

Department of Education/Special Education

Master of Arts Degree in Education (MA) Master of Arts in Teaching Degree (MAT) Paraprofessional Pathways to Teachingsm (MAT) Certificate in Autism Spectrum Disorders

Through the Master of Arts degree in Education and the Master of Arts degree in Teaching, Fontbonne University extends its tradition of excellence in teacher education by offering programs committed to enhance the professional growth of individuals and school communities.

ADMISSION

The minimum requirement for admission is a bachelor's degree from an accredited, degree-granting institution of higher education. A minimum undergraduate GPA of 3.0 is required for unrestricted admission. Others may be admitted pending demonstration of ability to perform quality work at the graduate level.

TRANSFER OF CREDIT

Students may transfer 6 graduate credit hours -level courses from an accredited institution of higher education. Course content must be comparable to that required for the master's program, must have been completed within the last six years, and grades of B or above must have been earned. Transcripts must be submitted to the Director of Advanced Programs in Education for approval.

Application

Application may be made at:

<https://www.fontbonne.edu/admission/graduate-students/>

ESSENTIAL FUNCTIONS:

Listed below are the essential functions that someone who enters the Master of Arts Degree in Education, Master of Arts in Teaching Degree or Certificate in Autism Spectrum Disorders must perform and therefore are required of graduate students in the department.

Physical Abilities:

- Participate in classroom, practicum, and clinical activities for the required blocks of time as indicated by the class instructor, supervisor, and cooperating school personnel

- Ambulate to, from, and within academic/clinical facilities;
- Provide for or direct one's own personal hygiene;
- Provide for or direct one's ability to wear appropriate attire that follows a professional dress code in classroom, practicum, and clinical activities, and an appropriate dress code on campus
- Manipulate screening, assessment, and educational materials;
- Respond to emergency situations within the application of universal precautions;
- Visually monitor student responses and use of instructional and assessment materials;
- Auditorily monitor and orally model correct speech and language production.

Affective Abilities:

- Work effectively with people;
- Make appropriate decisions, including the ability to evaluate and generalize appropriately without immediate supervision;
- Maintain proper work place behavior, including punctuality and regular attendance;
- Maintain composure and emotional stability in demanding situations;
- Maintain emotional and mental health required for use of intellectual abilities, prompt completion of responsibilities, and appropriate relationships with instructors, supervisors, students and colleagues.

Cognitive Abilities:

- Comprehend and read professional literature/reports;
- Write university-level papers, educational reports, lessons plans, lesson plan reflections, and required rationales in standard American English;
- Speak standard American English intelligibly;
- Independently analyze, synthesize, interpret ideas and concepts in academic and clinical settings;

- Maintain attention and concentration for sufficient time to complete academic/clinical activities;
- Comply with administrative, legal, and regulatory policies.

ACADEMIC REGULATIONS

Please refer to the preceding graduate program information section in this catalog for detailed information on academic regulations.

MASTER OF ARTS DEGREE IN EDUCATION

The Master of Arts degree in Education has been developed to provide practicing teachers with enhanced knowledge and skills for professional growth. A variety of program choices are available within the MA degree, and numerous opportunities for electives are available to allow candidates to individualize their programs. Six distinct concentrations are available: Autism Spectrum Disorders, Curriculum and Instruction, Diverse Learners, Early Childhood Education, Reading, and Special Education

Degree Requirements

Participants must successfully complete 33 semester hours of graduate credit. Four core courses totaling 12 hours are required of all candidates:

- EDU 542 Teacher as Leader (3 credits)
- EDU 543 Contemporary Issues in Education (3 credits)
- EDU 585 Research Methods in Education (3 credits)
- EDU 588 Action Research (3 credits)

In addition to the 12 hours of core courses required, a minimum of 21 additional hours must be completed in a major area of study and elective courses. Prospective applicants should also review the general information on graduate programs provided in the graduate section in this catalog.

SPECIFIC CONCENTRATION REQUIREMENTS:

Autism Spectrum Disorders (ASD)

The Center for Teacher and Therapist Education (CTTE) is a collaborative partnership between the Department of Education/Special Education and the Department of Communication Disorders and Deaf Education. CTTE has developed a comprehensive, collaborative graduate program to prepare professionals from a variety of professions to work with children and youth with Autism Spectrum Disorders and their families. Effective professional practices that support the learning and social-behavioral outcomes of individuals with ASD are central elements in this course of study. In addition, the program promotes early intervention and early transition planning with family

education and support. Such support assists parents in making informed decisions regarding a variety of treatment approaches and educational possibilities.

