

**STATEWIDE ARTICULATION AGREEMENT  
BETWEEN  
MISSOURI FOUR-YEAR COLLEGES AND UNIVERSITIES  
AND  
MISSOURI PUBLIC COMMUNITY COLLEGES  
FOR THE  
ASSOCIATE OF ARTS IN TEACHING (AAT)**

**Overview**

This formal program articulation agreement is made and entered into by the Missouri four-year colleges and universities which are signatories to this agreement, hereafter referred to as four-year transfer institutions or transfer institution, and the public community colleges of Missouri, hereafter referred to as community colleges. By this agreement, Missouri's four-year transfer institutions and community colleges express a shared commitment to increase student access to and success in higher education, and specifically to increase the number and quality of certified teachers prepared by and graduating from Missouri's colleges and universities. By clarifying transfer policies and procedures, which ensure articulation between programs, Missouri's colleges and universities commit to assisting students in making a seamless transfer from the associate's to the baccalaureate degree.

**Purpose**

This agreement provides students who have earned an Associate in Arts Teaching degree (AAT) at a Missouri community college the opportunity to complete a Bachelor of Arts or Bachelor of Science in Education at four-year transfer institution in the state. By this agreement, any Missouri community college student who has earned an AAT degree from any Missouri community college is guaranteed consistent treatment by the four-year transfer institution in accordance with the Missouri Coordinating Board for Higher Education's (CBHE) Credit Transfer Policy, Principles of Best Practice and related addenda and clarifying comments. The AAT degree to which this agreement refers is attached.

**Conditions of Transfer**

***Section I: Admissions and Matriculation***

Community college students maintaining continuous enrollment under this agreement will be afforded the same treatment and protection as native college or university students enrolled under a specific catalog.

Criteria for acceptance into the four-year transfer institution will be the same for community college AAT completers as for native college or university students or transfers from other colleges or universities. Criteria for acceptance into the four-year universities' Colleges of Education or teacher education programs, including grade point average and C-BASE score minimums, will be the same as for native college or university students at the transfer institution. These minimums may be higher than the minimums established for completion of the AAT degree.

Missouri's community colleges, upon request of students, will provide verification of completed courses to four-year transfer institution through its office of admissions and records. The transcripts of students transferring from community colleges will be evaluated by the registrar's office at the four-year transfer institution in a manner consistent with this agreement.

Four-year transfer institutions will apply the same academic progress and graduation standards to community college AAT degree completers students as those applicable to native college or university students.

### ***Section II: Transfer of Credit***

Students completing an AAT degree from a Missouri community college, upon acceptance into teacher preparation program at four-year transfer institution, will have junior standing.

The four-year transfer institution will accept in transfer all 62 credit hours required for completion of the AAT degree as meeting requirements of its baccalaureate degree in teacher education.

The four-year transfer institution may accept additional credit hours from the community college on a course-by-course basis for those courses that meet additional program or degree requirements at the transfer institution.

To ensure that all of the 62 credit hours of the AAT degree at the community college meet program and degree requirements at the four-year transfer institution, a program plan will be developed that specifies the courses that students should take at both the community college and four-year transfer institution. These program plans, which may be specific to each community college and four-year transfer institution, will in all cases include acceptance of the 62 credit hours of the AAT degree earned at any Missouri community college.

### ***Section III: Program Plans***

Each institution which is signatory to this articulation agreement commits to developing, publishing and maintaining a program plan that details the specific courses that students must take at each institution in order to complete both the AAT degree and baccalaureate degree. Program plans will describe in detail how an AAT completer from any Missouri community college will be accepted in transfer at each signatory four-year transfer institution.

Each program plan will detail a course of study that will ensure 1) that AAT completers will not be required to repeat coursework or any significant material or experiences at the four-year transfer institution that they had already completed as part of the AAT degree at the community college, and 2) that AAT degree completers will not be required to complete a greater number of credit hours than native college or university students in order to earn the baccalaureate degree in teacher preparation.

AAT degree completers who follow the program plans of any Missouri four-year transfer institution will be assured of seamless transfer from any Missouri community college to that institution.

