

# Department of Education and Special Education

## MAJORS

**Early Childhood (BS)**

**Elementary Education (BA)**

**Middle School Education (BA)**

**Special Education (BS)**

**Special Education: Paraprofessional Pathways to Teaching<sup>sm</sup> (BS)**

## MINORS:

**Early Childhood**

**Special Education**

The department of education/special education offers a bachelor of science degree in early childhood education (birth-grade 3) and/or early childhood special education (birth-grade 3); a bachelor of science degree in early childhood education (non-certification); 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), with an add-on 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; 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

**Jamie Van Dycke**, associate professor of education/special education and chairperson of the department of education/special education

**Dyanne Anthony**, associate professor of education; director of special education programs

**Kelley Barger**, professor of education; director of reading programs

**Allison Edwards**, associate professor of education; director of advanced programs in education

**Judith Failoni**, professor of education

**Sarah Huisman**, associate professor of education; director of early childhood education programs and director of Center for Excellence in Teaching and Learning (CETL)

**Joanne Fish**, assistant professor of education

**Michael Barla**, assistant professor of education

**Deanna Kay Rice**, assistant professor of education

**Patty Durkin**, Early Childhood Instructor

**Jane Wolff**, Teacher Certification Coordinator

**Erica Bumpers**, Director of Educational Assessment

**Andra Gwydir**, Director of Paraprofessional Pathways to Teaching<sup>sm</sup>:

**Denise Driscoll**, Director of Clinical Experiences and Partnerships:

## TEACHER CERTIFICATION

All certification programs are accredited by the Office of Educator Quality of the Missouri Department of Elementary and Secondary Education (DESE), and the Council for the Accreditation of Educator Preparation or CAEP. 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 needs from diverse backgrounds. A climate of openness to change is a critical component of Fontbonne programs, and the consideration of research-based practice 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 them to provide 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 educational theory and practice, along with the development of skills in observation and analysis of classroom interactions;
- Faculty members who strive for effective student-teacher relationships.

## Essential Functions of Majors in the Department of Education/Special Education:

Listed below are the essential functions that someone who enters the profession of education must perform and therefore are required of majors 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.

## MAJOR IN EARLY CHILDHOOD EDUCATION

The major in early childhood education provides the student with a general education curriculum solidly grounded in the liberal arts and professional preparation in one of two programs: early childhood with certification, or early childhood without certification. The certification program includes the option of early childhood (birth-grade 3) and/or early childhood special education (birth-grade 3).

### 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 taken to meet the requirements for this major:

MTH 102 Contemporary Topics in Math (3 credits)  
BIO 108 Introduction to Life Sciences/lab (3 credits)  
CIS 103 Computer Technology: Applications for Educators  
(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)  
EDU 270 Introduction to Learner Diversity (3 credits)

### **Graduation Requirement**

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

### **Required Courses in the Major**

ECE 131 Introduction to Early Childhood Programs (3  
credits)  
ECE/FCS 230 Infant/Toddler Development (3 credits)  
ECE/FCS 232 The Young Child (3 credits)  
EDU 268 Introduction to Learner Development (3 credits)  
ECE 300 Early Intervention in Early Childhood (3 credits)  
ECE 320 Advocacy and Public Policy in Education (3  
credits)  
ECE 431 Early Childhood Integrated Curriculum (3 credits)  
ECE 432 Administration of Early Childhood Programs (3  
credits)  
ECE 433 Applications of Early Childhood Integrated  
Curriculum (4 credits)  
ECE 434 Early Childhood Management and Professionalism  
(3 credits)

### **Courses Required for Early Childhood with Certification**

EDU 269 Critical Skills in the Teaching Profession with  
Field Experience (3 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  
(2 credits)  
EDU 333 Multi-sensory Methods of Instruction (3 credits)  
EDU 338 Emergent Literacy (2 credits)  
EDU 325 Assessment of Early Childhood (3 credits)  
EDU 373 Teaching through a Global Perspective (3 credits)  
EDU 394 Counseling Techniques (3 credits)  
EDU 410 Planning for Instruction and Assessment  
(3 credits)  
EDU 450 Student Teaching at the Elementary  
School Level (6 credits\*)  
EDU 452 Student Teaching