Required Specialty Courses:

- CTE 507 Studies in Autism Spectrum Disorders (ASD) (3 credits)
- CTE 508 ASD: Communication and Social Competence (3 Credits)
- CTE 509 ASD: Behavioral Supports (3 credits)
- CTE 510 ASD: Assessment and Evaluation (3 credits)
- CTE 511 ASD: Teaching and Learning Strategies (3 credits)

Specialty Courses Required: 15 hours

Required core: 12 hours

Electives: 6 hours

Program total: 33 hours

Curriculum and Instruction

The Curriculum and Instruction strand is structured to provide the classroom teacher with the knowledge and skills necessary to make good decisions in the current educational environment. This includes not only the elements of effective curriculum design and instructional processes, but also the contemporary context in which such decisions take place.

Required Specialty Courses:

- EDU 528 Differentiated Instruction (3 credits)
- EDU 529 Enhancing Student Achievement through Positive Behavioral Supports (3 credits)
- EDU 530 Understanding the Diverse Learner (3 credits)
- EDU 547 Curriculum Design, Assessment, and Improvement (3 credits)

Specialty Courses Required: 12 hours

Required core: 12 hours

Electives: 9 hours

Program total: 33 hours

Diverse Learners

Education of Diverse Learners tackles critical challenges of teaching in schools of the 21st century. This program of graduate study prepares teachers to identify and address the opportunities and challenges of a diverse population of students. The course of study supports teachers in their development of knowledge, dispositions, and practices to best serve the varied needs and talents of all students in inclusive classrooms. Diverse learners encompasses the study of all under-performing groups of diverse learners with a focus on ethnicity, culture, religion, economic disadvantage, learning challenges or disability, and second language readers.

Required Specialty Courses:

EDU 528 Differentiated Instruction (3 credits)
EDU 529 Enhancing Student Achievement through Positive Behavioral Supports (3 credits)
EDU 530 Understanding the Diverse Learner (3 credits)
EDU551 Literature-Based Reading for Diverse Learners (3 credits)

Specialty Courses Required: 12 hours

Required core: 12 hours

Electives: 9 hours

Program total: 33 hours

Early Childhood Education

With early childhood education as a top priority in the state of Missouri, the need for highly qualified early childhood educators continues to grow. The early childhood concentration in the Master of Arts in Education prepares professionals to work with pre-kindergarten through third-grade students in both public and private entities. The specialty course work allows you to examine, evaluate, research and implement early childhood curriculum and programming.

Required Specialty Courses:

EDU 525 Individualized Assessment & Approached in Early Child Special Education (3 credits)
EDU 528 Differentiated Instruction (3 credits)
ECE 551 Administering Programs for Children and Families (3 credits)
ECE 578 Advanced Curriculum and Instruction in Early Childhood Education (3 credits)

Specialty Courses Required: 12 hours

Required core: 12 hours

Electives: 9 hours

Program total: 33 hours

Reading*

The reading concentration is structured to assist participants in obtaining the reading specialist endorsement from the Missouri Department of Elementary and Secondary Education. Fontbonne has a tradition of superior instruction in the area of reading, a process that is at the core of every instructional program. Instruction is provided to assist in teaching readers of all ages and levels, emergent literacy to secondary. The interaction between reading and writing is stressed, as well as key assessment strategies. The reading program is offered both on-line and face-to-face.

Required Specialty Courses:

EDU 549 Foundations of Reading Instruction (3 credits)
EDU 553 Assessment and Teaching of Students with Reading Difficulties (3 credits)
EDU 583 Practicum in the Diagnosis of Reading Difficulties I (3 credits)
EDU 584 Practicum in the Remediation of Reading Difficulties II (3 credits)

Specialty Courses Required: 12 hours

Required core: 12 hours

Electives: 9 hours

Program total: 33 hours

**Those seeking a Reading Specialist Certificate may need to complete additional coursework.*

SPECIAL EDUCATION

Fontbonne University's tradition of excellence in special education is represented in its special education concentration. Career professionals who are committed to enhancing opportunities for students with special needs will find opportunities to grow in knowledge, skills, and dispositions through the courses, applied practices, and research to be found on topics of particular interest in their own practice through action research projects and directed readings. One may also choose to pursue professional interests in related graduate programs such as autism spectrum disorders, communication disorders, computers in education, diverse learners, or reading. Candidates may structure their programs to assist in meeting requirements for an endorsement in special education (cross-categorical, K-12).

Required Specialty courses:

Required:

EDU 505 Introduction to and Methods of Teaching Students with Cross-Categorical Disabilities (4 credits) OR
EDU 528 Differentiated Instruction (3 credits)

Specialty Courses (Minimum of 12 credit hours selected with advisor's guidance from the list below):

EDU 520 Transition/Career Education for Students with Disabilities (3 credits)
EDU 529 Enhancing Student Achievement through Positive Behavioral Supports (3 credits)
EDU 530 Understanding the Diverse Learner (3 credits)
EDU 535 Technology Integration for Students with Special Needs (3 credits)
EDU 566 Language and Literacy for Students at Risk (3 credits)
EDU 586 Seminar in Disability Studies (3 credits)
EDU 587 Directed Readings in Education and Disability (1-3 credits)
EDU 592 Assessment of Ability and Achievement (3 credits)
EDU 595 Counseling Techniques (3 credits)
EDU 596 Counseling and Collaboration with Diverse Populations (3 credits)

Specialty Courses Required: 12 hours

Required core: 12 hours

Electives: 9 hours

Program total: 33 hours

MASTER OF ARTS IN TEACHING (MAT) DEGREE

The Master of Arts in Teaching degree allows individuals to work toward a graduate degree while completing coursework leading to teacher certification. Candidates may work toward middle school or high school certification in social studies, English, science, and mathematics.

