

The department of education/special education offers a bachelor of arts degree in elementary education (grades 1-6); a bachelor of arts degree in middle school (grades 5-9) with concentrations in English, social studies, mathematics, and science; and a bachelor of science degree in special education with certification in mild/moderate disabilities, cross-categorical (grades K-12), in a dual certification program which includes elementary certification. The department also offers a master of arts degree in education and a master of arts in teaching degree (see the graduate section of this catalog). Teacher certification is also offered through the departments of biological and physical sciences; communication disorders and deaf education; English and communication; fine arts; human environmental sciences; mathematics; and history, philosophy, and religion. Full information on teacher certification may be found in the appropriate departmental sections of this catalog, as well as in the section titled *Teacher Certification at Fontbonne University*.

FACULTY

William Freeman, associate professor, dean of education and chairperson of the department of education/special education

Dyanne Anthony, associate professor of education

Kelley Barger, associate professor of education

Sam Bommarito, assistant professor of education

Val Christensen, associate professor of education

Judith Failoni, professor of education

Dennis C. Golden, professor of education, president, Fontbonne University

Margaret Gray, professor of education; director of special education programs

Rita Marie Schmitz, CSJ, professor of education

Gene Schwarting, professor of education

Jamie L. Van Dycke, assistant professor of education/special education

Certification Coordinator: **Rick Gwydir**

Director of Advanced Programs in Education and

Coordinator of Unit Assessment: **Ruth Irvine**

Director of Paraprofessional Pathways to Teachingsm:

Kathy Schwarting

Assistant Director of Paraprofessional Pathways to Teachingsm and Assistant Director of Student Teaching Placement: **Carole Prince**

Advisor, Paraprofessional Pathways to Teachingsm:

Andra Gwydir

Coordinator of Student Teaching Placement: **Cary Tuckey**

TEACHER CERTIFICATION

All certification programs are accredited by the Teacher Education Division of the Missouri Department of Elementary and Secondary Education (DESE) and the National Council for the Accreditation of Teacher Education (NCATE). For full discussion of teacher certification requirements for Fontbonne University, see the section titled *Teacher Certification at Fontbonne University* following the graduate section in this catalog.

INTRODUCTION TO THE DEPARTMENT

In its preparation of teachers, Fontbonne University is in touch with the social, political, and economic realities which place demands on education. The university therefore offers teacher certification programs that prepare individuals who will be able to teach students with a variety of learning styles from diverse backgrounds. A climate of openness to change is a critical component of Fontbonne programs, and the consideration of ongoing research and best practices informs our candidates in their ability to assume responsibility for the classrooms of the future.

All Fontbonne teacher certification programs prepare students for the challenge of teaching and enable students to give meaningful service to children and adults.

Education/special education at Fontbonne University provides:

- Opportunities for innovation and creativity;
- Opportunities for reflective decision making;
- Faculty who are well-educated, creative teachers, professionally involved, and who possess outstanding supervisory skills;
- A foundation of sound, theoretical knowledge for each area of certification with extensive practicum experiences;
- A thorough foundation in both typical and exceptional development of children;
- An introductory course which provides an overview of education while concurrently giving students an exposure to survey of theory and providing for the development of preliminary skills in observation and analysis of classroom interaction;
- Faculty members who strive for effective student-teacher relationships.

MAJOR IN ELEMENTARY EDUCATION

The major in elementary education provides the student with a general education curriculum solidly grounded in the liberal arts and provides professional preparation leading to a teaching certificate for grades 1-6.

General Education Requirements

General education requirements are presented in the undergraduate academic information section in this catalog. A course that meets a general education requirement may also meet a course requirement in the major or a course requirement in another discipline.

While students must complete a full general education sequence, the following specific general education courses must be chosen to meet the requirements for this major:

- BIO 108 Introduction to Life Sciences/lab (3 credits)
- CIS 103 Microcomputer Applications in Education (3 credits)
- EDU 234 Philosophical Foundations of Education (3 credits)
- HST 105 or 106 Introduction to American History I or II (3 credits)
- PHY 108 Introduction to Physical Science/lab (3 credits)
- PSY 200 Developmental Psychology (3 credits)

Courses Required in the Major

- EDU 120 Psychology of the Exceptional Child (3 credits)
- EDU 200 Introduction to Classroom Teaching (3 credits)
- EDU 222 Educational Psychology (3 credits)
- EDU 223 Introduction to Classroom Assessment (3 credits)
- EDU 234 Philosophical Foundations of Education (3 credits)
- EDU 240 Literature for Children and Adolescents (2 credits)
- EDU 263 Methods of Teaching Reading and Language Arts (6 credits)
- EDU 306 Analysis and Correction of Reading Difficulties (3 credits)
- EDU 310 Reading Methods Practicum – Elementary (3 credits)
- EDU 333 Multi-sensory Methods of Instruction (2 credits)
- EDU 355 Analysis and Correction of Math Difficulties (2 credits)
- EDU 373 Teaching through a Global Perspective (2 credits)
- EDU 394 Counseling Techniques (3 credits)
- EDU 400 Classroom/Behavior Management Techniques (3 credits)
- EDU 410 Planning for Instruction and Assessment (2 credits)
- EDU 450 Student Teaching at the Elementary School Level (10 credits)

Courses Required in Other Disciplines

- CDS 105 Speech and Language Development of the Normal and Exceptional Child (3 credits)
- MTH 350 Methods of Teaching Mathematics in Elementary/Early Childhood (3 credits)
- BIO 370 Methods of Teaching Science in Elementary/Early Childhood (2 credits)

Students must select one course in geography.