### **PreK-K Level Courses Required in Other Disciplines**

CDS 105 Speech and Language Development of the Normal

and Exceptional Child (3 credits)  
FCS 214 Nutrition and Wellness (2 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)

### **Additional Courses Required for Early Childhood Special Education Certification**

EDU 271 Introduction to Content, Planning, Delivery, and  
Assessment (3 credits)  
EDU 307 Methods of Teaching Early Childhood Special  
Education (3 credits)  
ECE 375 Practicum of Early Childhood Special Education  
(3 credits)

### **Courses Required for Early Childhood without Certification**

EDU 140 Literature for Children and Adolescents (3 credits)  
ECE 235 Play, Happiness, and Well-Being (3 credits)  
EDU 333 Multi-sensory Methods of Instruction (3 credits)  
EDU 338 Emergent Literacy (2 credits)  
EDU 394 Counseling Techniques (3 credits)  
ECE 460 Internship (7 credits)

### **Courses Required in Other Disciplines**

CDS 105 Speech and Language Development of the  
Normal and Exceptional Child (3 credits)  
FCS 214 Nutrition and Wellness (2 credits)

# 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 taken to meet the requirements for this major:

- BIO 108 Introduction to Life Sciences/lab (3 credits)
- CIS 103 Computer Technology: Applications for Educators (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)
- EDU 270 Introduction to Learner Diversity (3 credits)

## Courses Required in the Major

- EDU 140 Literature for Children and Adolescents (3 credits)
- EDU 268 Introduction to Learner Development (3 credits)
- EDU269 Critical Skills in the Teaching Profession with Field Experience (3 credits)
- EDU 270 Introduction to Learner Diversity (3 credits)
- EDU 271 Introduction to Content, Planning, Delivery, and Assessment (3 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 (2 credits)
- EDU 333 Multi-sensory Methods of Instruction (3 credits)
- EDU 355 Analysis and Correction of Math Difficulties (3 credits)
- EDU 373 Teaching through a Global Perspective (3 credits)
- EDU 394 Counseling Techniques (3 credits)
- EDU 400 Classroom/Behavior Management Techniques (3 credits)
- EDU 410 Planning for Instruction and Assessment (3 credits)
- EDU 450 Student Teaching at the Elementary School Level (10 credits/12 weeks\*)

## Courses Required in Other Disciplines

- PSY 200 Developmental Psychology (3 credits)
  - 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. Students must complete MTH 104 and MTH 106, unless transferring an approved mathematics course from another Institution. Students transferring a mathematics course will complete MTH 102.

## Graduation Requirement

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

## 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, and by preparing for additional certification assessments.

## Courses Required for Adding Early Childhood Certification:

- EDU 338 Emergent Literacy across the Curriculum (2 credits)
- ECE 131 Introduction to Early Childhood Programs (3 credits)
- ECE/FCS 230 Infant/Toddler Development (3 credits)
- ECE/FCS 232 The Young Child (3 credits)
- ECE 431 Early Childhood Integrated Curriculum (3 credits)
- ECE 432 Administration of Early Childhood Programs (3 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 additional courses (listed below) and by preparing for additional certification assessments.

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

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

### OR

ECE 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 certification for grades K-12 in mild-moderate disabilities (cross-categorical), and an add-on elementary education certification (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 Computer Technology: Applications for Educators (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)

EDU 270 Introduction to Learner Diversity (3 credits)

### Courses Required in the Major

EDU 140 Literature for Children and Adolescents (3 credits)

EDU 268 Introduction to Learner Development(3 credits)

EDU 269 Critical Skills in the Teaching Profession with Field Experience (3 credits)

EDU 270 Introduction to Learner Diversity (3 credits)

EDU 271 Introduction to Content, Planning, Delivery, and Assessment (3 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 (3 credits)

EDU 314 Practicum in Special Education (3 credits)

EDU 320 Transition/Career Education for Individuals with Disabilities (3 credits)

EDU 333 Multi-sensory Methods of Instruction (3 credits)

EDU 355 Analysis and Correction of Math Difficulties (3 credits)

EDU 373 Teaching through a Global Perspective (3 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 (3 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

PSY 200 Developmental Psychology (3 credits)

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. Students must complete MTH 104 and MTH 106, unless transferring an approved mathematics course from another Institution. Students transferring a mathematics course will complete MTH 102.