Elementary education (1-6), special education (K-12) and Art K-12 are also available. Candidates for certification are required to complete certain coursework at the undergraduate level as well as at the graduate level. Those interested may contact the Director of Advanced Programs in Education for information related to the specific area of certification desired. (See also the section on Post-BA certification below as well as the section on teacher certification elsewhere in this catalog.)

The degree is structured to provide pre-service teachers with the knowledge, technical skill, and confidence to become self-directed, lifelong learners and to extend the critical reflection and creative energy embodied in the program to impact students, colleagues, and the school communities in which they work. Programs are approved through the Missouri Department of Elementary and Secondary Education (DESE) and the Council for the Accreditation of Educator Preparation (CAEP) – formerly the National Council for the Accreditation of Teacher Education (NCATE).

Degree Requirements:

Participants must successfully complete 33 semester hours of graduate credit (Special Education is a 36 semester hour program). Prospective applicants should also review the general information on graduate programs provided in the graduate section in this catalog.

Students seeking certification through this degree must also complete a number of education courses to meet the requirements of the Missouri Department of Elementary and Secondary Education.

Specific Program Requirements

Elementary

Required Courses:

- EDU 500 Classroom/Behavior Management **OR**
EDU 529 Positive Behavior Supports (3 credits)
- EDU 509 Reading Methods Practicum in Elementary (3 credits)
- EDU 528 Differentiated Instruction **OR**
EDU 530 Understanding the Diverse Learner (3 credits)
- EDU 549 Foundations of Reading Instruction (3 credits)
- EDU 551 Literature-Based Reading for Diverse Learners (3 credits)
- EDU 553 Assess. and Teaching of Students w/Read. Dis. (3 credits)
- EDU 568 Exploration of Learner Development (3 credits)
- EDU 569 Critical Skills in the Teaching Profession (3 credits)
- EDU 572 Exploration of Learner Diversity (3 credits)
- EDU 575 Content Planning, Delivery, and Assessment (3 credits)
- EDU 597 The Instructional Process (3 credits)

Program total: 33 hours

Middle School

Required Courses:

- EDU 500 Classroom/Behavior Management **OR**
EDU 529 Positive Behavioral Supports (3 credits)
- EDU 518 Methods and Practicum for Middle, Secondary, and Community (3 credits)
- EDU 528 Differentiated Instruction **OR**
EDU 530 Understanding the Diverse Learner (3 credits)
- EDU 549 Foundations in Reading Instruction (3 credits)
- EDU 550 Reading in the Content Area (3 credits)
- EDU 553 Assessment & Teaching of Students with Reading Difficulties (3 credits)
- EDU 568 Exploration of Learner Development (3 credits)
- EDU 569 Critical Skills in the Teaching Profession (3 credits)
- EDU 572 Exploration of Learner Diversity (3 credits)
- EDU 575 Content Planning, Delivery, and Assessment (3 credits)
- EDU 597 The Instructional Process (3 credits)

Program total: 33 hours

Secondary

Required Courses:

- EDU 500 Classroom/Behavior Management **OR**
EDU 529 Positive Behavioral Supports (3 credits)
- EDU 518 Methods and Practicum for Middle, Secondary,
and Community (3 credits)
- EDU 528 Differentiated Instruction **OR**
EDU 530 Understanding the Diverse Learner (3
credits)
- EDU 549 Foundations of Reading Instruction (3 credits)
- EDU 550 Reading in the Content Areas (3 credits)
- EDU 553 Assessment & Teaching of Students with Reading
Difficulties (3 credits)
- EDU 568 Exploration of Learner Development (3 credits)
- EDU 569 Critical Skills in the Teaching Profession (3
credits)
- EDU 572 Exploration of Learner Diversity (3 credits)
- EDU 575 Content Planning, Delivery and Assessment (3
credits)
- EDU 597 The Instructional Process (3 credits)

Program total: 33 hours

Special Education

Required Courses:

- EDU 500 Classroom/Behavior Management **OR**
EDU 529 Positive Behavior Supports (3 credits)
- EDU 514 Practicum in Teaching Students with Disabilities
(3 credits)
- EDU 520 Transition/Career Education (3 credits)
- EDU 549 Foundations of Reading Instruction (3 credits)
- EDU 551 Literature-Based Reading for Diverse Learners
(3 credits)
- EDU 553 Assessment & Teaching of Students with Reading
Difficulties (3 credits)
- EDU 568 Exploration of Learner Development (3 credits)
- EDU 569 Critical Skills in the Teaching Profession (3
credits)
- EDU 572 Exploration of Learner Diversity (3 credits)
- EDU 575 Content Planning, Delivery and Assessment (3
credits)
- EDU 592 Assessment of Ability and Achievement (3
credits)
- EDU 595 Counseling Techniques (3 credits)
- EDU 597 The Instructional Process (3 credits)