Students must select one course in health or nutrition and wellness.

Students must select one course in economics.

Students must select an additional course in mathematics.

Graduation Requirement

Students must complete one course in religion. REL 225 World Religions is highly recommended.

Inclusion Specialty Certificate

Fontbonne's Inclusion Specialty certificate provides elementary education candidates with valuable knowledge and skills for effectively teaching diverse populations within the contemporary classroom. This specialty certificate involves 18 credit hours of coursework that develop competencies in the teaching of students with disabilities in inclusive learning environments.

Early Childhood Certification

Candidates seeking the major in elementary education may also work toward certification in early childhood education (birth—3rd grade) by adding the appropriate sequence of coursework. (Students wishing to major in Early Childhood should contact the department of human environmental sciences.)

Courses Required for Adding Early Childhood Certification:

- EDU 338 Emergent Literacy across the Curriculum (2 credits)
- HES 131 Introduction/Observation of Early Childhood Programs (3 credits)
- HES 230 Infant/Toddler Development (3 credits)
- HES 232 The Young Child (3 credits)
- HES 431 Early Childhood Integrated Curriculum (3 credits)
- HES 432 Administration of Early Childhood Programs (2 credits)

Early Childhood Special Education Certification

Candidates who seek to add certification in early childhood education (birth—3rd grade) may also add early childhood special education by adding three courses in addition to the above:

- EDU 307 Methods of Early Childhood Special Education
- EDU 314 Practicum in Teaching Students with Disabilities (3 credits)
- OR**
- HES 375 Practicum in Early Childhood Special Education (3 credits)
- EDU 325 Individualized Assessment Approaches in Early Childhood (3 credits)

MAJOR IN SPECIAL EDUCATION

The major in special education provides the student with a general education curriculum solidly grounded in the liberal arts and provides professional preparation leading to dual certification for grades K-12 in mild-moderate disabilities (cross-categorical) and elementary education (grades 1-6).

General Education Requirements

General education requirements are presented in the undergraduate academic information section in this catalog. A course that meets a general education requirement may also meet a course requirement in the major or a course requirement in another discipline.

While students must complete a full general education sequence, the following specific general education courses must be chosen to meet the requirements for this major:

- BIO 108 Introduction to Life Sciences/lab (3 credits)
- CIS 103 Microcomputer Applications in Education (3 credits)
- EDU 234 Philosophical Foundations of Education (3 credits)
- HST 105 or 106 Introduction to American History I or II (3 credits)
- PHY 108 Introduction to Physical Science/lab (3 credits)
- PSY 200 Developmental Psychology (3 credits)

Courses Required in the Major

- EDU 120 Psychology of the Exceptional Child (3 credits)
- EDU 200 Introduction to Classroom Teaching (3 credits)
- EDU 206 Education of Students with Special Needs (3 credits)
- EDU 222 Educational Psychology (3 credits)
- EDU 223 Introduction to Classroom Assessment (3 credits)
- EDU 234 Philosophical Foundations of Education (3 credits)
- EDU 240 Literature for Children and Adolescents (2 credits)
- EDU 306 Analysis and Correction of Reading Difficulties (3 credits)
- EDU 310 Reading Methods Practicum/Elementary (2 credits)
- EDU 308 Methods of Special Education I (3 credits)
- EDU 309 Methods of Special Education II (2 credits)
- EDU 314 Practicum in Special Education (3 credits)
- EDU 320 Transition/Career Education for Individuals with Disabilities (2 credits)
- EDU 333 Multi-sensory Methods of Instruction (2 credits)
- EDU 355 Analysis and Correction of Math Difficulties (2 credits)
- EDU 373 Teaching through a Global Perspective (2 credits)
- EDU 392 Assessment of Ability and Achievement (3 credits)
- EDU 394 Counseling Techniques (3 credits)
- EDU 400 Classroom/Behavior Management Techniques (3 credits)
- EDU 410 Planning for Instruction and Assessment (2 credits)

EDU 450 Student Teaching at the Elementary Level (4 credits)

EDU 455 Student Teaching in Special Education (8 credits)

Courses Required in Other Disciplines

CDS 105 Speech and Language Development of the Normal and Exceptional Child (3 credits)

MTH 350 Methods of Teaching Mathematics in Elementary/Early Childhood (3 credits)

BIO 370 Methods of Teaching Science in Elementary/Early Childhood (2 credits)

Students must select one course in geography.

Students must select one course in Health or Nutrition and Wellness.

Students must select one course in economics.

Students must select one course in mathematics (in addition to the general education requirement).

Graduation Requirement

Students must complete one course in religion. REL 225 World Religions is highly recommended.

MAJOR IN MIDDLE SCHOOL EDUCATION

The major in middle school education provides the student with a general education curriculum solidly grounded in the liberal arts and provides professional preparation leading to a teaching certificate for grades 5-9. Students seeking this major must select an area of concentration from the following: mathematics, social studies, language arts, and science. Students must complete the prescribed curriculum in the selected discipline with a minimum cumulative GPA in each of 2.5 on a 4.0 scale.

General Education Requirements

General education requirements are presented in the undergraduate academic information section in this catalog. A course that meets a general education requirement may also meet a course requirement in the major or a course requirement in another discipline.

