

College of Education



Hill Hall

Department of Counseling, Leadership and Special Education

Department of Childhood Education and Family Studies

Greenwood Laboratory School

Reading, Foundations and Technology

College of Education

Dean: Professor Dennis J. Kear, Ph.D.

Associate Dean: Professor David W. Brown, Ed.D.

Office: 304 Hill Hall

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Web Site: <http://education.missouristate.edu>

Center for Research and Service

Institute for School Improvement (ISI)

The ISI is a research-based laboratory that examines the impact of programs, policies, and practices on teaching and learning. Operating under the slogan, "linking theory to practice," ISI also provides administrative oversight for a number of professional development programs. ISI is currently one of three support units in the College of Education and is an affiliate of the Professional Education Unit, designed to improve schooling by assisting PK-12 teachers, students, administrators, and university faculty. The following auxiliary organizations and individuals report to the Director, ISI: Accelerated Schools, Southwest Regional Professional Development Center, Select Teachers As Regional Resources, Missouri Reading Initiative, Missouri Math Initiative, Blindness Skills Specialist, Missouri Department of Elementary and Secondary Education Area Supervisor, Missouri State / Southwestern Bell Literacy Center, and the USDE Title II Ozarks Partnership Teacher Enhancement Initiative. The Institute's research includes descriptive, predictive, and applied studies that focus primarily on curricular and instructional processes as they relate to classroom practice and student outcomes, including student achievement. The Institute was established in 1998 and reports to the dean of the College of Education.

Teacher Certification

Students who have already obtained a Bachelor's degree and are seeking Missouri state teacher certification should contact the Office of Teacher Certification Compliance, 200 Hill Hall, Phone (417) 836-8772. This office provides a program evaluation and transcript analysis service for initial certificates (\$50 fee required), advisement and assistance to gain certification and/or additional endorsements.

Correspondence Credit

To apply correspondence credit in educational methods courses on a Bachelor of Science in Education degree, a student enrolled at Missouri State must have written permission from the Dean of the College of Education.

Missouri State Board of Education Approved Programs

The following professional education programs have been approved by the Missouri State Board of Education for purposes of teacher preparation and certification. The approval date is from October 15, 2003, and extends through 2011.

Communication Sciences and Disorders, Dr. Neil DiSarno, 836-5368

Approved Programs:

Speech/Language Specialist (K-12)
Deaf/Hearing Impaired (K-12)

Counseling, Leadership, and Special Education, Dr. Tamara J. Arthaud, 836-5449

Approved Programs:

Special Education:

Mild/Moderate: Cross Categorical (K-12)
Mild/Moderate: Behavior Disorder (K-12)
Mild/Moderate: Learning Disability (K-12)
Mild/Moderate: Mentally Handicapped (K-12)
*Blind and Partially Sighted (K-12)
*Early Childhood Special Education (K-12)

Childhood Education and Family Studies, Dr. Rebecca Swearingen, 836-3262

Approved Programs:

Early Childhood Education (Birth to 3)
Elementary Education (1-6)

Reading, Foundations, and Technology, Dr. Fred Groves, 836-6769

Approved Programs:

Middle School (5-9): Language Arts, Social Studies, Mathematics, Science, Agriculture*, Business*, Drama*, Speech*

Secondary Education (9-12/K-12), Dr. Jamaine Abidogun, 836-6204

Approved Programs:

Agriculture (9-12), Dr. Anson Elliott, 836-5638
Art (K-12), Mr. Wade Thompson, 836-5110
Business (9-12), Dr. Jerry Chin, 836-4131
English (9-12), Dr. W. D. Blackmon, 836-5107
English for Speakers of Other Languages (K-12)*
Family and Consumer Sciences (Birth-12), Dr. Jeannie Ireland, 836-5136
Foreign Language-French, German, Latin, Spanish (K-12), Dr. Madeleine Kernen, 836-5122
Industrial Technology (Technology Education) (9-12), Dr. Anson Elliott, 836-5638
Mathematics (9-12), Dr. Yungchen Cheng, 836-5112
Music (K-12), Dr. Dianne Strickland, 836-5648
Instrumental
Vocal/Choral
Physical Education (K-12), Dr. Sarah McCallister, 836-5370
Driver's Education (9-12)*
Health (K-12)*
Science (9-12):
Biology-Categorical, Dr. Alicia Mathis, 836-5126
Biology-Unified Science, Dr. Alicia Mathis, 836-5126
Chemistry-Categorical, Dr. G. Alan Schick, 836-5506
Chemistry-Unified Science, Dr. G. Alan Schick, 836-5506
Earth Science-Categorical, Dr. Thomas Plymate, 836-5800
Earth Science-Unified Science, Dr. Thomas Plymate, 836-5800
Physics-Categorical, Dr. Pawan Kahol, 836-5131
Social Studies (History) (9-12), Dr. Thomas S. Dicke, 836-5511
Speech/Theatre (9-12), Dr. Robert H. Willenbrink, 836-4400

*Only available as an additional area of certification. Student must be concurrently enrolled in another area of Elementary, Middle School, or Secondary Education.

Department of Childhood Education and Family Studies

300 Hill Hall, Phone: (417) 836-3262, Fax: (417) 836-8900

Email: cefs@missouristate.edu

Web Site: <http://education.missouristate.edu/cefs>

Acting Department Head: Associate Professor Rebecca Swearingen, Ed.D.

Faculty (as of April 13, 2009)

Professors: Roberta J. Aram, Ph.D.; David W. Brown, Ed.D.; Suzanne M. George, Ph.D.; John M. Hail III, Ph.D.; Dale G. Range, Ed.D.; Cynthia K. Wilson, Ph.D.

Associate Professors: Sabrina Brinson, Ph.D.; Joanna J. Cemore, Ph.D.; Mary Beth Mann, Ph.D.; Rosa Marie Majia, Ph.D.; James A. Meyer, Ph.D.

Assistant Professors: Denise D. Cunningham, Ph.D.; Diana Piccola, Ph.D.; Joan Test, Ed.D.

Instructors: Kathy A. Bernet, M.S.; Christine Combs, Ed.D.; Donald Hamby, Ed.D.; Vickie Haynes, M.S.; Janice L. Hendrix, M.Ed.; V. Jane Ward, Ed.Sp.

Emeritus Professors: Haldon D. Funk, Ed.D.; John F. Newport, Ed.D.; Linda K. Peacock, M.Ed.; Peggy S. Pearl, Ed.D.; Barbara A. Sperling, Ed.D.; Roger N. Tipling, Ed.D.

Accreditation

Missouri Accreditation of Childhood Care and Education Programs - Child Development Center. Missouri Department of Elementary and Secondary Education (DESE) and National Council for Accreditation of Teacher Education (NCATE) - Early Childhood Education, B.S.Ed., and Elementary Education, B.S.Ed., M.S.Ed. Association for Childhood Education International (ACEI) - Elementary Education, B.S.Ed., M.S.Ed.