Program total: 39 hours

MASTER OF ARTS DEGREE IN TEACHING—PARAPROFESSIONAL PATHWAYS TO TEACHINGSM

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

- EDU 500 Classroom/Behavior Management (3 credits)
- EDU 520 Transition/Career Education (3 credits)
- EDU 523 Mild and Moderate Disabilities in Special
Education: Identification and Instruction (6 credits)
- EDU 550 Reading and Writing Across the Curriculum
(3 credits)
- EDU 553 Assessment and Teaching of Students
w/Read Difficulties (3 credits)
- EDU 582 Cross-Categorical Practicum (3 credits)
- EDU 592 Assessment of Ability and Achievement
(3 credits)
- EDU 595 Counseling Techniques (3 credits)

Core Courses: 6 hours

- EDU541 Frameworks for Learning (3 credits)
- EDU542 Teacher as Leader (3 credits)

Program total: 33 hours

Certificate in Autism Spectrum Disorders

A certificate of completion is available for those students who wish to enhance their professional knowledge and skills in the field of autism. Students must meet the qualifications of admission to the master's degree program. Course requirements for the certificate are fulfilled by satisfactorily completing the five specialty courses of the Masters of Arts degree concentration in ASD (*see CTE 507, CTE508, CTE509, CTE510 and CTE511*). Consult with the Director, Advanced Programs in Education to plan your course of study for the ASD certificate of completion.

RESIDENCY REQUIREMENT FOR CERTIFICATION

The student must complete a minimal residency requirement of 24 credit hours plus the required student teaching or field experience required by the department in which his/her program is held. Within these minimum credit hours, a candidate must complete at least six hours of discipline-specific coursework (*excluding methods courses*) appropriate to the area of certification sought.

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. Some districts also require a TB screening. Students will be required to obtain a background check upon declaring themselves a candidate for 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 Officer in East 235.

POST BACCALAUREATE CERTIFICATION

Post-Baccalaureate students should refer to the section on the Master of Arts in Teaching degree above and the catalog section title, Teacher Certification at Fontbonne University immediately following this graduate section.

Fontbonne University is approved by the Missouri Department of Elementary and Secondary Education to offer certification programs in elementary education (grades 1-6); special education (K-12 cross categorical); middle school (mathematics, science, social studies and language arts); and secondary (art K-12, biology, mathematics, social science, language arts, and speech/theatre). Those wishing to work toward certification in speech/theatre or deaf education should contact the fine arts or Communication Disorders/Deaf Education, respectively.

DUAL UNDERGRADUATE/GRADUATE ENROLLMENT

In order to be eligible for dual enrollment, a student must be classified as a senior (*a minimum of 90 credit hours earned*) and have a minimum cumulative grade point average of 3.0.

A maximum of nine graduate credit hours taken during dual enrollment may be applied to the total required for the master's degree. These credits may not be included in the 120 hours required for the undergraduate degree. Students dually enrolled will retain classified status as undergraduates and will be enrolled as unclassified graduate students.

UNCLASSIFIED STATUS

Students who wish to complete coursework without entering a degree program may do so by making application for unclassified graduate status. Unclassified students will receive advisement related to their professional goals as needed. Students in this status are, however, not eligible for financial aid. A maximum of 12 hours earned under the unclassified status may be applied to the Master of Arts degree. (*See also: Dual Undergraduate/ Graduate Enrollment below.*)

EDUCATORS' DISCOUNT

Educators who are employed at least half-time in a school setting, preschool through higher education, are eligible for a fifteen (15%) percent discount on graduate tuition. Students must reapply each semester in order to be eligible for this discount. Forms are available online or in hard copy.

RE-ENROLLMENT UPON COMPLETION OF A GRADUATE DEGREE IN THE DEPARTMENT OF EDUCATION/SPECIAL EDUCATION

The Master of Arts in Teaching degree is established for pre-service teachers seeking initial certification. The Master of Arts degree in Education is established for teachers who wish to earn a degree for professional development. Therefore, those completing the Master of Arts degree in Education may not re-enroll for the Master of Arts in Teaching degree. Those completing the Master of Arts in Teaching degree may apply for admission to the Master of Arts degree in Education. Those making application must be able to plan a full 33 hour program with his/her graduate advisor. See other departments in the catalog for additional degrees offered at Fontbonne.

COURSES

CENTER FOR TEACHER AND THERAPIST EDUCATION COURSES (GRADUATE) COURSES

Semester indications are guidelines only.