The following specific general education courses must be chosen to meet the requirements for this major:

- CIS 103 Microcomputer Applications in Education (3 credits)
- PSY 200 Developmental Psychology (3 credits)

Courses Required in the Major

EDU 120 Psychology of the Exceptional Child (3 credits)

EDU 201 Introduction to Classroom Teaching-Middle/Secondary (3 credits)

EDU 222 Educational Psychology (3 credits)

EDU 223 Introduction to Classroom Assessment (3 credits)

EDU 234 Philosophical Foundations of Education (3 credits)

EDU 339 Middle School Philosophy, Curriculum, and Instruction (2 credits)

EDU 350 Reading in the Content Area (2 credits)

- EDU 360 Reading Methods Practicum—Middle/Secondary (3 credits)
- EDU 401 Classroom/Behavior Management Techniques—Middle/Secondary (3 credits)
- EDU 447 Planning for Instruction and Assessment—Middle/Secondary (3 credits)
- EDU 456 Student Teaching at the Middle School Level (10 credits)

Courses Required in the Content Disciplines

Select one area of study. Students must complete coursework as indicated and complete at least 50% at Fontbonne.

Social Studies (Minor in History)

- HST 103 Introduction to Western Civilization I (3 credits)
- HST 104 Introduction to Western Civilization II (3 credits)
- HST 105 Introduction to American History I (3 credits)
- HST 106 Introduction to American History II (3 credits)
- HST 252 Methods of Teaching Social Studies (Secondary) (3 credits)
- HST xxx American History Elective (3 credits)
- HST xxx Non-American History Elective (3 credits)
- HST xxx Non-American History Elective (3 credits)
- GGY 100 Introduction to Geography (3 credits)
- SSC 201 The American Economy (3 credits)
- PSY 200 Developmental Psychology (3 credits)

Mathematics (Minor in Mathematics for Educators)

- MTH 105 College Algebra if needed (4 credits)
- MTH 108 Trigonometry, if needed (2 credits)
- MTH 115 Introduction to Statistics (3 credits)
- MTH 120 Discrete Mathematics (3 credits)
- MTH 150 Calculus with Analytic Geometry I (4 credits)
- MTH 300 Modeling and Numerical Approximation (3 credits)
- MTH 302 Readings in the History of Mathematics (2 credits)
- MTH 320 Elements of Geometry (3 credits)
- MTH 330 Algebraic Structures (3 credits)
- MTH 360 Teaching Mathematics Middle/Secondary (3 credits)

Language Arts (Minor in English)

- ENG 240 Survey of English Literature I (3 credits)
- ENG 241 Survey of English Literature II (3 credits)
- ENG 260 American Literary Tradition to Whitman (3 credits)
- ENG 261 American Literary Tradition since Whitman (3 credits)
- ENG 303 History of the English Language (3 credits)
- ENG xxx Writing Elective (3 credits)
- ENG 386 Teaching English in Middle and Secondary Schools (3 credits)
- EDU 240 Literature for Children and Adolescents (2 credits)

Science (Minor in Biological Sciences)

- BIO 112 General Biology I w/lab (4 credits)
- BIO 114 General Biology II/lab (4 credits)
- BIO 207 Plant Biology w/lab (4 credits)

- BIO 250 Microbiology w/lab (4 credits)
- BIO 312 Genetics (3 credits)
- BIO 318 Cell and Molecular Biology (3 credits)
- BIO 371 Teaching Science in Middle and Secondary Schools (2 credits)
- PHY 108 Physical Science w/lab (3 credits)

Graduation Requirement

Students must complete one course in religion. REL 225 World Religions is highly recommended.

MAJOR IN SPECIAL EDUCATION: PARAPROFESSIONAL PATHWAYS TO TEACHINGSM

Fontbonne University is especially interested in supporting the efforts of those who are working in classrooms as paraprofessionals or teacher assistants in their effort to obtain certification as special education teachers. The Pathways program allows for program modifications which recognize the experience of these individuals.

General Education Requirements

General education requirements are presented in the undergraduate academic information section in this catalog. A course that meets a general education requirement may also meet a course requirement in the major or a course requirement in another discipline.

While students must complete a full general education sequence, the following specific general education courses must be chosen to meet the requirements for this major:

- BIO 108 Introduction to Life Sciences/lab (3 credits)
- CIS 103 Microcomputer Applications in Education (3 credits)
- HST 105 or 106 Introduction to American History I or II (3 credits)
- PHY 108 Introduction to Physical Science/lab (3 credits)
- PSY 200 Developmental Psychology (3 credits)

Courses Required in the Major

- EDU 120 Psychology of the Exceptional Child (3 credits)
- EDU 234 Philosophical Foundations of Education (2 credits)
- EDU 266 Methods of Teaching Literacy (6 credits)
- EDU 306 Analysis and Correction of Reading Disabilities (3 credits)
- EDU 320 Transition/Career Education (2 credits)
- EDU 323 Mild and Moderate Disabilities in Special Education: Identification and Instruction (6 credits)
- EDU 330 Multisensory Methods for the Social Studies Classroom (4 credits)
- EDU 350 Reading in the Content Areas (3 credits)
- EDU 355 Analysis and Correction of Math Difficulties (2 credits)
- EDU 373 Education toward a Global Perspective (2 credits)
- EDU 392 Educational Assessment and Diagnosis (3 credits)
- EDU 394 Counseling Techniques (3 credits)
- EDU 400 Classroom/Behavior Management Techniques (3 credits)