### **Term of Agreement**

This agreement is made and entered into effective with the beginning of the academic year 2007-08 and remains in force unless changed in writing by mutual agreement of the affected institutions. The agreement may be amended at any time with the approval of all parties and is subject to regular review to ensure currency with the respective degree requirements. Should any party desire to discontinue this agreement, advance notification of two years will be required.

### **Dispute Resolution**

Signatories to this agreement agree to adhere to the dispute resolution processes contained in the CBHE Credit Transfer Policy. In addition, signatories agree to submit disputes regarding the implementation of this agreement to the CBHE Committee on Transfer and Articulation for review and recommendation to the Missouri Commissioner of Higher Education, whose decision will be binding, subject only to appeal to the full Coordinating Board for Higher Education.

**Signatories**

The Missouri public community colleges and four-year colleges and universities hereby enter into this program articulation agreement leading from the Associate in Arts in Teaching degree to the Bachelor’s of Arts or Science in teacher preparation by the affixing of signatures of the chief executive officers of the institutions.

***Two-Year Chief Executive Officers***

\_\_\_\_\_  
2-year name, title  
2-year institution formal name

\_\_\_\_\_ Date

\_\_\_\_\_  
2-year name, title  
2-year institution formal name

\_\_\_\_\_ Date

\_\_\_\_\_  
2-year name, title  
2-year institution formal name

\_\_\_\_\_ Date

ETC.

***Four-Year Chief Executive Officers***

\_\_\_\_\_  
Four-year name, title  
Four-year institution formal name

\_\_\_\_\_ Date

\_\_\_\_\_  
Four-year name, title  
Four-year institution formal name

\_\_\_\_\_ Date

\_\_\_\_\_  
Four-year name, title  
Four-year institution formal name

\_\_\_\_\_ Date

ETC.

## ATTACHMENT A

### MISSOURI COMMUNITY COLLEGE ASSOCIATION

#### Statewide Associate of Arts in Teaching (AAT) Degree

*Approved by the Missouri Coordinating Board for Higher Education, December 14, 2006*

#### General Education:

Statewide general education core 42 credit hours

*General education credits should be carefully selected with the help of an advisor whenever possible to meet degree requirements and prerequisites, to prepare for the C-BASE, and to address level and area of teacher preparation.*

#### Required Teacher Education Core Courses (All courses will be identified as education courses and numbered at the 200 level.):

Foundations of Education	3 credit hours
Educational Psychology	3 credit hours
Technology for Teachers	3 credit hours
<u>Teaching Profession with Field Experience</u>	<u>3 credit hours</u>
Total Required Core Courses	12 credit hours

#### Electives:

Electives or other institutional requirements 8 credit hours

*Electives may be selected from education electives, content areas or any other courses. Electives should be carefully selected with the help of an advisor at the receiving institution to meet degree requirements, prerequisites, preparation for the C-BASE, and planned level and area of teacher preparation.*

*Each Missouri community college will offer Education of Exceptional Learners (3 credits) using the common syllabus and outlined attached to this proposal as an elective.*

#### Other Requirements:

Students must achieve a minimum GPA of 2.5.

Students must achieve a minimum score of 235 on each section of the C-BASE.

Total Credit Hours Required for AAT Degree 62 credit hours

*Four-year transfer institutions may have additional requirements including higher GPA or C-BASE scores. Students are encouraged to work closely with an advisor at the receiving institution so that they may understand and prepare to meet all entrance requirements.*

**Course Title:** Foundations of Education

*Course will have an Education prefix and be numbered in the 200s*

**Credit Hours:** 3

**Course Description:** This course is designed to examine the historical, philosophical, sociological, political, economic, and legal foundations of American public education system. Students will explore the nature of school environments, design, and organization of school curricula and characteristics of effective schools and instruction in grades P-12. Educational structures, practices, and projections for the future will be studied.