CTE 507 Studies in Autism Spectrum Disorders (ASD) (3 credits)

This course is an overview of the nature of autism spectrum disorders (ASD) from infancy through adulthood including diverse manifestations of the condition from mild to severe. Historical roots, definitions, current research, and policy supports will be addressed. Critical issues impacting individuals with ASD such as social deficits, communication disorders, sensory processing and behavioral differences are also explored. Theoretical frameworks and evidence-based practices that support the learning and development of individuals with ASD will be presented. Ten (10) hours of field experience are required. This course is a prerequisite for all CTE courses; however it can be taken concurrently with one other CTE course. Background Check Required. ON SITE: FA, SU

CTE 508 ASD: Communication and Social Competence (3 credits)

This course addresses language development and communication strategies focusing on characteristics of individuals with Autism Spectrum Disorders (ASD). Issues unique to the population will be addressed, such as pragmatics and other communication deficits, augmentative and alternative communication systems, and social deficits. Use of case studies will be a method for integrating areas of study. Prerequisite: CTE507. ON SITE: FA

CTE 509 ASD: Behavioral Supports (3 credits)

This course includes theories and methods that support individuals with Autism Spectrum Disorders (ASD) to develop productive behavior control, self-regulation, and to function appropriately in groups. It includes an overview of behavior management theories and practices as they relate to clients with Autism Spectrum Disorder. *This includes the principles of applied behavior analysis, principles of the social-cognitive approach, and Positive Behavior Supports.* A focus will be on the behavioral management process beginning with functional assessment through implementation of behavior interventions. Evidenced-based practices that support the learning and integration of these interventions into practice will be studied. *Case studies and examples of interventions will demonstrate use across subgroups. Interventions will be considered as they relate to diversity, levels of need, and age span.* Prerequisite: CTE507. ON SITE: SP

CTE 510 ASD: Assessment and Evaluation (3 credits)

This course explores types of assessments used for screening and diagnosis of Autism Spectrum Disorders (ASD). Domains of cognitive, communication, and behavior are addressed along with other developmental areas such as sensory, oral, motor and play. A focus will be on utilizing diagnostic criteria and discerning information from evaluation reports. Importance of diversity will be included with consideration given to subtypes of ASD and cultural and ethnic variables. Prerequisite: CTE507. ON SITE: SP

CTE 511 ASD: Teaching and Learning Strategies (3 credits)

This course focuses upon evidence-based strategies that support individualized learning needs of individuals with autism spectrum disorders (ASD). Comprehensive and integrated approaches are explored along with specific strategies that are included within various models. The ways in which assessments contribute to designing and monitoring programs of instruction most suitable to the individual with ASD are addressed as well as progress monitoring and maintenance of meaningful data that apply to social/communication, and academic growth. Prerequisite: CTE507. ON SITE: FA

CTE 512 Second Language Acquisition (3 credits)

This course will address the theoretical foundations, history, legal aspects and pedagogy related to teaching individuals whose first language is not English. Emphasis will be placed on the cultural (family, community, school, etc.), psychological and social ramifications of learning a second language. Students will evaluate and analyze the complexities of language acquisition from the perspectives of initial language and second language development. Prerequisite: none. ON SITE: FA

CTE 513 Methods of Teaching Second Language Learners (3 credits)

This course will examine the critical nature of culture (family, community, school, etc.), sociolinguistics, demographics, values and beliefs that affect individuals' abilities to become proficient speakers of English. Cultural (family, community, school, etc.) and linguistic diversity will be embraced and celebrated because of the richness it brings to an individual's life. Students will acquire and apply appropriate and effective teaching and learning strategies to meet the needs of ESOL individuals in the K-12 environment. Prerequisite: CTE512. ON SITE: TBA

CTE 514 Materials for and Assessment of Teaching English to Speakers of Other Languages (3 credits)

This course will provide students opportunities to design and/or utilize effective curriculum and materials to meet the needs of ESOL individuals. Students will design and utilize

appropriate assessment strategies that accurately assess ESOL individuals' academic and linguistic progress.

Prerequisite: CTE512. ON SITE: TBA

CTE 515 ESOL Practicum I (3 credits)

In an elementary practicum setting, this course will offer a case study approach to the development of practical, appropriate strategies and interventions with ESOL individuals after identification of strategies appropriate for the individual. A supervised practicum of 40 hours working with an elementary student is required. Data collected will be translated into teaching prescriptions. Practicum students will prepare a parent/family linguistic project. Prerequisite: CTE512, CTE513, CTE514. ON SITE: TBA

CTE 516 ESOL Practicum II (3 credits)

In a middle or secondary practicum setting, this course will offer a case study approach to the development of practical, appropriate strategies and interventions with ESOL individuals after identification of strategies appropriate for the individual. A supervised practicum of 40 hours working with a middle or secondary student is required. Data collected will be translated into teaching prescriptions. Practicum students will develop a PowerPoint or video presentation to assist educational colleagues in the development of effective strategies with ESOL middle or secondary students. Prerequisite: CTE512, CTE513, CTE514. ON SITE: TBA

EDUCATION/SPECIAL EDUCATION COURSES (GRADUATE)

Semester indications are guidelines only.