EDU 411 Clinical Practice for Paraprofessionals
 EDU 465 Special Education Field Experience (8 credits)*
**Partial credit may be granted for experience.*

Courses Required in Other Disciplines

CDS 105 Speech and Language Development of the Normal and Exceptional Child (3 credits)
 MTH 350 Methods of Teaching Mathematics—Elementary/Early Childhood (3 credits)
 BIO 370 Methods of Teaching Science—Elementary/Early Childhood (2 credits)
 HES 119 Essential Concepts for Health and Fitness (3 credits)

Graduation Requirement

Students must complete one course in religion. REL 225 World Religions is highly recommended.

SECONDARY EDUCATION CERTIFICATION

Majors leading to teacher certification in secondary areas (9-12) are offered within the appropriate departments at Fontbonne University. Secondary certification programs are available in art, biology, English, family and consumer sciences, mathematics, social studies, and speech/theatre. Candidates should review the coursework required in the appropriate department specified in this catalog.

DUAL UNDERGRADUATE/GRADUATE ENROLLMENT

Students classified as seniors may be eligible to enroll in graduate courses as unclassified graduate students. Please see dual undergraduate/graduate enrollment requirements in the undergraduate and graduate academic policies and regulations sections in this catalog.

BACKGROUND CHECKS

Most school districts require that any individual who teaches, supervises, or has access to students in a school undergo a criminal background check. This will include an open records check, a check for child abuse/neglect and possibly an FBI fingerprint screening. Students will be required to obtain a background check upon declaring themselves for a major related to teacher education. Students are responsible for keeping background checks current in order to avoid exclusion from clinical sites, practicum sites, and student teaching. Costs for background checks will be borne by the individual student. Questions regarding background checks should be directed to the teacher certification coordinator in East 235.

MAJOR APPROVAL

Students must apply for major approval during the second semester of their sophomore year, after completing 45 hours. Transfer students apply for major approval in their second semester at Fontbonne University. Major approval is based upon the following criteria:

- Completion of EDU 200/201 without conditions;
- A cumulative, blended GPA of 2.75 for all professional coursework from all colleges/universities attended;
- A cumulative blended GPA of 2.5 from all colleges/universities attended;
- For middle school candidates, a 2.5 cumulative GPA in the content area of choice;
- Transfer students who have completed Introduction to Classroom Teaching and Philosophical Foundations (or equivalent) at another institution must complete a required “zero hour” course: EDU 301 Teacher Education at Fontbonne University.
- Successful completion of C-BASE examination.

Major Approval with Conditions

This designation indicates that the student is deficient in one or more of the above categories or is deficient in adherence to the Commitments of the Responsible Educator. The student may continue to major in the department, however those who do not eradicate all deficiencies will not be admitted into the teacher certification program and, therefore, will not be allowed to student teach.

Rejection for Major Approval

Students who show little or no capability to successfully complete requirements for a degree in the department will be rejected for major approval, will not be allowed to enroll for additional education coursework, and will be referred for career counseling pursuant to a change of major.

DEGREE WITHOUT CERTIFICATION

Students who choose not to seek teacher certification as outlined above may receive major approval for a degree from the university which is not calculated to result in teacher certification. Students completing this degree option must meet all requirements as outlined above with the following exceptions or modifications:

- A cumulative GPA of 2.5 is not required.
- A culminating project is not required.
- Completion of EDU 410 or EDU 447 Planning for Instruction and Assessment is not required.
- The C-BASE is not required.
- In lieu of student teaching, the student must successfully complete EDU 440 Student Teaching Practicum (2-4 credits).

FURTHER INFORMATION ON TEACHER CERTIFICATION

Full information for teacher certification policies, procedures, and requirements are found in the section titled *Teacher Certification at Fontbonne University* following the graduate program section in this catalog.

COURSES

(Semester indications are guidelines only. Courses designated as “Pathways” are restricted to students in the Paraprofessional Pathways program.)

EDU 120 Psychology of the Exceptional Child (3 credits)

A study of the psychological, social, and educational aspects of children with cognitive, physical, emotional, and social exceptionalities. FA, SP, SU

EDU 200 Introduction to Classroom Teaching – Elementary (3 credits)

This course will provide an introduction to the complicated environment of the classroom. The role of the teacher, curriculum, instructional strategies, evaluation, classroom motivation and management, accommodating learner needs, and diversity in the classroom will be examined. Pre-service teachers will have an opportunity to explore and analyze teaching as a profession through readings, discussions, class assignments, guided field observations, mentoring opportunities, and interaction with teachers and students. In addition to class attendance, the course requires 30 hours of classroom observation in elementary schools. FA, SP
Background Check Required

EDU 201 Introduction to Classroom Teaching – Middle/Secondary (3 credits)

An introduction to the complicated environment of the classroom through guided field-site observations based on a theoretical overview of education principles and involvement in the classroom as a teacher assistant. In addition to class attendance, the course requires 30 hours of classroom observation in middle or secondary schools. FA, SP
Background Check Required

EDU 202 Introduction to Classroom Teaching—Pathways Practicum (2 credits)

This course allows non-traditional students, currently working in special education classrooms, the opportunity for guided reflection upon this complex environment. Students will be involved in journaling and discussion around a variety of topics germane to their classroom environments. FA, SP