Graduate Programs

The following graduate programs are available: Early Childhood and Family Development (Master of Science); and Elementary Education (Master of Science in Education). Refer to the Graduate Catalog for more information.

General Information

Child Development Center: The Missouri State University Child Development Center provides a high quality developmentally appropriate early childhood program for children 6 weeks to 5 years, and a laboratory for students. The laboratory experience allows students to link educational theory with practice by observing and working with young children. In addition to a high quality program for children of university students, faculty and staff, and the community the Child Development Center provides opportunities for research and reflects a commitment to diversity.

Learning Connection: The Learning Connection is an in-service and teacher training component of the Childhood Education and Family Studies department that provides training opportunities for child care providers of infants, toddlers, preschoolers, and school-age children. The Learning Connection strives to offer educational training at convenient times for child care providers. For information, call (417) 836-4151 or email LearningConnection@missouristate.edu.

Health, Insurance and Registry Requirements: All students in any ECE, ELE, or CFD class that involves working with children, must maintain each of the following for each of these classes:

- A. A current negative tuberculin skin test.
- B. Students working directly with children and some practicum sites are required to obtain professional liability insurance.
- C. All students must have a satisfactory background check on file before going out to any field experience. ELE students are required to have the highway patrol background check.
- D. ECE and CFD students must complete the Family Care Safety Registry before going out to any field experience.

Fees are required for the tuberculin skin test, the registry, and pre-professional liability insurance. For additional information, visit our web site at <http://education.missouristate.edu/cefs> or contact the Department of Childhood Education and Family Studies.

Majors

Child and Family Development (Comprehensive) Bachelor of Science

- A. General Education Requirement - see "General Education Program" section of catalog
Specific General Education Requirements: PSY 121(3); SOC 150(3); BMS 105(4) or 110(4) or BIO 100(4) or BIO 102(4)
- B. Major Requirements (70-72 hours): Students may select from an area of emphasis with approval of a CFD advisor: early childhood, school age, child life, or family studies.
 1. Core Courses: CFD 150(1), 155(3), 160(3), 163(3), 336(1); 360(5) or 454(3) or 533(4); 563(3), 466(6)
 2. Related Requirements: BMS 130(3); CFS 120(2) or PED 253(2) or PED 257(2); CFS 373(3); PSY 441(3), PSY elective (3)
 3. Area of Emphasis: With advisor approval complete 21 hours of the following courses: CFD 250(3), 254(3), 256(1), 257(3), 260(4), 300(1-3), 301(3), 303(1), 304(3), 305(3), 306(3), 350(3), 354(3), 360(5), 361(3), 365(3), 400(1-3), 454(3), 455(4), 499(1-6), 500(1-3), 532(3), 533(4), 560(3), 562(3)
 4. With advisor approval complete 12 hours of selected electives.

5. Candidates for the Bachelor of Science in Child and Family Development are required to meet the following grade requirement: a grade of "C" or better in each course is required for graduation.

- C. General Baccalaureate Degree Requirements - see "General Baccalaureate Degree Requirements" section of catalog

Early Childhood Education Bachelor of Science in Education (Certifiable Birth-Grade 3)

The curriculum for early childhood teaching leads to the degree of Bachelor of Science in Education and carries with it an initial professional certificate (PCI) to teach in the state of Missouri. Holders of this early childhood certificate may be employed to teach from birth through grade 3.

Admission Requirements: The Early Childhood Education program has a selective admission policy. In addition to meeting all requirements for admission to the Teacher Education Program, those wishing to pursue a degree in Early Childhood Education must complete a separate application while enrolled in ELE 302. In addition to the application form, students will write a one-page essay describing their interest in a career in Early Childhood Education. More details are available on the application form itself which is available in the Education Advisement Center, Hill Hall 202, and in the department office in Hill Hall 300. Applications for the program must be submitted during the semester of enrollment in ELE 302 by October 1 for fall semesters and March 15 for spring semesters. As this is a competitive program, admission is not guaranteed.

Transfer students and post-baccalaureate students must also apply for admission to the Early Childhood Education program. Transfer students must meet with advisors in the Education Advisement Center and post-baccalaureate students must meet with staff from the Teacher Certification Office in Hill Hall 203 to determine when they are eligible to complete the application and essay. All students must adhere to the deadlines stated above.

The application and essay will be reviewed by a committee appointed by the Department Head. Criteria for selection will be based on GPA and written essay. Students will be notified of the decision in writing by November 1 for fall semesters, April 1 for spring semesters, and July 1 for summer sessions. Students who are not accepted into the program may reapply in the following semester.

Program Requirements: In order to meet Missouri state teacher certification requirements, candidates for the Bachelor of Science in Education degree are required to meet the following grade point average requirements: at least a 2.50 GPA on all course work attempted at all colleges attended; at least a 2.50 GPA in the certificate subject area (major field of study) which includes all courses listed under B and C; at least a 2.50 GPA in any additional certificate subject area; at least a 2.50 GPA in the professional education courses; and no grade lower than a "C" in all professional education courses. All GPA requirements include both Missouri State and transfer grades. Additional State Board of Education certification rules require passing scores (scores of 265 required by Missouri State) on all portions of the College Basic Academic Subject Examination (C-BASE) and successful completion of the appropriate Praxis Examination (National Teachers Examination (NTE) Specialty Area Test) with a score equal to Missouri's qualifying score. Praxis must be completed before Supervised Teaching.

All students must be admitted to the Teacher Education Program and to Supervised Teaching in order to earn this degree (see application procedures in the "Teacher Certification, Teacher Education" section of catalog.)

- A. General Education Requirements - see "General Education Program" section of catalog (43-51 hours)
Specific courses required for major and/or certification which may be used to satisfy General Education Requirements:
1. Basic Required Courses:
 - a. English Composition (6 hours): ENG 110(3) and ENG 210(3)
 - b. Mathematics: Completion of general education requirement with a grade of "C" or better. MTH 130(3) recommended.
 - c. Public Speaking: COM 115(3)
 2. Areas of Inquiry:
 - a. Natural World: PHY 101(4) and BIO 100(4)
 - b. Self-Understanding/Social-Behavioral Perspective: PSY 121(3)
 - c. Courses used to meet the Humanities and the Creativity and Vision Perspectives must have two (2) different course codes to meet state certification requirements. ART 200 or MUS 241 recommended.
 3. Public Affairs/American Studies:
 - a. HST 121(3) or HST 122(3)
 - b. PLS 101(3)
 - B. Other courses required for degree (4 hours): GRY 135(4) or GRY 142(4) or GRY 240(4)
 - C. Degree Requirements for Teacher Certification (25 hours):
 1. Child Development: CFD 160(3), CSD 312(3); PED 545(3)
 2. Home-School-Community Relationships: CFD 560(3)
 3. Program Management: BMS 130(3); CFD 260(4), 563(3)
 4. Mathematics: MTH 320(3)
 - D. Professional Education (54 hours): NOTE: A grade of "C" or better in each course is required for state certification.
 1. Foundations of Teaching: EDC 150(1), 350(3); ELE 302(3); SPE 310(3)
 2. Teaching Methods: IMT 365(3); ECE 301(3), 302(2), 303(3), 304(1), 401(3), 402(2); CFD 455(4); ENG 334(3); RDG 318(3); 420(3), 421(2)
 3. Clinical Experiences: choose 2 of the following 3 courses: ECE 490(6), 491(6), or 492(6)
 - E. Specific Requirements for Bachelor of Science in Education degree - see "Degrees, Program and Requirements" section of catalog
 - F. General Baccalaureate Degree Requirements - see "General Baccalaureate Degree Requirements" section of catalog

Elementary Education Bachelor of Science in Education (Certifiable grades 1-6)

Admission Requirements: All students must be admitted to the Teacher Education Program and to Supervised Teaching in order to earn this degree (see application procedures in the "Teacher Certification, Teacher Education Program" section of the catalog.)