EDU 500 Behavior Management Techniques (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. The student chooses one approach to classroom/behavior management to explore in depth. Topics and activities apply to all levels, regular and special education, from preschool through secondary. ON SITE: FA, SP; ONLINE: SU

EDU 505 Introduction and Methods of Teaching Cross-Categorical Disabilities (4 credits)

This course provides a basic understanding of the nature of disabilities to include learning disabilities, behavior disorder, intellectual disabilities and physical impairment and other health impairments. Similarities and differences of disability conditions will be addressed along with implications of working with various disabilities in cross-categorical settings. In addition, this course provides

procedures and strategies for teaching students with cross-categorical disabilities. ON SITE: SU

EDU 509 Reading Methods Practicum in Elementary (3 credits)

This course provides an opportunity for students to construct and apply reading instructional strategies in elementary school classroom settings. Students observe, and teach under the direction of a cooperating teacher. Mid-level practicum hours are included in this course. Prerequisites: EDU 569, EDU 549, EDU 553. FA

EDU 514 Practicum in Teaching Students with Disabilities

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 practicum experience. Prerequisites: EDU 568, EDU 569, EDU 572. Background check required. SP

EDU 518 Methods and Practicum for Middle, Secondary and Community (3 credits)

This course is designed for students seeking middle or secondary certification in subject specific areas, as well as students providing community education as professionals. Students will explore analyze, and apply teaching at the middle, secondary level, or in the community through readings, discussions, course assignments, lesson and unit development, and contact-specific field-based observations and teaching experiences (45 hours for certification; 30 hours for non-certification) in diverse settings. Prerequisites: EDU 568, EDU 569, EDU 572; Background Check required. FA

EDU 520 Transition/Career Education for Students with Disabilities (2-3 credits)

This course assists teachers in understanding the tasks necessary to allow for a smooth transition of students with disabilities from the K-12 educational environment to the world of work or post-secondary vocational or academic education. Emphasis will be placed upon the collaboration of educators with other agencies that can assist in this effort. ON SITE: SP (EVEN YEARS)

EDU 523 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). Prerequisites: EDU 120 Psychology of the Exceptional Child or EDU 586 Studies in Disabilities and Exceptionalities. OFFERED AS NEEDED.

EDU 524 Language of the School-Aged Child (3 credits)

This course is a comprehensive review of language development and disorders in school-age children and adolescents who are deaf or hard-of-hearing. Topics include audiologic trends, the development of speech and language, educational programming, mainstreaming and inclusion issues, instructional planning, early intervention, and the needs of the hard-of-hearing child. ONLINE: FA

EDU 525 Individualized Assessment and Approaches in Early Childhood Special Education (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 269 or DEA 200/210. ON SITE: FA

EDU 528 Differentiated Instruction (3 credits)

This course examines components of differentiated and brain-compatible instruction. Using best practice models, participants review, evaluate, and apply methodologies which lead to curriculum development, lesson/unit planning, effective integration of technology, and other elements which support brain-compatible and differentiated instruction. Ways of aligning appropriate assessment methods and making data-driven decisions are addressed. Students reflect upon ways in which time, resources, and energy can be focused to strengthen differentiated instruction, ensuring that all students have access to the curriculum and to meaningful learning. ON SITE: FA, SP

EDU 529 Enhancing Student Achievement through Positive Behavioral Supports (3 credits)

This course focuses upon positive school climate and productive behavior of diverse students in inclusive, educational settings. A major component of this course is the study of research-validated practices that support classroom management and school-wide management procedures. A framework of effective behavior supports is applied that maximizes achievement and socialization for school-wide, classroom, and individualized programs. Emphasis is placed

upon the teacher's role in developing and sustaining student motivation, self-regulation, and resiliency. Importance of collaboration with colleagues, administration, family, and community will also be addressed. ONLINE: FA, SP

EDU 530 Understanding the Diverse Learner (3 credits)

This course focuses on the impact of culture upon student achievement, the cognitive styles of diverse learners and the context of the predominant school culture in which they find themselves. Theories that address the academic achievement gap and the over-identification of diverse learners for special services are discussed. Research on the importance of the teacher-student relationship as it affects achievement is also examined. ON SITE: SP

EDU 535 Technology Integration for Students with Special Needs (3 credits)

This course emphasizes development of teaching techniques, lessons, and curriculum, along with developing 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. Ethical implications of technology and effects on diverse populations are explored and discussed. Offered as needed.