**Prerequisite:** English Composition I

**Course Outcomes**

The student will:

1. Analyze the historical, philosophical and sociological foundations of schooling in the United States to understand their effect on current educational practices and issues. (MoSTEP 1.2.3, 1.2.9, 1.2.11)
2. Describe how education is governed, funded, and organized at the local, state, and federal levels. (MoSTEP 1.2.4, 1.2.10)
3. Explore the legal and ethical issues pertaining to the provision of education services to all P-12 students and to the teaching profession. (MoSTEP 1.2.3, 1.2.9, 1.2.10)
4. Write a personal philosophy of education. (MoSTEP 1.2.2, 1.2.9)
5. Examine characteristics of effective and ineffective schools and teachers. (MoSTEP 1.2)
6. Evaluate current educational strategies designed to provide equal educational opportunities to a student population with diverse needs. (MoSTEP 1.2.3, 1.2.4, 1.2.5)
7. Identify national, state, and local standards that guide curriculum decisions in public schools. (MoSTEP 1.2.4)
8. Document a variety of current trends and issues that impact education today. (MoSTEP 1.2.1, 1.2.10)

## **Course Outline**

### **I. Historical foundations**

- A. European beginnings to 21<sup>st</sup> century
- B. Pioneers in education
- C. Curriculum over major historical periods
- D. Review of current curriculum guide and school technology

### **II. Philosophical foundations**

- A. Philosophical roots of education
- B. Purposes of education
- C. Curriculum and instruction

### **III. Sociological foundations**

- A. Equal Educational Opportunity (SES, ethnicity, exceptionality, etc.)
- B. Awareness of how school and home environment affect school success
- C. Peer group influences
- D. Risk factors
- E. Standards movement
- F. Effective vs. ineffective schools and school choice
- G. Life in schools

### **IV. Cultural foundations**

- A. Student diversity
- B. Classroom strategies to address students who vary in approaches to learning
- C. Multicultural education and cultural pluralism

### **V. Political foundations**

- A. Governing public education at local, state, and federal levels, with emphasis on Missouri
- B. Financing public education
- C. Exploring MoSTEP Standards, Show Me Standards, MSIP, MAP, NEA, and AFT

### **VI. Legal foundations**

- A. Legal aspects of education
- B. Ethical decision making
- C. Rights and responsibilities of public school students, parents, and teachers

**Course Title:** Teaching Profession with Field Experience  
*Course will have an Education prefix and be numbered in the 200s*

**Credit Hours:** 3

**Course Description:** This course provides students an opportunity to observe teaching and learning for thirty (30) hours or more in P-12 classrooms. Students are introduced to the requirements for teacher preparation and certification. Students will examine characteristics of effective teaching. The course is designed to assist students in determining if a career in teaching is an appropriate goal.

**Prerequisite:** English Composition I

**Course Outcomes**

The student will:

1. Demonstrate competence in objective observation by observing, describing, and reflecting on classroom situations with sensitivity to diverse cultures, environments, and student abilities. (MoSTEP 1.2.6, 1.2.7, 1.2.8)
2. Discuss teaching strategies and learning environments as an observer and participant. (MoSTEP 1.2.3, 1.2.5, 1.2.10, 1.2.11)
3. Complete the state recommended minimum number of hours of field observation. (MoSTEP 1.2.1, 1.2.3)
4. Document awareness of Mid-Preparation Benchmark Standards 1.2 by observing, describing, and reflecting on the teaching process. (MoSTEP 1.2.1, 1.2.7)
5. List cognitive, behavioral, and affective characteristics of an effective teacher. (MoSTEP 1.2.1, 1.2.5, 1.2.6, 1.2.9, 1.2.10, 1.2.11)
6. List and describe current issues that affect education in this state. (MoSTEP 1.2.3, 1.2.4, 1.2.9, 1.2.10, 1.2.11)
7. Identify positive and negative aspects of a career in teaching. (MoSTEP 1.2.10)
8. Analyze Missouri teaching certification requirements for a variety of career opportunities. (MoSTEP 1.2.4, 1.2.9)
9. Demonstrate knowledge of basic services available in the school and community to support children and their learning. (MoSTEP 1.2.10)

## **Course Outline**

### **I. Observations**

- A. Diversity
- B. Classroom management
- C. Instructional strategies
- D. Assessment
- E. Technology
- F. Effective learning environments

### **II. Missouri Teacher Education Preparation Standards (MoSTEP)**

- A. Standard 1.2
- B. Eleven Mid-Preparation Benchmarks

### **III. Current education and professional issues**

- A. Positive and negative aspects of teaching
- B. Cognitive, behavioral, and affective characteristics of an effective teacher
- C. Professional relationships
- D. Resources in the school and community that support student learning
- E. Career opportunities for the next several years

### **IV. Teaching certificates**

- A. Types
- B. Requirements
- C. DESE website



**Course Title:** Educational Psychology

*Course will have an Education prefix and be numbered in the 200s*

**Credit Hours:** 3

**Course Description:** This course is designed to help students relate the application of psychological principles to teaching, learning, and assessment and the educational practice in P-12 classrooms. It will focus on the learner and the learning process, teacher characteristics, and classroom processes that increase student motivation. Student diversity and appropriate instructional strategies for students with special needs will also be introduced.