In addition to meeting all requirements for admission to the Teacher Education Program, those wishing to pursue a degree in

Elementary Education must have completed at least 30 hours; passed all sections of C-BASE with a score of 265 or higher; completed a Highway Patrol background check; completed EDC 150 and ELE 302 with grades of "C" grade or better; a combined (MSU and transfer) GPA of 2.50 or higher; application approved by the Professional Education Committee (PEC); and documentation of prior work with children (60+ hours) in an institutional setting.

Program Requirements: In order to meet Missouri state teacher certification requirements, candidates for the Bachelor of Science in Education degree are required to meet the following grade point average requirements: at least a 2.50 GPA on all course work attempted at all colleges attended; at least a 2.50 GPA in the certificate subject area (major field of study) which includes all courses listed under B, C, and D; at least a 2.50 GPA in any additional certificate subject area; at least a 2.50 GPA in the professional education courses; and no grade lower than a "C" in all professional education courses. All GPA requirements include both Missouri State and transfer grades. Additional State Board of Education certification rules require passing scores on all portions of the College Basic Academic Subject Examination (C-BASE), and further requires a minimum score of 265, and successful completion of the appropriate Praxis II Examination Specialty Area Test prior to Supervised Teaching with a score equal to Missouri's qualifying score.

The curriculum for elementary teaching leads to the degree of Bachelor of Science in Education and carries with it an initial professional certificate (IPC) to teach in the state of Missouri. Holders of this elementary certificate may be employed to teach in grades 1-6.

To assure an optimal pre-service teacher training experience and adhere to quality standards established by the Missouri State Department of Education and the National Council for Accreditation of Teacher Education, all students seeking the Bachelor of Science in Education - Elementary (grades 1-6 certification) are required to enroll in a 7 credit hour block of courses in the semester preceding supervised teaching. This block of courses is taken two days per week and includes ELE 500(5) and 510(2). An extensive field experience in area public school classrooms is included in this block and students must commit to two full school days that semester which equates to 7:30 a.m. to 4:00 p.m. This time commitment may fall on Monday-Wednesday or Tuesday-Thursday, depending on scheduling for that particular semester.

- A. General Education Requirements - see "General Education Program" section of catalog (43-51 hours):
Specific courses required for major and/or certification which may be used to satisfy General Education Requirements:
1. Basic Required Courses:
 - a. English Composition (6 hours required): ENG 110(3) and ENG 210(3)
 - b. Mathematics: Completion of general education requirement with a grade of "C" or better. MTH 130(3) recommended.
 - c. Public Speaking: COM 115(3)
 2. Areas of Inquiry:
 - a. Natural World: PHY 101(4) and BIO 100(4)
 - b. Culture and Society Social Sciences Perspective: GRY 100(3)
 - c. Self-Understanding Social-Behavioral Perspective: PSY 121(3) or CFD 155(3)
 - d. Courses used to meet the Humanities and the Creativity and Vision Perspectives must have two (2) different course codes to meet state

certification requirements with one (1) course from either Art or Music to meet state certification requirements. ART 200 or MUS 241 recommended.

3. Public Affairs/American Studies:
 - a. HST 122(3) recommended
 - b. PLS 101(3)
- B. Degree Requirements for Teacher Certification (12 hours):
 1. Mathematics: MTH 320(3) and MTH 360(3)
 2. Earth Science: GRY 240(4)
 3. Economics: ECO 318(2)
- C. Area of Concentration (minimum 21 hours):
Elementary education majors are required by DESE to have a 21 hour area of concentration. The elementary education program has been structured to include an area of concentration with a minimum of 21 hours in communication arts. Therefore, no additional hours will be required to meet the area of concentration.
- D. Program Emphasis or a Minor (minimum of 12 additional semester hours). Select at least one of the following program emphases or a minor:
 1. In consultation with an advisor, complete a minimum of 12 semester hours additional coursework in one of the following areas: Early Childhood Education, Middle School Education, Special Education, Reading Education, Communication Arts, Science, Mathematics, Social Studies, Cultural and Linguistic Diversity, Instructional Technology, Foreign Language, Psychology, Art, Music, or Physical Education. Courses may be selected only with advisor approval. At least one course must be taken at the upper-division level. No courses utilized to satisfy other requirements on this degree may be utilized to meet this option. This option will not necessarily meet requirements for an additional endorsement certification.
 2. In consultation with an advisor, earn a minor offered under the BSED degree in Biology, English, French, General Consumer and Family Studies, Geography, German, History, Linguistics, Mathematics, Music, Political Science, Psychology, Sociology, Spanish, Teaching English to Speakers of Other Languages, or Writing. Courses taken to satisfy requirements in A and B above may also be utilized to meet a portion of this option; however, a minimum of 12 new hours additional coursework must be completed to meet the program option. At least one course must be taken at the upper-division level. An earned minor will not necessarily meet requirements for an additional endorsement certification.
- E. Professional Education (64-65 hours): Note: A grade of "C" or better in each course is required for state certification.
 1. Foundations of Teaching: EDC 150(1), 350(3); ELE 302(3); PSY 385(3) or CFD 257(3); SPE 310(3)
 2. Teaching Methods: ECE 501(3); ENG 334(3); ELE 410(3), 425(3), 429(3), 434(3), 438(3), 500(4-5), ELE 510(2); IMT 365(3); PED 400(1); RDG 318(3), 420(3), 421(2)
 3. Supervised Teaching: ELE 495(6), 496(6)
- F. Specific Requirements for Bachelor of Science in Education degree - see "Degrees, Programs and Requirements" section of catalog
- G. General Baccalaureate Degree Requirements - see "General Baccalaureate Degree Requirements" section of catalog

Minors

Child and Family Development

Bachelor of Arts

Bachelor of Science

Bachelor of Social Work

- A. Select six hours from the following, with approval of a CFD advisor: CFD 155(3), 160(3), 163(3)
- B. Select twelve hours from the following: CFS 373(3); HRA 130(3); and any CFD course with approval of a CFD advisor to bring total to at least 18 hours. Up to 3 credit hours of CFD 197 may be taken.