EDU 542 The Teacher as Leader (3 credits)

This course will examine the changing role of the teacher in contemporary schools. Students will learn leadership skills and methods for impacting educational organizations. Students will be introduced to strategies for creating a climate for new ideas. ON SITE: FA, SP; ONLINE: SU

EDU 543 Contemporary Issues in Education (3 credits)

This course provides a current context for the practicing professional and will focus upon current readings and events. Participants will gain a perspective of the many forces that affect the classroom and the school setting, such as school safety, inclusion of students with disabilities, technology, state and national policy, etc. The impact of these issues on current and future educational planning and practice will be emphasized. ON SITE or ONLINE: SP

EDU 549 Foundations of Reading Instruction (3 credits)

Study of the foundations of reading pedagogy, practice, theory, and research. This graduate course addresses concepts of emerging literacy, comprehension of narrative and expository texts, use of literature and text media, interactions between reading and writing, development of vocabulary and decoding, classroom organization, and various forms of formal and informal assessment. ON SITE: SP; ONLINE: FA, SU

EDU 550 Reading and Writing Across the Curriculum (3 credits)

This course provides strategies for teaching vocabulary, concepts, comprehension, reasoning, and organization in specialty subject areas. Included are theoretical bases and methodologies for incorporating reading and writing skills within content areas of instruction. ON SITE: FA; ONLINE: SP, SU

EDU 551 Literature-Based Reading for Diverse Learners (3 credits)

An exploration of quality, authentic books for young people from pre-kindergarten through the middle school years. Participants will explore a range of literature for young people and develop ways to adapt literature to the numerous cultures and customs found among students in school settings. ON SITE: SP; ONLINE: FA, SU

EDU 553 Assessment and Teaching of Students with Reading Difficulties (3 credits)

A review of tests and instruments such as cognitive achievement, informal, and affective are used to assess students with reading difficulties. A reading case report based on documented strengths and needs of a student with reading disabilities is developed. Analysis and remedial teaching processes to address those needs are practiced. Prerequisite: EDU 549. ONLINE: FA, SP

EDU 566 Language and Literacy for Students at Risk (3 credits)

This course is intended for graduate students in speech-language pathology, deaf education, regular education, and special education. It will explore practical methods of assessment, supportive strategy development, and curricular adaptations for children who are “at risk” for language and learning difficulties. Prerequisites: EDU 549; EDU 550 or comparable course. ON SITE: SP, SU

EDU 567 Communication and Behavior: An International Perspective (3 credits)

This course utilizes important internationally validated models of current research and promising practice that demonstrate the impact of communication and antecedent conditions on reducing negative behavior and teaching productive behavior in schools. Students enrolled in the course will visit schools in England and interact with international educators. ON SITE: SP

EDU 568 Exploration of Learner Development

Investigates the psychological development of the child and adolescent through exploring prior experiences and how they impact learning. Includes an examination and critique of instructional strategies that promote critical thinking and instructional resources, including media communication tools that benefit the teaching and learning processes. Strategies for contact literacy are explored and analyzed

through academic language, teaching methodologies, and consultation and collaboration. ONLINE: SP; ON SITE: SU

EDU 569 Critical Skills in the Teaching Profession with Field Experience (3 credits)

This course investigates the contextual factors of a classroom to examine the role of the educator and the need for curriculum and instructional strategies, evaluation processes, classroom motivation and management skills, and planning for learner diversity. This course also includes an analysis of the history and philosophy of education, along with the legal and ethical aspects of teaching. Guided field experiences provide opportunities to review the critical skills needed in the teaching profession. Background check required. ON SITE: FA, SP

EDU 572 Exploration of Learner Diversity

Investigates the principles of universal design and differentiated instruction and their application in the psychology and education of exceptional learners. Includes an examination of cultural diversity, English Language Learning, and intellectual and physical ability in conjunction with the classroom community. Strategies for connecting instruction to meet the needs of diverse learners are explored through theories of learning, consultation and collaboration, and technology exploration. FA, SP

EDU 575 Content Planning, Delivery, and Assessment (3 credits)

This course provides a foundation in curriculum and instructional planning, instructional strategies, and techniques in content area specialty, and assessment methods used to make instructional decisions for diverse learners. Processes for research and analysis of education competencies that integrate state standards will curriculum and pedagogy will be included, along with assessment strategies that monitor student performance and analyze instruction. Prerequisites: EDU 568, EDU 569, EDU 572 FA, SP

EDU 579 Legal and Ethical Issues in Special Education (3 credits)

This course provides a review and examination of major federal legislation and judicial decisions relevant to the provision of special education and the rights of students with disabilities and their families. Primary focus will be on the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, American with Disabilities Act, and Missouri regulations for the implementation of the Missouri State Plan for Special Education. Emphasis will be placed on the history of the law, procedural rights, educators’ responsibilities, and implications of case law.