EDU 206 The Education of Students with Special Needs (3 credits)

This course extends the knowledge base of EDU 120 Psychology of the Exceptional Child. Through the close analysis of the characteristics, etiology, and diagnosis of students who have mild and moderate disabilities, the student will begin to understand the implications for instruction within the context of cross-categorical special education. Multiple field experi-

ences offer students models of inclusive learning environments as well as more restrictive special education delivery systems that provide for a variety of special education needs. Required: 30 hours field work (20 hours practicum and 10 hours observation). Prerequisites: EDU 120; EDU 200. F, SP
Background Check Required

EDU 222 Educational Psychology (3 credits)

An examination of the learner, the teacher, and the process that occurs between them. Learning processes, theories of learning, effective teaching strategies, motivation techniques, and basic skills for effective classroom management are included. FA, SP

EDU 223 Introduction to Classroom Assessment (3 credits)

This course will introduce a variety of educational assessment strategies used to inform instructional decisions. Students will explore the many forms of assessment including authentic/embedded assessment, formal and informal assessment tools, group achievement measures, and the Missouri Assessment Program (MAP). Special attention will be given to the use of assessment data to improve classroom teaching, to enhance instructional planning for a diverse student population, and to share information with various constituencies. Prerequisites: EDU 120; EDU 200. FA, SP, SU

EDU 234 Philosophical Foundations of Education (3 credits) (2 hours for Pathways)

Explores the traditional and contemporary philosophies of education, the historical foundations of education in America, the current theories of schooling, and the issues facing today's educators. Students then address varying philosophical questions to help clarify their own personal values as educators. FA, SP, SU

EDU 240 Literature for Children and Adolescents (2 credits)

A study of the major genres found in literature for pre-school-age children through young adults. Includes ways to incorporate quality books across the curriculum. FA, SP

EDU 245 Language Arts Methods (3 credits)

Exploration of instructional strategies for communication skills: listening, speaking, reading, and writing. An emphasis on developing creative strategies for oral and written language across the curriculum, with special attention to lesson planning for same. Prerequisite: EDU 200 or EDU 531. FA, SP

EDU 263 Methods of Teaching Reading and Language Arts (6 credits)

Exploration of instructional strategies for communication skills: listening, speaking, reading, and writing. An emphasis on developing creative strategies for oral and written language across the curriculum through theme cycles. Using the literature of children and adolescents, the course explores the teacher's role in the process of developing literacy and students' abilities to construct meaning in the literature-based classroom. Prerequisite: EDU 200. FA, SP

EDU 264 Methods of Teaching Reading in Early Childhood, Elementary, and Middle Schools (3 credits)

Addresses the teacher's role in the process of developing literacy and students' abilities to construct meaning in the literature-based classroom. Prerequisite: EDU 200. Offered as needed.

EDU 265 Methods of Teaching Reading for Speech Pathologists (2 credits)

This course addresses the role of the speech pathologist in children's literacy and the connection to oral language development. Open to speech pathology majors only. FA

EDU 266 Methods of Teaching Literacy—Pathways (6 credits)

This course will address the teacher's role in the process of developing student literacy with a particular focus on constructing meaning in the literature-based classroom. The pre-service teacher will develop knowledge of the theories and principles of literacy development for children and adolescents. Teacher candidates will become familiar with child/adolescent literature and develop the strategies and skills to incorporate quality literature into the curriculum. The course will support the development of a knowledge base of current instructional approaches (use of basal reader, skill-based instruction, and literature-based instruction) for the teaching of reading and writing. In addition, the course will identify appropriate strategies and materials which may be used to enhance the teaching of reading, writing, listening, and interpretation of visual representations. Offered according to Pathways schedule.

EDU 301 Teacher Education at Fontbonne University (0 credits)

This course is required for all transfer students who have been granted transfer credit for courses equivalent to EDU 234 Philosophical Foundations and/or EDU 200/201/DEA 200 Introduction to Classroom Teaching. Students so designated will enroll for the course during their first semester on campus. They will be introduced to teacher education at Fontbonne University to include an understanding of the Conceptual Framework for teacher education; Fontbonne's lesson planning model; the elements of the culminating project; and all procedures for earning teacher certification through Fontbonne University. The course will be taught predominately online, but a limited number of face-to-face meetings will be required. Students will receive a grade of P/ NP. This course is required for major approval for designated transfer students majoring in education or whose content major includes teacher certification.

EDU 306 Analysis and Correction of Reading Difficulties (3 credits)

Emphasizes techniques for assessing and teaching reading to the students with reading difficulties within the regular elementary or middle school classroom setting. Prerequisites: EDU 200; EDU 263 (EDU 266 for Pathways). FA, SP

EDU 307 Methods of Teaching Early Childhood Special Education (3 credits)

Gives a theoretical and practical basis for teaching children requiring early childhood special education. Emphasizes individualization of educational interventions based upon current as well as classical theories of learning, incorporation of assessment into instruction, appropriate service delivery systems, legal and ethical implications, and the importance of the family in early childhood special education. Includes observations in ECSE programs. Prerequisites: EDU 120, EDU 200. SP

EDU 308 Methods of Special Education I (3 credits)