Child and Family Development Courses

CFD 150 Introduction to Child and Family Development

The scope of this course is a study of the field of child and family development. Professional opportunities and analysis of personal proficiencies will be the focus. 1(1-0) F,S

CFD 155 Principles of Human Development

General Education Course (Self-Understanding/Social-Behavioral Perspective). Basic principles that govern human development from the prenatal period to death; developmental tasks and interrelations of family members through the life span. 3(3-0) F,S

CFD 160 Principles of Development in Early Childhood

Development of the child from conception through 8 years of age including weekly laboratory experience with preschool children. 3(2-2) F,S

CFD 163 Relationships in Today's Families

Personal and family living in the early stages of family life cycle. Concepts and methods used in initiating, building, maintaining and enriching relationships. 3(3-0) F,S

CFD 197 Introductory Topics in Child and Family Development

Variable content course for introductory concepts in Child and Family Development. May be repeated to a total of 6 hours when topics change. 1-3 D

CFD 250 Parenting in Contemporary Society

Explores parenting and child rearing in today's society. 3(3-0) F

CFD 255 Principles of Development in Infancy

Prerequisite: CFD 160. Child from conception through two years, including prenatal environment. Two hours laboratory experience weekly in infant-toddler child development laboratory. 3(2-2) D

CFD 256 Supervised Experience in the Infant Toddler Center

Experience in applying effective techniques that optimize infant toddler development with 2-hours per week of participation in the infant toddler laboratory. 1(0-2) D

CFD 257 Principles of Development in Middle Childhood

Development of the child from six through twelve years in cognitive, physical, social, emotional aspects. Contact with groups of children in this age range is arranged. 3(3-0) S

CFD 260 Supervised Experience in the Child Development Laboratories

Prerequisite: CFD 160. Experience in applying the most effective techniques for maximum growth in the physical, social, emotional and mental development of the whole child. Influences of a safe and healthful environment upon the child's development. 4(2-4) F,S

CFD 300 Special Topics in Child and Family Development

Prerequisite: permission of department. Selected topics of contemporary interest in Child and Family Development, offered when resources and demand allow. May be repeated to a total of 6 hours when topics change. Variable content course. 1-3 D

CFD 301 Play as Development

A study of play and its relationship to typical and atypical development in the physical, cognitive, language, moral, social, and emotional domains. Factors that influence play such as environment, adults, children, attitudes, and beliefs are discussed. The role of play for all people throughout the lifespan is examined. 3(3-0) S

CFD 303 Service Learning Child and Family Development

Prerequisite: 30 hours and concurrent enrollment in a designated service learning offering within one of the major areas of study in Child and Family Development. A service learning course incorporates a community service experience with classroom instruction to provide an integrative learning experience which addresses the practice of citizenship and promotes awareness of and participation in public affairs/service. Requires 40 hours of service to a community organization, agency, or public service provider. The community service placement and assignment will vary, depending on the specialization area and learning objectives. A list of approved placements will be available from the instructor and the Citizenship and Service Learning Office. Students are required to participate in a service learning training session(s) prior to beginning their service placement. May be repeated, but no more than 2 hours of service learning credit may count toward graduation. 1 D

CFD 304 Outdoor Play

Provides information on the importance of outdoor play, how to choose materials and equipment, adult roles and current research on outdoor play. Students will learn how to evaluate outdoor play environments. 3(3-0) D

CFD 305 Multicultural Studies in Child and Family Development

A study of multicultural education for young children and their families. Emphasizes communication processes, recognizes cognitive and affective development, presents effective techniques and strategies that meet the needs of young children and families with diverse backgrounds. 2(2-0) F

CFD 306 Separation and Loss

This online course will provide a broad overview of the psychological aspects of separation and loss in our society. Topics include attitudes toward and preparation for death; the understanding of and care for terminally ill patients, burial, mourning, and grief practices, grief counseling, suicide and euthanasia. This course covers how to assist children with loss, great or small, from divorce, moving, hospitalization, trauma or death. Readings and classroom activities will be supplemented by students' self-exploration and writing on feelings, attitudes, and beliefs about separation and loss. 3(3-0) S,Su

CFD 350 Seminar in Child and Family Development

Readings, discussion and analysis of trends and issues in child and family development. 3(3-0) D

CFD 353 Childhood Illnesses, Injuries, Diseases and Disorders

This online course will provide an overview of the common childhood illnesses, injuries, diseases and disorders for non-medical professionals who work in the health care field. Topics will assist the person in developing the skills and knowledge for working with ill and hospitalized children. This course is an introduction to pediatric care in health care settings. It is designed to educate non-medical professionals (Child Life Specialists, Social Workers, Chaplains, Patient Advocates, etc.) who will work in the health care field on medical issues. 3(3-0) F,S

CFD 354 Working with the Hospitalized Child

Prerequisite: CFD 160. Principles, concepts, techniques, and skills in the provision of programs and services to hospitalized children. Areas of emphasis include: reactions of children to hospitalization, importance of play, planning a play program and preparing children for medical encounters. 3(3-0) F

CFD 360 Planning and Implementing Curriculum for Child Development Centers

Prerequisite: CFD 260. Planning and implementing curriculum to meet the cognitive, emotional, physical, creative and social development needs for young children. Using literacy techniques learned and practiced in class and at the Child Development Center, the students will also share information within the community at libraries and in low-income child care facilities. Supporting young children, their families and teachers/caregivers in their environment is the focus of this course. This enhances our mission to encourage literacy in all parts of children's lives. 5(2-6) F,S

CFD 361 Principles of Family Development

Development trends occurring in family units from premarital interactions to death and/or divorce. Lectures and discussions will apply developmental principles to today's family life styles. 3(3-0) S

CFD 365 Families in Later Life

Prerequisite: 60 hours. Examination of the structure and function of families in later life. Topics of interest include demographic trends impacting the structure of the family, marriage, sibling relations, parent-adult child relations, grandparenthood, widowhood, and retirement. The application of family theories and their relevance to later life families will be discussed. Identical with GER 365. Cannot receive credit for both CFD 365 and GER 365. 3(3-0) F

CFD 366 Preparation for the Professional Internship

Prepares the Child and Family Development student for an internship and professional practice, including discussion of professional/ethical issues and behavior, choosing professional development sites, setting goals, writing resumes, and interviewing skills and certification. 1(1-0), F,S,Su

CFD 400 Problems in Child and Family Development

Prerequisite: 90 hours and permission. Independent study for those who wish additional work in specific subject areas. 1-3 D

CFD 454 Therapeutic Play Activities for Hospitalized Children

The focus is to develop skills needed for working with ill and hospitalized children in developmental activity programs. This course explores ways in which Child Life Specialists serve children in different developmental stages and from diverse cultural environments including weekly hospital laboratory experience of playroom and bedside activities with hospitalized children and their families. 3(2-2) S