**Prerequisite:** General Psychology or a developmental psychology course

**Course Outcomes**

The student will:

1. Identify the major theories of learning. (MoSTEP 1.2.2)
2. State the basic principles underlying human development. (MoSTEP 1.2.2)
3. Describe ways that students differ in their approaches to learning. (MoSTEP 1.2.3, 1.2.5)
4. Articulate theories of motivation. (MoSTEP 1.2.6)
5. Explain the major categories of special education. (MoSTEP 1.2.3)
6. Illustrate different approaches to classroom and behavior management. (MoSTEP 1.2.6)
7. Distinguish between formal and informal assessment activities. (MoSTEP 1.2.8)
8. Identify aspects of classroom environment conducive to learning. (MoSTEP 1.2.6)
9. Design plans for short term instruction and management strategies. (MoSTEP 1.2.4)
10. Identify strategies and resources to meet diverse student needs. (MoSTEP 1.2.5, 1.2.1)
11. Describe the purposes of assessment. (MoSTEP 1.2.8)

## **Course Outline**

- I. Principles of development
  - A. Piaget's theory of intellectual development
  - B. Vygotsky's socio-cultural view of development
  - C. Language development
  - D. Personal development
  - E. Erikson's theory of psychosocial development
  - F. Kohlberg's theory of moral development
  
- II. Learner differences
  - A. Intelligence
  - B. Socioeconomic status
  - C. Culture
  - D. Gender
  - E. At-risk students
  - F. Exceptionalities
  
- III. Learning theories
  - A. Behaviorist
  - B. Social cognitive
  - C. Information processing
  - D. Constructivism
  
- IV. Motivation
  - A. Theories of motivation
  - B. Motivation in the classroom
  
- V. Classroom management
  - A. Planning
  - B. Communication
  - C. Dealing with misbehavior (interventions)
  - D. Violence and aggression
  
- VI. Principles of instruction
  - A Lesson planning
  - B Essential skills
  
- VII. Assessment
  - A. Formal and informal assessment
  - B. Alternative assessment
  - C. Standardized testing

**Course Title:** Technology for Teachers

*Course will have an Education prefix and be numbered in the 200s*

**Credit Hours:** 3

**Course Description:** In this course students will learn how to integrate instructional technology into the P-12 classrooms. Students will study a variety of software programs, presentation technology, and telecommunication tools. The focus will also be on social, ethical, legal, and human issues surrounding the use of technology.

**Prerequisite:** English Composition I

**Course Outcomes**

The student will:

1. Demonstrate a sound understanding of state and national standards for technology in education. (MoSTEP 1.2.4, 1.2.5, 1.2.11)
2. Demonstrate competency in technology operations and concepts by creating and editing documents using various software programs. (MoSTEP 1.2.7, 1.2.11)
3. Demonstrate an awareness of current methods and strategies for using technology to maximize student learning. (MoSTEP 1.2.2, 1.2.4, 1.2.5, 1.2.11)
4. Develop technology strategies to facilitate a variety of informal, formal, and authentic assessment techniques. (MoSTEP 1.2.8, 1.2.11)
5. Demonstrate the use of technology to enhance personal productivity and professional practice. (MoSTEP 1.2.9, 1.2.11)
6. Demonstrate an understanding of the social, ethical, legal, and human issues surrounding the use of technology. (MoSTEP 1.2.9, 1.2.11)

## **Course Outline**

### **I. Technology operations and concepts**

- A. MoSTEP 1.2.11 (Missouri Standards for Teacher Education Programs)
- B. ISTE (International Society for Technology in Education)
- C. Desktop and Windows features
- D. Multimedia computer system with related peripheral device
- E. Word processing, spreadsheet, presentation software, databases
- F. Internet