This course emphasizes development of teaching techniques, lessons, and curriculum along with the development of appropriate Individualized Education Programs (IEP's) for students with moderate and multiple disabilities. Assistive technology and instructional technology are explored and applied. Students integrate technology and incorporate multiple methods of assessment into thematic units that they produce. Prerequisites: EDU 120; EDU 200; EDU 206. FA

EDU 309 Methods of Special Education II (2 credits)

This course emphasizes development of teaching techniques, lessons, and curriculum along with developing appropriate Individualized Education Programs (IEP's) for students with mild to moderate disabilities. The focus of methodology is on productively addressing learning styles and using differentiated instruction for inclusive learning environments. This course must be taken concurrently with EDU314. Prerequisites: EDU 120; EDU 200; EDU 206; EDU 308. SP

EDU 310 Reading Methods Practicum—Elementary (2 credits)

This course provides an opportunity for students to apply reading instructional strategies in elementary school classroom settings. Students observe, assist, and teach under the direction of a cooperating teacher in a 40-hour practicum. This class must be taken concurrently with EDU 306. Prerequisites: EDU 200; EDU 263. FA, SP

EDU 314 Practicum in Teaching Students with Disabilities (3 credits)

This supervised, clinical experience provides the student with opportunities to apply methods of teaching that are supportive of the needs of students with disabilities across different educational settings in the cross-categorical service model. Behavior management and interpretation and application of formal and informal assessment and diagnostic procedures are addressed as part of this 120-hour practicum experience. This course must be taken concurrently with EDU 309. Prerequisites: EDU 120; EDU 200; EDU 206; EDU 308. SP
Background Check Required

EDU 320 Transition/Career Education for Individuals with Disabilities (2 credits)

This course assists special education majors to develop and implement effective programs for career education and transition services for students with disabilities. The course will emphasize knowledge of specific methods of career awareness and career exploration, development of comprehensive transition plans, and inter-agency coordination. Prerequisites: EDU 120; EDU 206. SP

EDU 323 Mild and Moderate Disabilities in Special Education: Identification and Instruction—Pathways (6 credits)

This course includes the nature of mild/moderate disabilities categorized and served under IDEA in the public schools. Characteristics of educational disabilities that are identified for eligibility of special education services are addressed along with similarities and differences of disability conditions and the implications for educating students with various disabilities in various educational environments. Teaching methods emphasize evidence-based, instructional strategies and procedures for special education settings and inclusive, regular education classrooms. An additional focus is on methods that support student progress in the general education curriculum. Activities include the use of case studies to articulate Response to Intervention (RtI) procedures, and to develop an Individualized Education Program (IEP). Offered according to Pathways schedule Prerequisite: EDU 120

EDU 325 Individualized Assessment and Approaches in Early Childhood (cross-listed as EDU 525) (3 credits)

Emphasis on a variety of assessment and intervention approaches enabling teachers to enhance their skills in identifying and responding to developmental and learning needs of the preschool child. Prerequisites: EDU 200 or DEA 200/210. FA

EDU 330 Multisensory Methods for the Social Studies Classroom—Pathways (4 credits)

This course will allow students to understand and develop strategies for addressing the wide diversity of learning styles which they will find in contemporary classrooms. Multiple intelligences theory will be introduced and used to study instructional planning and a variety of effective teaching strategies. The use of art, music and movement will be a targeted focus for enriching the special education classroom. While the multiple intelligences content is applicable to all areas of the curriculum, the content base for the course will be social studies. Students will study the ideas, concepts, and skills that form the foundation for understanding and learning social studies “through the lens” of multiple intelligences theory. Offered according to Pathways schedule.

EDU 333 Multi-sensory Methods for the Elementary Classroom (2 credits)

This course will allow students to understand and develop strategies for addressing the wide diversity of learning styles which they will find in contemporary classrooms. Multiple intelligence theory will be introduced, to include best ways

to meet the needs of students who might be artistically, musically, kinesthetically, or otherwise motivated. Other theories will be addressed as well in order to allow best practice in assisting all students to access knowledge, exhibit skills, and express behaviors. Prerequisites: EDU 200; EDU 201 or consent of instructor; FA, SP, SU

EDU 338 Emergent Literacy across the Curriculum (2 credits)

This course will involve the study of early literacy, instruction, and assessment. During the course, the student will explore the roots of language and thought as well as how young children learn to construct meaning about the function of symbols and print across the curriculum in the areas of math, science, social studies, and literacy. SP

EDU 339 Middle School Philosophy, Curriculum, and Instruction (2 credits)

This course will present the philosophy, history, structure, and future direction of the middle school. Students will explore the characteristics of the middle level student, curriculum options, special needs students, the culturally diverse population in the middle school, the role of the teacher, and home and community aspects. Prerequisites: EDU 201 or consent of instructor; junior status. FA

EDU 350 Methods of Teaching Reading in the Content Areas (2 hours; 3 hours for Pathways)

Focuses on methods to enable secondary students to interact with content texts. Emphasis is on strategies for teaching vocabulary, concepts, comprehension, reasoning, and organization in specialty subject areas. Prerequisite: EDU 201. SP

EDU 355 Analysis and Correction of Math Difficulties (2 credits)

Provides techniques for the classroom teacher or the special educator in teaching students who have difficulty learning math through traditional methods. It will concentrate on the structure and accommodations necessary for students with disabilities and/or learning problems with emphasis on both individualized and regular classroom instruction. Prerequisites: EDU 200 or 201; MTH 102 (or equivalent); MTH 350. FA, SP