### 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. A minimum of 24 hours of content coursework is required from the Missouri Department of Elementary and Secondary Education (DESE) for recommendation for certification in each content area. To earn a minor (additional hours beyond a concentration) in a content area from a specific department, please see the department chair for the content area.

## 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 Computer Technology: Applications for Educators (3 credits)
- PSY 200 Developmental Psychology (3 credits)
- EDU 270 Introduction to Learner Diversity (3 credits)

## Courses Required in the Major

- EDU 268 Introduction to Learner Development (3 credits)
- EDU 269 Critical Skills in the Teaching Profession with Field Experience (3 credits)
- EDU 270 Introduction to Learner Diversity (3 credits)
- EDU 271 Introduction to Content, Planning, Delivery, and Assessment (3 credits)
- EDU 306 Analysis and Correction of Reading Difficulties (3 credits)
- EDU 339 Middle School Philosophy, Curriculum, and Instruction (2 credits)
- EDU 350 Methods Of Teaching Reading In The Content Areas (3 credits)
- EDU 313: Methods & Practicum for Middle, Secondary, & Community Education (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 Concentration

- 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 107 Introduction to African-American Studies (3 credits)
- GGY 100 Introduction to Geography (3 credits)
- GOV 230 American National Government (3 credits)
- PSY 200 Developmental Psychology (3 credits)
- SSC 201 The American Economy (3 credits)

### Mathematics Concentration

- MTH 110 Precalculus (4 credits)
- MTH 115 Introduction to Statistics (3 credits)
- MTH 120 Discrete Math (3 credits)
- MTH 150 Calculus w/ Analytic Geometry I (4 credits)
- MTH 300 Modeling/Numerical Approximation (3 credits)
- MTH 305 Readings in the History of Mathematics (3 credits)
- MTH 320 Elements of Geometry (3 credits)
- MTH 430 Algebraic Structures (3 credits)

### Language Arts Concentration

- ENG 101 Composition I (3 credits)
- ENG 102 Composition II (3 credits)
- ENG 200 Introduction to English (3 credits)
- ENG 240 Survey of English Literature I (3 credits)
- ENG 241 Survey of English Literature II (3 credits)
- ENG 260 American Literature I (3 credits)
- ENG 261 American Literature II (3 credits)
- EDU 140 Literature for Children and Adolescents (3 credits)

### Science Concentration

- BIO 112 General Biology w/ lab (4 credits)
- BIO 114 General Biology II w/ lab (4 credits)
- BIO 212 Genetics (3 credits)
- BIO 220 Anatomy and Physiology w/ lab (4 credits)
- BIO 250 Microbiology w/ lab (4 credits)
- CHM 128 General, Organic & Biological Chemistry (4 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 TEACHING<sup>SM</sup>

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, offered partially online, 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 Computer Technology: Applications for Educators (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)
- EDU 270 Introduction to Learner Diversity (3 credits)

## Courses Required in the Major

- EDU 270 Introduction to Learner Diversity (3 credits)
- EDU 266 Methods of Teaching Literacy (6 credits)
- EDU 306 Analysis and Correction of Reading Disabilities (3 credits)
- EDU 320 Transition/Career Education (3 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 Methods Of Teaching Reading In The Content Areas (3 credits)
- EDU 355 Analysis and Correction of Math Difficulties (3 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–Pathways Only (3 credits)
- EDU 465 Special Education Field Experience (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—Elementary/Early Childhood (3 credits)
- BIO 370 Methods of Teaching Science—Elementary/Early Childhood (2 credits)
- FCS 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, 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

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 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 269 without conditions (or a transferred course equivalent);
- Qualifying scores on the Missouri General Education Assessment;
- Completion of the Missouri Educator Profile;
- Successful execution of the essential functions of a major in the Education/Special education Department
- A cumulative, blended GPA of 3.00 for all professional coursework from all colleges/universities attended;
- A cumulative blended GPA of 2.75 from all colleges/universities attended;
- For middle school candidates, a 3.0 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.