### **II. Technology to maximize student learning**

- A. Educational software and hardware
- B. Website resources
- C. Assistive technology and adaptive devices for students with special needs
- D. eMINTS programs
- E. eThemes or Successlink integrating technological strategies
- F. Models of effective instruction with technology (tools of inquiry)
- G. Application of Bloom's taxonomy

### **III. Technology and informal and formal assessment techniques**

- A. Principles, research, and appropriate assessment practices related to the use of computers and technology resources
- B. Formal, informal, and authentic assessment strategies for P-12 learners
- C. Websites that provide variety of assessment strategies for students
- D. Technology to assess student prior knowledge

### **III. Technology to enhance personal productivity and professional practice**

- A. Formal (courses) and informal professional learning communities
- B. Technology-rich "Teachers' Tools"
- C. Conduct research, including using and correctly documenting electronic sources
- D. The effect of technology on the nature of work and communication
- E. Use of technology for lifelong learning

### **IV. Technology and social, ethical, legal, and human issues**

- A. Copyright issues
- B. School districts' Appropriate Use Policies (AUP)
- C. School-wide computer security
- D. Use of technology in public education and society
- E. Equity and fair use issues

**Course Title:** Education of Exceptional Learners

*Course will have an Education prefix and be numbered in the 200s. It will be offered as an elective.*

**Credit Hours:** 3

**Course Description:** This survey course is an introduction to exceptional learners and their education in grades P-12. Students will attain knowledge, skills, and dispositions that will enable them to work effectively with exceptional learners in general education or special education.

**Prerequisites:** Educational Psychology

**Course Outcomes**

The student will:

1. Define the term “exceptional” as it is currently used in educational settings. (MoSTEP 1.2.2, 1.2.3)
2. Formulate a philosophy for providing a free and appropriate education to exceptional learners, noting state and federal legislation. (MoSTEP 1.2.9, 1.2.10)
3. Summarize the legal rights of exceptional learners and their families with emphasis on identification and referral procedures. (MoSTEP 1.2.10)
4. Identify the major categories of exceptionality and criteria for identification as defined by the Individuals with Disabilities Education Act (IDEA) and by relevant state rules. (MoSTEP 1.2.2, 1.2.3)
5. Describe instructional strategies, classroom management and environmental modifications that promote learning on the part of exceptional students. (MoSTEP 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7)
6. Identify resources, including technology and community resources, which are available to facilitate the education of exceptional learners. (MoSTEP 1.2.11)
7. State the roles and responsibilities of teachers, parents, students and professionals from allied disciplines in the education of exceptional learners, with emphasis upon the planning and implementation of individualized education plans. (MoSTEP 1.2.3, 1.2.4, 1.2.5, 1.2.7, 1.2.10)
8. Examine the evolution of the concept of the exceptional learner from the perspectives of various disciplines, including medicine, behavioral sciences, and education. (MoSTEP 1.2.7, 1.2.9, 1.2.10)
9. Identify the procedural safeguards, including ethical practices for confidential communication to others about individuals with exceptional learning needs. (MoSTEP 1.2.7, 1.2.9)

## **Course Outline**

- I. Definitions
  - A. Normal
  - B. Exceptional
  - C. Classifications
  - D. Disabilities
- II. Perspectives
  - A. Historical
  - B. Philosophical
  - C. Familial
  - D. Cultural
  - E. Medical
  - F. Educational
- III. Litigation, legislation, and advocacy
  - A. IDEA
  - B. State laws and regulations
  - C. Court decisions
  - D. Advocacy groups
- IV. Characteristics and impact of disabilities in cognition, learning, communication, and behavior (within the following categories)
  - A. Physical and sensory impairments
  - B. Disorders of cognition, learning, and communication
  - C. Socio-emotional disabilities
- V. Multiple disabilities
- VI. Characteristics and impact of intellectual giftedness or artistic talent on cognition, learning, communication, and behavior
- VII. Exceptional learners in general education
- VIII. Eligibility, referral, and continuum of services in special education
- IX. Instructional arrangements and curricula for exceptional learners
- X. Behavior management techniques for exceptional learners
- XI. Technological interventions for exceptional learners
- XII. Roles and responsibilities
  - A. Educators
  - B. Allied professionals
  - C. Paraprofessionals
  - D. Parents
  - E. Students