EDU 360 Reading Methods Practicum—Middle and Secondary (3 credits)

This course provides an opportunity for students to apply reading instructional strategies in middle (grades 5-9) and/or secondary (grades 9-12) classroom settings. Students observe, assist, and teach under the direction of a cooperating teacher and meet as a group throughout the semester. Middle school majors must take this course concurrently with EDU 350. Prerequisites: EDU 200 or EDU 201; EDU 350. SP
Background Check Required

EDU 373 Educating toward a Global Perspective (2 credits)

Prepares students for the social, political, and economic realities encountered in culturally diverse regions of the world. Students will have opportunities to formulate, apply, and evaluate appropriate teaching strategies for elementary and middle school classrooms. Prerequisites: EDU 200; EDU 263, junior status. FA, SP, SU

EDU 392 Assessment of Ability and Achievement (3 credits)

Study of tests and measurements with emphasis on technical qualities, standardized and classroom test construction, cognitive and affective assessment, legal and ethical issues. Includes analysis and practical experience with diagnostic contemporary instruments. FA, SP

EDU 394 Counseling Techniques (3 credits)

Study of counseling strategies for working effectively with children, parents, and families. Communication skills and the processes of balancing competing priorities among parent, child, home, and school will be a focus of the course. The effect of exceptionalities upon the student, his/her parents, and siblings will also be addressed. Prerequisites: EDU 200, junior status. FA

EDU 400 Classroom/Behavior Management Techniques—Elementary/Special Education/Deaf Education (3 credits)

This course addresses theories and principles of behavior management for classrooms. Models of discipline and motivation and their applications to classrooms are a central focus with an emphasis on establishing positive learning environments through use of appropriate behavior management techniques. Topics and activities apply to all levels, regular and special education, from preschool through secondary. Course is recommended to be taken in the semester prior to student teaching. Prerequisites: EDU 120; EDU 200 or EDU 201; junior status. FA, SP, SU

EDU 401 Classroom/Behavior Management Techniques—Middle/Secondary (3 credits)

This course addresses theories and principles of behavior management for middle and secondary classrooms. Models of discipline and motivation and their applications to classrooms are a central focus with an emphasis on establishing positive learning environments through the use of appropriate classroom/behavior management techniques. Participants will be required to conduct 30 hours of observations in middle/secondary classrooms, and reflect upon those experiences. A behavior management plan is required of all students. Course is recommended to be taken in close proximity to the student teaching semester. Prerequisites: EDU 120; EDU 200 or EDU 201; junior status. SP

EDU 410 Planning for Instruction and Assessment—Elementary, Special Education, and Early Childhood (2 credits)

This course will provide the skills and knowledge to teacher certification candidates in elementary and special education which will deepen their understanding and utilization of the instructional planning process and the importance of curriculum alignment. The course will build upon and strengthen the skills and knowledge related to instructional planning and assessment acquired through the various certification courses the students have taken previously. The content of the course will include a solid foundation in curriculum alignment which includes planning and assessment via Fontbonne's lesson planning model. In addition, the students will address the instructional process and products needed to complete their Culminating Project for certification. Prerequisite: Senior status and major approval. FA, SP

EDU 411 Clinical Practice for Paraprofessionals (3 credits) —Pathways Only

This final course before field experience provides Pathway students with a review and strengthening of the instructional planning and curriculum design skills which have been imbedded throughout the program. As a clinical experience, students are required to use their assigned classroom as a laboratory to implement course content. The content of the course will include planning and assessment via the Fontbonne lesson planning model. Differentiated instruction will be introduced conceptually and utilized practically as a means to address the needs of diverse learners. Response to Intervention and a deeper understanding of the entire IEP process is included. The relationship of these skills to classroom, school, and district curriculum alignment will be stressed. In addition, the students will address the instructional processes and products needed to complete their culminating project for certification. Offered per Pathways schedule.

EDU 440 Student Teaching Practicum (2 credits)

This course will allow students, under the supervision of a master teacher, to create, deliver, and assess an interdisciplinary unit of instruction in a local classroom. Several required class meetings will be scheduled. Prerequisite: The chair of the department of education/ special education must approve enrollment. (Two hours of credit are transferable to student teaching requirements.) FA, SP
Background Check Required

EDU 441 Student Teaching Internship (2 credits)

This course allows students the opportunity to gain valuable experience in a number of classroom situations within a local school. Candidates are selected through an interview process conducted by Fontbonne University and the teachers and administrators of the participating school. The candidate will be integrated into the broad spectrum of activities in the participating school. The two credit hours earned may be applied toward the ten-hour general requirement for student teaching. The student is jointly supervised by school and

university staff, and is expected to exemplify the highest levels of competency for Fontbonne teacher education candidates. Offered as needed. *Background Check Required*

EDU 447 Planning for Instruction and Assessment— Middle and Secondary (3 credits)

This course will provide the skills and knowledge to teacher certification candidates in middle school and high school which will deepen their understanding and utilization of the instructional planning process and the importance of curriculum alignment. The course will build upon and strengthen the skills and knowledge related to instructional planning and assessment acquired through the various certification courses the students have taken previously. The content of the course will include a solid foundation in curriculum alignment which includes planning and assessment via Fontbonne's lesson planning model. In addition, the students will address the instructional process and products needed to complete their Culminating Project for certification.