CFD 455 Infants and Toddlers: Development and Program Planning

Prerequisite: CFD 260 and 60 hours. A study of the infant from conception through two years with a 3-hour weekly laboratory in an infant toddler center. Application of developmentally appropriate practice through laboratory participation, portfolios, and curriculum planning. Negative tuberculin test and completion of the Family Care Safety Registry required. 4(3-3) F,S,Su

CFD 463 Administration of Programs for Children and Families

Prerequisite: CFD 360. Types, purposes and administration of programs for children, youth and families. 3(2-2) F,S

CFD 466 Internship in Programs for Children, Youth, Adults, and Families

Prerequisite: CFD 366. Supervised active learning experiences with children, youth, or families in human service agencies; observation, discussion, and evaluation of the student's experiences. Advance registration with course instructor required. May be repeated for up to 12 hours credit. 6(0-12) F,S

CFD 499 Practicum in Child and Family Development

Prerequisite: permission of subject matter professor. Off-campus, supervised experience in a cooperative program with business, government, community, or related establishments within any of the specialized areas of child and family development. In addition to the outline agency involvement, the student is (1) required to attend a beginning orientation and a follow-up seminar, and (2) complete assignments appropriate to subject matter specialization. May be repeated up to 12 hours credit. 1-6, D

CFD 500 Issues in Child and Family Development

Prerequisite: permission. Advanced inquiry into specialized areas of study in Child and Family Development. May be repeated to a total of 6 hours when topics change. Variable content course. May be taught concurrently with CFD 600. Cannot receive credit for both CFD 600 and CFD 500. 1-3 D

CFD 532 Family Advocacy

A study of the advocacy process in both the public and private sectors for directing change to benefit families and children. The course involves field trips to locations where decisions are being made that impact families and children. May be taught concurrently with CFD 632. Cannot receive credit for both CFD 632 and CFD 532. 3(3-0) D

CFD 533 Principles of Family Life Education

Prerequisite: junior or senior standing. A study of the philosophical and methodological considerations in facilitating family life education programs. Field experiences are a part of this course. May be taught concurrently with CFD 633. Cannot receive credit for both CFD 633 and CFD 533. 4(4-0) D

CFD 560 Family Involvement in Early Childhood Programs

Prerequisite: CFD 260. A study of family involvement programs including family education, volunteerism, leadership development, and advocacy. Students are involved in practicums working with families in a variety of community settings. Family Care Safety Registry required. May be taught concurrently with CFD 660. Cannot receive credit for both CFD 660 and CFD 560. 3(2-2) F,S

CFD 562 Prevention of Child Abuse and Neglect

The primary and secondary prevention of physical, emotional, and sexual abuse and neglect of children. Designed for professionals who work with children and families and are required by law to report suspected incidences of child abuse and neglect. May be taught concurrently with CFD 662. Cannot receive credit for both CFD 662 and CFD 562. 3(3-0) F

Early Childhood Education Courses**ECE 301 Emerging Literacy and Communication Arts**

Prerequisite: permission. This course will focus on the broad areas of emerging literacy and communication arts with particular attention to the early childhood years. The development of listening, oral language, and written comprehension skills as well as an understanding of the contribution of appropriate children's literature to literacy development will be the essential components of this course. Activities, materials, and lessons in these areas will be developed with particular attention to developmentally appropriate methodology. Monthly workshops jointly taught by College of Arts and Letters and College of Education faculty covering content of creative arts will occur. Field experiences including creative arts are a part of the course. 3(3-0) F,S

ECE 302 Social Studies and Sociomoral Development

Prerequisite: permission. This course will combine the concepts found in the sociomoral domain of Project Construct as well as

concepts taught in an elementary social studies curriculum. Students will develop activities, materials, and lessons that focus on the building of relationships with adults and peers, negotiating and applying rules, demonstrating confidence and creativity. Additionally, the curriculum sequences for grades Kindergarten through third, including self, home, school community, school and family, neighborhoods, and communities will be part of this course. Monthly workshops jointly taught by College of Arts and Letters and College of Education faculty covering content of creative arts will occur. Field experiences including creative arts are a part of the course. 2(2-0) F,S

ECE 303 Mathematics and Science for Young Children

Prerequisite: permission. This course will teach the student methods for the active involvement of young children in the areas of mathematics and science. Students will develop problem solving experiences and hands-on activities of these two areas. The areas of beginning mathematics concepts such as classification, seriation, and counting, as well as problem solving, applications, communication and reasoning will be part of the course. Additionally, the development of concepts in both physical, biological, and earth/space sciences and active student involvement and discovery will be included. Developmentally appropriate methodology will be presented. Monthly workshops jointly taught by College of Arts and Letters and College of Education faculty covering content of creative arts will occur. Field experiences including creative arts are a part of the course. 3(3-0) F,S

ECE 304 The Early Childhood Education Professional

Prerequisite: admission to the Teacher Education Program; and admission to the Early Childhood Education Program. Professionalism in the early childhood education field; being a reflective practitioner, formatting and beginning professional materials such as their teaching portfolio, developing their philosophy, and lesson plans; exploring the early childhood professional code of ethics. 1(1-0) F,S

ECE 401 Curriculum For Early Childhood Education

Prerequisite: ELE 302 and ECE 301 and ECE 302 and ECE 303; concurrent enrollment in ECE 402; and admitted to Teacher Education Program. Curriculum for early childhood education; underlying principles and applications; relationship to the skills of reading, writing, numbers, spelling, the creative arts, social studies, science. Field experiences are a part of the course. 3(3-0) F,S

ECE 402 Assessing Young Children

Prerequisite: ELE 302 and ECE 301 and ECE 302 and ECE 303; concurrent enrollment in ECE 401; and admitted to Teacher Education Program required. An overview and analysis of screening and diagnostic techniques and procedures for use by general classroom teachers in determining instructional programs for children from birth-grade three. Procedures for helping teachers develop programs for children from different cultural backgrounds and exceptional students integrated in general classrooms are included. Field experiences are a part of the course. 2(2-0) F,S

ECE 490 Supervised Teaching (Infant/Toddler Settings)

Prerequisite: all program courses except CFD 560 and CFD 563 which may be taken with or at the completion of supervised teaching; a grade of "C" or better in all professional education courses; current pre-professional liability insurance; and approval for supervised teaching. Students will observe and then teach under the supervision of cooperating teacher and university supervisor. Participation in extra-curricular activities and other duties as assigned by the cooperating teacher and supervisor will be expected. Students will be involved in the development of lessons, materials, and units for infants and toddlers. In order to receive a grade in this course, the student's professional portfolio must meet or exceed final criteria. Course will not count toward the major GPA. Supplemental course fee. 6 F,S

ECE 491 Supervised Teaching (Preschool/Kindergarten Settings)