### Major Approval with Conditions

This designation is available on a one-time only, one-semester basis, and indicates that the student is deficient in one or more of the above categories. The student may continue to major in a certification program with conditions once, for one semester only. Students who do not eradicate all deficiencies will not be allowed to continue in a certification program, 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 certification program in the department will be rejected for major approval, will not be allowed to enroll for additional education coursework in that program, and will be referred for career counseling pursuant to a change of major. A General Studies major with an emphasis in education (which does not lead to certification), could be an option for such students.

## MINORS

### EARLY CHILDHOOD

Please see Dr. Sarah Huisman in the Department of Education & Special Education for updated curriculum for the minor in Early Childhood Education.

### SPECIAL EDUCATION

The Minor in special education is meant for students who have an interest and/or background in special education. This minor does not prepare students for certification in special education, but provides relevant information to inform and support the work of professionals working with special populations.

### Requirements include:

CDS 105 Speech and Language Development of the Normal and Exceptional Child (3 credits)  
 EDU 268 Introduction to Learner Development (3 credits)  
 EDU 269 Critical Skills in the Teaching Profession w/30 hour Practicum (3 credits)  
 EDU 270 Introduction to Learner Diversity (3 credits)  
 EDU 308 Methods of Special Education (3 credits)  
 EDU 320 Transition/Career Education and Family Partnerships (3 credits)

#### Suggested Electives:

EDU 271 Introduction to Content Planning, Delivery and Assessment (3 credits)  
 EDU 33 Multi-Sensory Methods for the Elementary Classroom (3 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. Teacher certification policies can change within any given academic year, and are mandated by the Missouri Department of Elementary and Secondary Education (DESE). Fontbonne complies with all teacher certification mandates as released by Missouri DESE; any such changes will supersede information in this catalog.

## GENERAL STUDIES: EDUCATION

The general studies with (disciplinary) emphasis major offers students a path to graduation that combines generalized study with disciplinary focus, leading to a Bachelor of Arts degree.

### Major requirements include:

- Residency, Major, General Education, and Graduation Requirements as described in the Fontbonne University Catalog.
- A minimum GPA of 2.0 in the major is required for graduation.
- A minimum of 18 hours of course work in an area of emphasis, 15 hours of electives, as defined by departments, and a capstone experience.

### Specific requirements for the General Studies: Education degree requires the following coursework:

#### Core/Area of Emphasis – 19 hours:

EDU 268 Introduction to Learner Development (3 credits)  
 EDU 140 Literature for Children and Adolescents (3 credits)  
 EDU 269 Critical Skills in the Teaching Profession with Field Experience (3 credits)



EDU 270 Introduction to Learner Diversity (3 credits)  
EDU 271 Introduction to Content, Planning, Delivery, and Assessment (3 credits) **PREREQUISITE: EDU 269 & EDU 270**  
EDU 333 Multi-sensory Methods for the Elementary Classroom (3 credits) **PREREQUISITE: EDU 269 Capstone:**  
EDU 440 Student Teaching Practicum (2-4 credits)

**IMPORTANT NOTE:** The General Studies Major in Education **does not prepare students for teacher certification.** Students graduating with this degree are not certified to teach, but do have a Bachelors of Arts degree in General Studies with an emphasis in Education from Fontbonne.

## General Studies: Pathways Option - Special Education

The general studies with (disciplinary) emphasis major offers students a path to graduation that combines generalized study with disciplinary focus, leading to a Bachelor of Arts degree.

### Majors requirements include:

- Residency, Major, General Education, and Graduation Requirements as described in the Fontbonne University Catalog.
- A minimum GPA of 2.0 in the major is required for graduation.
- A minimum of 18 hours of course work in an area of emphasis, 15 hours of electives, as defined by departments, and a capstone experience.

