and moral development and provisions for alternatives which recognize and promote opportunities to individualize instruction to meet the needs of diverse learners
• Translation of state, districts, and academic discipline standards into school curriculum and assessment
• The relationship between psychology, communication theory, pedagogy and management and maintaining positive intellectual, social, and moral growth
• The place of effective assessment procedures in establishing and maintaining positive intellectual, social, and moral growth

A primary purpose of the culminating experience is to assess learning outcomes in the major. It demonstrates the following set of characteristics:

• The experience occurs after the completion of appropriate foundational skills,
• Assessment instruments used in the experience measure student achievement of the stated learning objectives for the major,
• Departmental faculty use the information given by assessment to improve teaching and learning in the major,
• During this course the Academic Profile, short form, will be administered. This 40-minute standardized test measures learning in general education courses. The results of the tests are used by faculty to improve the general education curriculum at the College.

Recommended maximum class size for this course: 15

Library Resources: Online databases are available at http://www.ccis.edu/offices/library/resources.asp. You may access them from off-campus using your eServices login and password when prompted.

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Date: December 31, 2004

NOTE: The intention of the master syllabus is to provide an outline of the contents of this course, as specified by the faculty of Columbia College, regardless of who teaches the course, when it is taught or where it is taught. Faculty members teaching this course for Columbia College are expected to facilitate learning pursuant to the course objectives and cover the subjects listed in the topical outline. However, instructors are also encouraged to cover additional topics of interest so long as those topics are relevant to the course’s subject. The master syllabus is, therefore, prescriptive in nature but also allows for a diversity of individual approaches to course material.