Prerequisite: all program courses except CFD 560 and CFD 563 which may be taken with or at the completion of supervised teaching; a grade of "C" or better in all professional education courses; current pre-professional liability insurance; and approval for supervised teaching. Students will observe then teach under the supervision of the cooperating teacher and university supervisor. Participation in extra-curricular activities and other duties as assigned by the cooperating teacher and university supervisor. Students will be involved in the development of lessons, materials, and units appropriate for preschool and Kindergarten children. In order to receive a grade in this course, the student's professional portfolio must meet or exceed final criteria. Course will not count toward the major GPA. Supplemental course fee. 6 F,S

ECE 492 Supervised Teaching (Primary Settings)

Prerequisite: all program courses except CFD 560 and CFD 563 which may be taken with or at the completion of supervised teaching; a grade of "C" or better in all professional education courses; current pre-professional liability insurance; and approval for supervised teaching. Students will observe then teach under the supervision of the cooperating teacher and university supervisor. Participation in extra-curricular activities and other duties as assigned by the cooperating teacher and university supervisor. Students will be involved in the development of lessons, materials, and units appropriate for children in primary settings. In order to receive a grade in this course, the student's professional portfolio must meet or exceed final criteria. Course will not count toward the major GPA. Supplemental course fee. 6 F,S

ECE 499 Clinical Experiences in Teaching II

Prerequisite: EDC 199; and admitted to Teacher Education Program; and grades of "C" or better in all professional education courses and; and completion of portfolio checkpoints 1 and 2; and current pre-professional liability insurance; and program approval. This course is designed to meet HB 1711 for student's experience as a Teacher's Aide or Assistant Rule (Rule 5 CSR 80-805.040), to that of conventional student teachers within the same program. It is also designed to support completion of additional clinical requirements within that program including: seminars and workshops, required meetings, school related activities appropriate to the assignment, demonstrated mastery of the MOSTEP quality indicators and completion and overall assessment of a Professional Preparation Portfolio. This course is credited only on B.S. in Education or appropriate master's-level certification programs. Can only receive credit for one of the following: AGE 499, AGT 499, ART 469, BSE 499, CFS 498, COM 493, ECE 499, ELE 499, ENG 434, HST 499, MCL 491, MID 499, MTH 496, MUS 499, PED 498, SCI 499, SEC 499, SPE 499, THE 493. 4 F,S

ECE 501 Home/School/Community Relationships with Young Children and Their Families

Prerequisite: Elementary Education undergraduate students must take ELE 500 concurrently. This course offers a transdisciplinary approach designed to enhance the student's understanding of the transactional relationship between the school, child and family. Particular emphasis is placed on family development and dynamics within a pluralistic society including the role that family functioning has on the child's total educational experience. May be taught concurrently with ECE 601. Cannot receive credit for both ECE 601 and ECE 501. 3(3-0) D

Early Childhood and Elementary Education Courses

EEM 305 Field Experiences in Education

Prerequisite: admitted to Teacher Education Program. Student attends scheduled discussion sessions on campus and participates in field experiences at Greenwood Laboratory School and/or area schools. Designed for transfer students who have partially completed the field experiences requirement and students working on a certification which requires a second field experience. 1(0-2) or 2(0-4) F,S

EEM 399 Problems in Education

Prerequisite: admitted to Teacher Education Program and permission of department head. Independent research conducted on topics relevant to the field of education. The student and instructor mutually agree upon the direction and extent of the project. Credited only on the B.S. in Education degrees. May be repeated to a maximum of 3 hours credit. 1-3 F,S

EEM 576 Topical Issues in Education

Prerequisite: permission may be required, see schedule. To develop further understanding and skills in the improvement of teaching procedures, curriculum, supervision, or administration. Each course is concerned with a single topic. Number of class hours determined by semester hours of credit. A maximum of 3 hours may be used on a degree program. Variable content course. May be taught concurrently with EEM 676. Cannot receive credit for both EEM 676 and EEM 576. 1-5, D

Approved recurring course topic: B.E.A.R.S. Seminars. A series of seven (7) seminars with different topics designed to enhance and develop further understanding and skills in the improvement of teaching procedures for beginning educators. Seminars are offered monthly, with the exception of December, beginning in September and ending in April. Participation in at least six (6) of these seminars is required for credit. Participants will receive an "I" grade for the course due to the course extending through the spring semester. Grades will be changed at the end of the spring semester as requirements are met. This course is available to both beginning and veteran educators and satisfies the initial certification requirement of attending a beginning teacher assistance program with a college or university. 1(1-0), F

EEM 596 Orientation for Intensive Language and Cultural Experience for Educators

Prerequisite: previous foreign language experience, participation in Hispanic Educational Access Initiative, and permission of instructor; students selected by application and interview process. Prepare for international travel and exposure to the people, cultures and primary language of the host country. Students develop an introspective case study proposal to be carried out during and/or after the experience abroad. Field trips outside class are required. May be taught concurrently with EEM 606. Cannot receive credit for both EEM 606 and EEM 596. 1(1-0) S

EEM 597 Intensive Language and Cultural Experience for Educators

Prerequisite: EEM 596 and permission of instructor. Experience three weeks of exposure to the educational system, culture and language of the host country while reflecting on their own learning. Students will conduct an introspective case study, keep a journal, and create a portfolio. May be taught concurrently with EEM 607. Cannot receive credit for both EEM 607 and EEM 597. 4(3-2) Su

EEM 598 Post-Travel Seminar for Intensive Language and Cultural Experience for Educators

Prerequisite: EEM 596 and EEM 597 and permission of instructor. Post-travel seminar deconstructs experience abroad. Students discuss strategies used as a learner and analyze effective teaching techniques. Participants compare cultural and

language differences that teachers need to consider in teaching students in a new language. Introspective case study research and portfolios will be shared. May be taught concurrently with EEM 608. Cannot receive credit for both EEM 608 and EEM 598. 1(1-0) F

Elementary Education Courses

ELE 300 Service Learning in Elementary Education

Prerequisite: EDC 150 and completion of 30 hours; and concurrent registration in an ELE course designated as a service learning offering. This service component for an existing course incorporates community service with classroom instruction in Elementary Education to provide an integrative learning experience that addresses the practice of citizenship and promotes an awareness of an participation in public affairs. Includes 40 hours of service that benefits an external community organization, agency, or public service provider. Approved service placements and assignments will vary depending on the specific course topic and learning objectives; a list of approved placements and assignments is available from the instructor and the Citizenship and Service Learning Office. No more than 2 hours of service learning may count toward graduation. 1 D

ELE 302 Introduction to Elementary Education and Clinical/Field Experience

Prerequisite: EDC 150 or concurrent enrollment if 30 hours completed. An overview of elementary school organization, management techniques, and personalized teaching styles for use with children including those from various cultural backgrounds and exceptional children who are mainstreamed in regular classrooms. Students will participate in a 30 clock hour field experience at Greenwood Laboratory School and/or area elementary schools. A grade of "C" or better is required in this course to student teach. 3(2-2) F,S