### Specific requirements for the General Studies: Pathways Option – Special Education degree requires the following coursework:

#### Core/Area of Emphasis – 23 hours:

EDU 270 Introduction to Learner Diversity (3 credits)  
EDU 266 Methods of Teaching Literacy (6 credits)  
EDU 268 Introduction to Learner Development (3 credits)  
EDU 323 Mild/Moderate Disabilities in Special Education: Identification and Instruction (6 credits)  
EDU 330 Multisensory Methods for the Social Studies Classroom (4 credits)  
EDU 394 Counseling Techniques (3 credits)

#### Capstone:

EDU 411 Clinical Practice for Paraprofessionals (3 credits)

**IMPORTANT NOTE:** The General Studies Major in Pathways Option – Special Education **does not prepare students for teacher certification.** Students graduating with this degree are not certified to teach, but do have a Bachelors

of Arts degree in General Studies with an emphasis in Pathways Option – Special Education from Fontbonne.

## COURSES

(Semester indications are guidelines only. Courses designated as *Pathways* require permission to enroll from the Paraprofessional Pathways program.)

### CENTER FOR TEACHER AND THERAPIST EDUCATION COURSES-

#### CTE 412 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 413 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: CTE412. ON SITE: TBA

#### CTE 414 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: CTE412. ON SITE: TBA

#### CTE 415 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: CTE412, CTE413, CTE414. ON SITE: TBA

### **CTE 416 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: CTE412, CTE413, CTE414. ON SITE: TBA

## **EARLY CHILDHOOD EDUCATION COURSES**

### **ECE 131 Introduction/Observation of Early Childhood Programs (3 credits)**

Observation and critical analysis of diversified early childhood programs, with an emphasis on program quality. FA

### **ECE/FCS 229 Infant/Toddler Practicum (1 credit)**

The practicum consists of a 30-hour placement in an early childhood center within an infant or toddler classroom. The practicum includes learning to observe, document, interact, and teach infants/toddlers in a developmentally appropriate manner. This practicum is required only for students transferring in the equivalent of FCS 230 Infant and Toddler Development but who are missing the practicum experience in the transferred course. Practicum experiences in transferred courses must be documented and verified by previous syllabus or a transcript. SP, SU, FA

### **ECE/FCS 230 Infant and Toddler Development (3 credits)**

Study of prenatal, neonatal, infant, and toddler development with emphasis given to the birth process and the physical, cognitive, and psychosocial aspects affecting parents and children. Infant observation and practicum experience is an integral part of the course (30 clock hours in addition to the scheduled class meeting times). FA

### **ECE/FCS 232 The Young Child (3 credits)**

Study of the physical, social, emotional, and cognitive development of young children ages three through eight. Course includes observations of preschool age children (30 clock hours in addition to the scheduled class meeting times). Prerequisite: ECE/FCS 230 or consent of instructor. SP

### **ECE/FCS 233 Young Child Practicum (1 credit)**

The practicum consists of a 30-hour placement in an early childhood center within a preschool classroom. The practicum includes learning to observe, document, interact, and teach preschoolers in a developmentally appropriate manner. This practicum is required only for students

transferring in the equivalent of ECE/FCS 232 The Young Child, but who are missing the practicum experience in the transferred course. Practicum experiences in transferred courses must be documented and verified by previous syllabus or a transcript. SP, SU, FA

### **ECE 235 Play, Happiness, and Well-Being (3 credits)**

Examination of theories of development and the importance of play throughout the life cycle and exploration of how play enhances happiness and effects overall well-being. This course takes students through a journey of self-reflection in order to understand the impact of play on the various domains of development and the well-being. SP

### **ECE 300: Early Intervention in Early Childhood (3 credits)**

The examination of historical and current practices of children and families in early intervention. Emphasis will be placed on working in partnership with families, diverse populations, and community resources. Through studying risk conditions and developmental delays, this course looks at optimal models and various forms of curriculum in creating positive, supportive and developmentally appropriate interventions. Prerequisite: ECE/FCS 230. FA