EDU 582 Practicum in Teaching Students with Cross Categorical Disabilities (3 credits)

This clinical experience affords the opportunity to work with students with cross-categorical disabilities in the areas of instruction, behavior management, the interpretation of individualized tests, as well as formal and informal diagnostic procedures. Background Check Required. ONLINE: FA, SP, SU

EDU 583 Practicum in Diagnosis of Reading Difficulties (3 credits)

This course offers a case study approach to the diagnosis and correction of reading difficulties, applications of diagnostic instruments, and correctional strategies with hands-on application of these practices. A supervised practicum of 40 hours working with an elementary and a secondary student is required. Data collected is translated into teaching prescriptions. Practicum students prepare a parent/family literacy project. Prerequisite: EDU 553. -Background Check Required. ONLINE: FA, SP, SU

EDU 584 Practicum in the Remediation of Reading Difficulties II (3 credits)

This course offers a case study approach to identification of instructional goals, remedial teaching strategies, selection of instructional materials, and assessment of learning progress. A supervised practicum of 40 hours working with an elementary and secondary student is required. Practicum students will develop a PowerPoint presentation to teach educational colleagues strategies for improving reading. Prerequisite: EDU 583. -Background Check Required. ONLINE: FA, SP, SU

EDU 585 Research Methods in Education (3 credits)

This course provides an introduction to educational research for students from both the qualitative and quantitative research paradigms. Topics will include the nature and purposes of research, planning, and conducting research; critiquing and evaluating research; sampling; survey and experimental design; evaluation research; naturalistic observation and inquiry; measurement and methods of data collection; ethics; and the use of computers in data analysis. Methods are considered for collecting both quantitative and qualitative data. A major focus will be to prepare students to conduct an action research project and to submit appropriate Institutional Review Board forms for the action research project. -ON SITE: FA; ONLINE: FA

EDU 586 Studies in Disability and Exceptionality (3 credits)

This course is based on extensive study in areas of disability and society, disability and the media, and the civil rights quest of people with disabilities. Students will attend speaker forums of experts in disabilities, will be involved in meetings of a conference or organized advocacy group, and prepare their own presentations on appropriate topics to gain

multiple perspectives of ability/disability and an understanding of exceptionality and disability culture. ON SITE: FA, SP

EDU 587 Directed Readings in Education and Disability (1-3 credits)

This independent study is for students who wish to pursue a special area of study within the area of education and disability. The course will be offered pending availability of an instructor. Students are limited to one directed readings course during their graduate program of study. ON SITE: FA, SP

EDU 588 Action Research (3 credits)

This course builds upon the skills learned and practiced in EDU585 Research Methods in Education. This course will assist the student in applying the elements of action research based upon classroom experiences with their students. The student will structure an original action research project for the purpose of implementation during the student's final semester. It is the culminating activity of the MA program and should exemplify the best work of the student as a reflective practitioner of classroom-based research. Prerequisite: EDU585. ON SITE: SP; ONLINE: SP

EDU 591—Educational and Psychological Assessment (3 credits)

This course examines the major principles of educational assessment. It includes an overview of the field and basic descriptive statistics. An emphasis will be placed on norm-referenced as well as curriculum-referenced assessment of ability and achievement, legal and ethical requirements for measurement, interpretation of scores, and the relationship of the assessment process to instruction. (This course meets certification requirements for assessment related to reading. It does not meet requirements for special education certification.) Prerequisites: EDU 549, 550 or equivalent course. ONLINE: SP

EDU 592 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. Prerequisite: EDU 269. ON SITE: FA, SP

EDU 594 Special Topics in the Profession (1-3 credits)

The special topics area offers the student the opportunity to explore a variety of topics through independent study, through special courses offered through the master's program, or through pre-approved workshops offered through other entities. Offered as needed.

EDU 595 Counseling Techniques (3 credits)

This course is designed to assist practitioners in working with exceptional students along with their parents and families. The effects of exceptionality upon individual and family dynamics are emphasized. Students are introduced to counseling techniques and a variety of professional communication skills. ON SITE: SP; ONLINE: FA

EDU 596 Counseling and Collaborating with Diverse Populations (3 credits)

This course focuses on the educational professional's ability to become an effective counselor, collaborator, and consultant in support of students whose differences may impact their social and/or academic performances. The participant develops understanding of the unique nature of children and the families and increases one's repertoire of communication skills to support productive interactions. Models of collaboration and consultation are studied as they support effective communications with diverse populations. Areas of diversity emphasized are those of students and families with disabilities, those with language, ethnic and cultural differences, and those of low socio-economic status. ON SITE: FA

EDU 597 The Instructional Process (3 credits)

This course, taken the last semester prior to student teaching/field experience, will build upon the previous work in the MAT program related to curriculum/ instructional planning; understanding diverse learners and differentiating instruction; the use of technology, behavior management; reading strategies, etc. into a coherent method for planning, delivering and assessing instruction. Candidates will be provided instruction in the instructional processes and products needed to complete the culminating project for teacher certification. Candidates will be required to present a model unit plan which incorporates all factors of the instructional process and work with a classroom teacher at the appropriate level of certification to validate that model. ON SITE: FA, SP