Prerequisite: Admission to teacher certification candidacy. FA, SP *Background Check Required*

EDU 450 Student Teaching at the Elementary Level (Minimum of 10 credit hours for elementary candidates.)

(See below for requirements in other areas.)

Minimum of twelve weeks of full-day sessions in directed observation and teaching in an elementary setting, to include conferences with principals, cooperating teachers, and college supervisors. Students may enroll for additional weeks for additional credit, up to sixteen credits. Early childhood majors, in addition to their pre-school/kindergarten assignment, enroll for minimum of six credit hours of elementary experience. Special Education majors, in addition to their special education assignment, enroll for a minimum of four credit hours elementary experience. Art majors must enroll for two credits (four weeks) at the elementary level, in addition to their secondary assignment. Prerequisite: Admission to teacher certification candidacy. FA, SP *Background Check Required*

EDU 451 Student Teaching at the Secondary Level (Minimum of 10 credits)

A minimum of twelve weeks of full-day sessions in directed observation and teaching in a secondary school setting, to include conferences with principals, cooperating teachers, and college supervisors. Those seeking K-12 certification in Art must complete four weeks in an elementary placement. Students may enroll for additional weeks for additional credit, up to sixteen credits. Prerequisite: Admission to teacher certification candidacy. FA, SP *Background Check Required*

EDU 452 Student Teaching at the Preschool-K Level (Minimum of 6 credits)

A minimum of seven weeks of full-day sessions in directed observation and teaching in a pre-school-kindergarten setting, to include conferences with principals, cooperating

teachers, and college supervisors. Candidates will also complete a student teaching assignment at the elementary level (grades 1-3). Students may earn additional credits for additional weeks in the classroom, with a limit of sixteen credits for the combined placements. Prerequisite: Admission to teacher certification candidacy. FA, SP *Background Check Required.*

EDU 453 Student Teaching in Early Childhood Special Education (Minimum of 6 credits)

A minimum of seven weeks of full-day sessions in directed observation and teaching in classrooms for students with disabilities in a pre-school-3rd grade setting, to include conferences with cooperating teachers and college supervisors. Early Childhood majors will also complete a minimum of seven weeks (6 credits) in EDU 450 Student Teaching at the Elementary Level or EDU 452 Student Teaching at the Pre-school/Kindergarten Level, depending upon the age-range experienced in EDU 453. Students may earn additional credits for additional weeks in the classroom, with a limit of 16 credits for the combined placements. Prerequisite: Admission to teacher certification candidacy. FA, SP *Background Check Required.*

EDU 455 Student Teaching in Mild-Moderate Cross-Categorical Special Education (Minimum of 8 credits)

Minimum of eight weeks of full-day sessions in directed observation and teaching in classrooms for students with disabilities in a special education setting, to include conferences with cooperating teachers and college supervisors. Special Education candidates, pursuant to receipt of elementary certification, will also enroll for at least four credit hours (six weeks) of elementary experience. Students may earn additional credits for additional weeks in the classroom, with a limit of sixteen credits for the combined placements. Prerequisite: Admission to teacher certification candidacy. FA, SP *Background Check Required*

EDU 456 Student Teaching at the Middle School Level (Minimum of 10 credits)

A minimum of twelve weeks of full-day sessions in directed observation and teaching in a middle school setting, to include conferences with principals, cooperating teachers, and college supervisors. Students may earn additional credits for additional weeks in the classroom, with a limit of 16 credits for the combined placements. Prerequisite: Admission to teacher certification candidacy. FA, SP *Background Check Required*

EDU 460 Field Experience at the Elementary Level (Minimum of 10 credits)

Supervised experience for degreed candidates who are employed full time in a classroom, to include conferences with principals, mentor teachers, and college supervisors. Prerequisite: Admission to teacher certification candidacy. FA, SP *Background Check Required*

**EDU 461 Field Experience at the Secondary Level
(Minimum of 10 credits)**

Supervised experience for degreed candidates who are employed full time in a classroom, to include conferences with principals, mentor teachers, and college supervisors. Prerequisite: Admission to teacher certification candidacy. FA, SP *Background Check Required*

**EDU 465 Field Experience in Special Education
(Minimum of 8 credit hours for Pathways candidates;
minimum of 10 credit hours for all others)**

Supervised experience for degreed candidates who are employed full time in a classroom, to include conferences with principals, mentor teachers, and college supervisors. Prerequisite: Admission to teacher certification candidacy. FA, SP *Background Check Required*

**EDU 466 Field Experience at the Middle School Level
(Minimum of 10 credits)**

Supervised experience for degreed candidates who are employed full time in a classroom, to include conferences with principals, mentor teachers, and college supervisors. Prerequisite: Admission to teacher certification candidacy. FA, SP *Background Check Required*

EDU 490 Independent Study (1-3 credits)

A course which augments (as opposed to replaces) any course within the curriculum. Prerequisites: Junior or senior status; permission of instructor.

EDU 494 Special Topics (1-3 credits)

Course offered to provide students the opportunity to supplement regular course offerings. Offered on a one-time or irregular basis.

EDU 499 Fontbonne Institute

Fontbonne Institutes are offered in the summer (four days), in the fall (weekend) and spring (weekend). A combination of nationally-known and local facilitators are selected for these events. Topics vary with each institute, but each topic is selected to be of interest and value to practicing and pre-service educators. Offered FA, SP, SU