### **ECE 320: Advocacy and Public Policy in Education (3 credits)**

The examination of the importance of advocacy in the field of education. Context for advocacy, working with families to advocate for children, and learning various strategies and tactics for changing current policies and practice will be explored. Advocacy in a global community and volunteerism as a form of advocacy will be examined through service learning embedded within the course. Prerequisite: Junior status. SP

### **ECE 375 Practicum in Early Childhood Special Education (3 credits)**

Application of principles of child development, early childhood, and early childhood special education through participation in a program for young children with special needs. Prerequisites: ECE/FCS 232; prerequisite or concurrent: EDU 307. SP

### **ECE 431 Early Childhood Integrated Curriculum (3 credits)**

Program planning and evaluation based on principles of development and a variety of theoretical constructs. Examines teaching strategies, content area knowledge and developmentally appropriate practices in the field of early childhood with strong emphasis on integrated curriculum. The importance of play, multicultural teaching, and family involvement are explored in relationship to early childhood development and curriculum. Prerequisites: ECE/FCS 232. FA

**ECE 432 Administration of Early Childhood Programs (3 credits)**

Study of preschool, child care, and nursery school management, planning, and financing; emphasis on the director's role in staff relations and program planning. Prerequisites: ECE/FCS 431 or consent of instructor. SP

**ECE 433 Applications of Early Childhood Integrated Curriculum (4 credits)**

Applies teaching strategies, content area knowledge, and developmentally appropriate practices in the field of early childhood with a strong emphasis on integrated curriculum. Through practicum based experiences students will experience planning, content implementation, and assessment in an early childhood setting. Prerequisite: ECE/FCS 431. SP

**ECE 434: Early Childhood Management and Professionalism (3 credits)**

The examination of managing the early childhood classroom through exploration of developmentally appropriate techniques and strategies that can be used in the early childhood setting. Professionalism within the field of early childhood education will be explored through looking at dispositions and a code of ethics in working with and for young children. Prerequisite: Major approval. FA

**ECE 460 Internship (7 credits)**

A supervised, off-campus field-based experience at an approved site specifically related to students' career goals; integrates and applies academic knowledge and skills; emphasizes professional development. Prerequisite: Senior status or consent of instructor. FA, SP, SU as needed.

**EDUCATION COURSES****EDU 140 Literature for Children and Adolescents (3 credits)**

This course provides a study of the major genres found in literature for pre-school-age children through young adult. Includes ways to incorporate relevant literature across the curriculum using beginning level strategies for content literacy, critical thinking, and problem solving skills. Application across culturally diverse and settings with English Language Learners is explored at an introductory level. 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 269 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 269. 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: EDU269. 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. Participants will be required to complete 30 hours of observation in a special education classroom and reflect upon those experiences. Offered according to Pathways schedule.

**EDU 268 Introduction to Learner Development (3 credits)**

This course investigates the psychological development of the child and adolescent through exploring prior experiences and how they impact learning. This course includes an examination of instructional strategies that promote critical thinking and instructional resources, including media communication tools that benefit the teaching and learning processes. Strategies for content literacy are explored

through academic language, teaching methodologies, and consultation and collaboration.

Mission Core II Course FA, SP

### **EDU 269 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. FA, SP Background Check Required.

### **EDU 270 Introduction to Learner Diversity (3 credits)**

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 271 Introduction to 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 educational competencies that integrate state standards with curriculum and pedagogy will be included, along with assessment strategies that monitor student performance and analyze instruction. Prerequisites: EDU 268, 269; EDU 270. FA, SP

### **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 EDU269/DEA 200, Critical Skills in the Teaching Profession with Field Experience. 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 final assessment; 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. FA, SP

### **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 269; EDU 263 (EDU 266 for Pathways: EDU 350 for middle and secondary education majors). 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 270, EDU 269. 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 270; EDU269. FA