ELE 400 Elementary Integrated Methods and Practicum

Prerequisite: concurrent enrollment in PED 400. SPE 310 and concurrent enrollment in ELE 425 and/or ELE 429 and/or ELE 434 and/or ELE 438; and admitted to Teacher Education Program. Comprehensive practicum application of techniques and materials for promoting learning in the arts and physical education with language arts, mathematics, science, social studies, in area school classrooms where students will plan, teach, and assess integrated learning opportunities in the elementary core and integrated arts curriculum. 2-3(1-3) F,S

ELE 410 Teaching and Learning in the Elementary Classroom

Prerequisite: admitted to Teacher Education Program. This course introduces approaches to instruction and assessment and supporting learning and motivation theories; physical, social, emotional, and cognitive characteristics of children; methods of designing instruction to meet diverse learner needs; and educator's professional code of ethical conduct. Required first portfolio checkpoint will occur in this course. 3(3-0) F,S

ELE 425 Methods of Teaching Communication Arts in Elementary Schools

Prerequisite: SPE 310, RDG 318, ENG 110, ENG 210; and admitted to Teacher Education Program. A study of the development of language and communication abilities, procedures and instruments for assessing language development, and techniques and materials for promoting development in communication skills for elementary and middle school programs. 3(3-0) F,S

ELE 429 Methods of Teaching of Mathematics in Elementary Schools

Prerequisite: ELE 410 and ELE 425 and MTH 320 and MTH 360; and admitted to Teacher Education Program. Emphasis upon diagnosis of skill level development, teaching basic mathematical skills, and individualizing instruction in mathematics for elementary and middle school programs. 3(3-0) F,S

ELE 434 Methods of Teaching Science in Elementary Schools

Prerequisite: ELE 410 and ELE 425; 8 hours of science of science (one biology and one physical science); and admitted to Teacher Education Program. Recommended: concurrent enrollment in GRY 240. Current issues and approaches in teaching elementary school science to children, including exceptional children who are mainstreamed in regular classrooms. 3(3-0) F,S

ELE 438 Methods of Teaching Social Studies in Elementary Schools

Prerequisite: ELE 410 and ELE 425; 8 hours of history and/or social science; and admitted to Teacher Education Program. Emphasis upon teaching social studies, skills generalizations, attitudes, and values and the development and use of appropriate learning materials and evaluation instruments for elementary and middle school programs. 3(3-0) F,S

ELE 440 Classroom Management and Assessment in the Elementary Classroom

Prerequisite: SPE 310; and admitted to Teacher Education Program. Planning, constructing, using, and analyzing a variety of assessment practices to support reflective decision making in the elementary classroom. Theoretical foundations of current approaches and application of best practices in classroom management including management of time, space, transactions and activities effectively with an emphasis on approaches to prevent and/or manage disruptive behavior. A 30 hour field experience in area school classrooms is required as a part of this course. 2(1-2) F,S

ELE 458 Theory Into Practice

Prerequisite: concurrent enrollment with ELE 495. Experiences to integrate knowledge of methodology in practical teaching situations. Individual experiences designed to supplement previous coursework will be provided. Professional development plans, placement activities and sources of professional assistance will be examined. 2(2-0) F,S

ELE 495 Supervised Teaching (Elementary)

Prerequisite: a grade of "C" or better in all professional education courses; current pre-professional liability insurance; and approval for supervised teaching. Student observes then teaches under the direction of the cooperating teacher and university supervisor. Students participate in extra-curricular activities and attend both individual and group conferences. In order to receive a grade in this course, the student's professional

portfolio must meet or exceed final criteria. Course will not count toward the major GPA. Supplemental course fee. 6 F,S

ELE 496 Supervised Teaching (Elementary)

Prerequisite: concurrent enrollment in ELE 495 or SEC 493 or SPE 495. Student observes then teaches under the direction of the cooperating teacher and university supervisor. Student participates in school-related activities and attends both individual and group conferences. In order to receive a grade in this course, the student's professional portfolio must meet or exceed final criteria. Course will not count toward the major GPA. Supplemental course fee. 5-6 F,S

ELE 499 Clinical Experiences in Teaching II

Prerequisite: EDC 199; and admitted to Teacher Education Program; and grades of "C" or better in all professional education courses and; and completion of portfolio checkpoints 1 and 2; and current pre-professional liability insurance; and program approval. This course is designed to meet HB 1711 for student's experience as a Teacher's Aide or Assistant Rule (Rule 5 CSR 80-805.040), to that of conventional student teachers within the same program. It is also designed to support completion of additional clinical requirements within that program including: seminars and workshops, required meetings, school related activities appropriate to the assignment, demonstrated mastery of the MOSTEP quality indicators and completion and overall assessment of a Professional Preparation Portfolio. This course is credited only on B.S. in Education or appropriate master's-level certification programs. Can only receive credit for one of the following: AGE 499, AGT 499, ART 469, BSE 499, CFS 498, COM 493, ECE 499, ELE 499, ENG 434, HST 499, MCL 491, MID 499, MTH 496, MUS 499, PED 498, SCI 499, SEC 499, SPE 499, THE 493. 4 F,S

ELE 500 Current Issues and Applications in Elementary Education

Prerequisite: ELE 425 and ELE 429 and ELE 434 and ELE 438. Application of current innovations and examination of contemporary issues facing elementary teachers including classroom management, inclusion, English language learners, integrated planning and instruction with art, music, health and physical education. A comprehensive field experience in area school classrooms is required. May be taught concurrently with ELE 600. Cannot receive credit for both ELE 600 and ELE 500. 4-5 F,S

ELE 510 The Reflective Practitioner

Prerequisite: ELE 425 and ELE 429 and ELE 434 and ELE 438; and concurrent enrollment in ELE 500. Introduces students to action research as reflection on their own teaching and learning, and their students' learning and achievement. Requires an intensive field experience in area elementary school. May be taught concurrently with ELE 605. Cannot receive credit for both ELE 605 and ELE 510. 2(2-0) F,S

Department of Counseling, Leadership, and Special Education

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Acting Department Head: Associate Professor Tamara J. Arthaud, Ph.D.

Faculty (as of April 13, 2009)

Professors: Paris A. DePaepe, Ph.D.; Jane E. Doelling, Ed.D.; Linda Garrison-Kane, Ph.D.; Scott B. Wegner, Ed.D.

Associate Professors: William J. Agnew, Ph.D.; A. Leslie Anderson, Ph.D.; Paul Blisard, Ed.D.; Jeffrey H.D. Cornelius-White, Psy.D.; Joseph F. Hulgus, Ph.D.; Cynthia MacGregor, Ed.D.; Gerald H. Moseman, Ed.D.; Robert L. Watson, Ed.D.

Assistant Professors: Paul M. Ajuwon, Ph.D.; Kristi Perryman, Ph.D.

Instructors: Julie Anderson-Ituarte, M.A.; Marcia B. Dowdy, Ed.D.; James C. Matthews, M.S.

Clinical Director (Counseling): Robin Farris, M.A.