### **EDU 309 Methods of Special Education II (3 credits)**

This course emphasizes content planning and delivery that aligns standards, assessment, and curriculum for students with mild to moderate disabilities in inclusive learning environments. Specialized course focus will include Tiered Systems for Supporting Instruction and Behavior, Instructional and Assistive Technology, Cultural Diversity and English Language Learning. Development of Individualized Education Programs (IEPs) for students with mild to moderate disabilities is also included. This course must be taken concurrently with EDU 314. Prerequisites: EDU 270; EDU 269. 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 269; EDU 263. FA, SP

**EDU 313: Methods & Practicum for Middle, Secondary, & Community Education (3 credits)**

This course is designed for students seeking middle or secondary certification in subject specific areas, including students providing community education as professionals. Students will explore and analyze teaching at the middle and secondary level or in the community through readings, discussions, course assignments, lesson and unit development, and content-specific field-based observations and experiences (45 hours for certification; 30 hours for non-certification) in diverse settings. Prerequisites: EDU269 or EDU531 for certification students FCS223 for non-certification students. FA, SP, Background check required

**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 269; EDU 308. SP Background check required

**EDU 320 Transition/Career Education and Family Partnerships (3credits)**

This course focuses on the development of competencies that target transition assessment/planning, and transition-related content/instructional strategies, that will lead to the development of comprehensive secondary and post-secondary transitional plans. Emphasis will be placed on the development of collaborative skills to assist families in becoming engaged, educational partners during critical transitional periods and linking families to appropriate support resources. The influence of familial cultural systems and their impact on collaborative relationships between schools and families of students with disabilities will be stressed. Prerequisites: EDU 270 FA, 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 270

**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: EDU269 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 (3 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 and frameworks will also be addressed, to include Universal Design for Learning, Differentiated Instruction, Problem-Based Learning with Technology, and strategies to include English Language Learners. Prerequisites: EDU 269 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.  
Prerequisite: EDU269. 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 269 or consent of instructor; junior status. FA

**EDU 350 Methods of Teaching Reading in the Content Areas (3 hours)**

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 269 or EDU 266 for Pathways students. SP

**EDU 355 Analysis and Correction of Math Difficulties (3 credits)**

This course provides techniques for general and special educators in teaching students who have difficulty learning math through traditional methods. The course will focus on the structures, strategies, and accommodations necessary for students with disabilities and/or learning challenges, with emphasis on both individualized and general classroom instruction. Students are expected to apply the techniques learned in individualized instructional settings, practicum, or other clinical settings. Prerequisites: EDU269 or EDU 266 for Pathways students; MTH 104 (or equivalent); MTH 350. FA, SP

**EDU 373 Methods of Teaching Social Studies (3 credits)**

This course provides a review of the social, political, and economic realities encountered across the culturally diverse regions of the world. Students will have opportunities to formulate, apply, and evaluate teaching strategies for elementary and middle school classrooms using critical thinking strategies and problem solving skills. Prerequisites: EDU269; EDU 263, 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: 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: EDU270; EDU269 or EDU 266 for Pathways students; 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 270; EDU269; junior status. SP

**EDU 410 Planning for Instruction and Assessment (3 credits)**

This course will deepen teacher candidate's understanding and utilization of the instructional planning process, including curriculum and standards alignment, critical thinking processes, and problem solving strategies. Focus will include the use of tiered assessment processes and strategies designed to monitor student performance and ensure adequate instructional designs for culturally diverse learners. Additionally, students will review the process and products needed to complete their final assessments for certification. Prerequisite: Senior status, major approval, and admission to Teacher Certification 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 final assessment for certification. Offered per Pathways schedule.

### **EDU 440 Student Teaching Practicum (2-4 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 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 Final assessment for certification. Prerequisite: Admission to teacher certification candidacy. FA, SP Background Check Required

### **EDU 450 Student Teaching at the Elementary Level\***

(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\***

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\***

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**

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 credit hours) 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 sixteen 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 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\***

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\***

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\***

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\***

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\***

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.

**\* Credits and hours determined by current requirements set by the Missouri Department of Elementary and Secondary Education (DESE).**