Emeritus Professors: Lonnie Barker, Jr., Ph.D.; Leon Bradshaw, Ed.D.; Ruth V. Burgess, Ph.D.; Harold L. Chappell, Ed.D.; Paul D. Enochs, Ph.D.; Fred F. Esser, Ed.D.; Mildred Fortner, Ed.D.; Shirley Hendricks, Ed.D.; Kenneth C. Holloway, Ed.D.; C. Don Keck, Ed.D.; Robert L. Musgrave, Ed.D.; Billy Rippee, Ed.D.; Leonila P. Rivera, Ed.D.; Hugh L. Strawn, Ph.D.; Sandra K. Wegner, Ed.D.; Gary Wilson, Ph.D.

Accreditation

Missouri Department of Elementary and Secondary Education (DESE) and National Council for Accreditation of Teacher Education (NCATE) - Counseling, M.S.; Educational Administration, M.S.Ed., Ed.S.; Special Education/Cross Categorical B.S.Ed.; Special Education, M.S.Ed.

Graduate Programs

The following graduate programs are available: Student Affairs (Master of Science); Counseling with options in Elementary School Counseling, Secondary School Counseling, and Community Agency Counseling (Master of Science); Educational Administration with options in Elementary and Secondary (Master of Science in Education); Special Education with options in Development Disabilities, Mild to Moderate Disabilities, Orientation and Mobility, Special Education Alternative Certification, and Visual Impairment (Master of Science in Education); Educational Administration with options in Elementary Principal, Secondary Principal and Superintendent (Specialist in Education); and a cooperative doctoral degree in Educational Leadership with the University of Missouri-Columbia. Refer to the Graduate Catalog for more information.

University Certificate (graduate): Graduate level certificate programs are available in Autism Spectrum Disorders and in Orientation and Mobility. Refer to the Graduate Catalog for more information.

900-level EAD courses are open only to students admitted into the Educational Leadership (Ed.D.) doctoral program offered in cooperation with the University of Missouri-Columbia.

Supplemental Course Fee: Selected sections of Counseling courses may have supplemental course fees.

Majors

Special Education/Cross Categorical Bachelor of Science in Education (Certifiable grades K-12)

All students must be admitted to the Teacher Education Program and to Supervised Teaching in order to earn this degree (see application procedures in the "Teacher Certification, Teacher Education Program" section of catalog).

In order to meet Missouri state teacher certification requirements, candidates for the Bachelor of Science in Education degree are required to meet the following grade point average requirements: at least a 2.50 GPA on all course work attempted at all colleges attended; at least a 2.50 GPA in the certificate subject area (major field of study) which includes all courses listed under B and C; at least a 2.50 GPA in any additional certificate subject area; at least a 2.50 GPA in the professional education courses; and no grade lower than a "C" in all professional education courses. All GPA requirements include both Missouri State and transfer grades. Additional State Board of Education certification rules require passing scores on all portions of the College Basic Academic Subject Examination (C-BASE) and successful completion of the appropriate Praxis II Examination prior to Supervised Teaching with a score equal to Missouri's qualifying score.

The curriculum for special education teaching leads to the degree of Bachelor of Science in Education and carries with it an initial professional certificate (IPC) to teach in the state of Missouri. Recipients of this special education certificate may be employed to teach in grades K-12 in Cross Categorical settings and other mild/moderate special education settings.

The School of Teacher Education reserves the right to refuse enrollment or program continuation to any student for whom the special education faculty and the Department Head of Counseling, Leadership, and Special Education feel does not possess the ability to successfully complete the required classes and/or required paractica.

All special education undergraduate students and post-baccalaureate students seeking special education certification are expected to display professional behaviors and dispositions consistent with the National Council for Exceptional Children's Code of Ethics for Educators of Persons with Exceptionalities. Periodic structured assessments of professional behaviors and dispositions will be completed on all students during selected classes and will also be completed in additional classes on an as needed basis. If a student does not display the required professional behaviors and dispositions as determined by the special education faculty and the Department Head of Counseling, Leadership, and Special Education, the student may be dismissed from the program or may be prevented from taking additional special education certification classes.

- A. General Education Requirements - see "General Education Program" section of catalog (43-51 hours)
Specific courses required for major and/or certification which may be used to satisfy General Education Requirements:
1. Basic Required Courses:
 - a. English Composition (6 hours required): ENG 110(3) and ENG 210(3)
 - b. Mathematics: Completion of general education requirement with a grade of "C" or better. MTH 130(3) recommended.
 - c. Public Speaking: COM 115(3)
 2. Areas of Inquiry:
 - a. Natural World : PHY 101(4) and BIO 100(4)
 - b. Culture and Society/Social Sciences Perspective: ECO 155(3)
 - c. Self-Understanding/Social/Behavioral Perspective: PSY 121(3)
 - d. Courses used to meet the Humanities and the Creativity and Vision Perspectives must have two (2) different course codes to meet state certification requirements. ART 200 or MUS 241 recommended.
 3. Public Affairs/American Studies:
 - a. HST 121(3) or HST 122(3)
 - b. PLS 101(3)
- B. Degree Requirements for Teacher Certification (9 hours):
1. Mathematics: MTH 320(3)
 2. English: ENG 334
 3. Geography: GRY 100(3)
- C. Professional Education (74 hours): NOTE: A grade of "C" or better in each course is required for state certification.
1. Foundations of Teaching: EDC 150(1), 350(3); PSY 360(3); SPE 310(3), 320(3), 345(4), 346(2)
 2. Teaching Methods: IMT 365(3); PED 545(3); RDG 420(3), 421(2), 574(3); SPE 306(2), 515(3), 516(3), 517(5), 519(4), 521(4), 560(3); SPE 584(3) and/or CSD 312(3)
 3. Clinical Experiences: SPE 520(2), 522(2), 495(5-6), 496(5-6)
- D. Specific Requirements for Bachelor of Science in Education degree - see "Degrees, Programs and Requirements" section of catalog
- E. General Baccalaureate Degree Requirements - see "General Baccalaureate Degree Requirements" section of catalog

Counseling Courses

Refer to the Graduate Catalog for a listing of COU courses or view courses on the web at www.missouristate.edu/catalog.

Educational Administration Courses

Refer to the Graduate Catalog for a listing of EAD courses or view courses on the web at www.missouristate.edu/catalog.

Special Education Courses

SPE 300 Service Learning in Special Education

Prerequisite: 30 hours and concurrent registration in SPE 310 or SPE 340 or SPE 715. This service component for an existing course incorporates community service with classroom instruction in Special Education to provide an integrated learning experience that addresses the practice of citizenship and promotes an awareness of and participation in public affairs. Includes 40 hours of service that benefits an external community organization, agency, or public service provider. Approved service placements and assignments will vary depending on the course topic and learning objectives; a list of approved placements and assignments is available from the instructor and the Citizenship and Service Learning Office. May be repeated but no more than 2 hours of service learning credit may count toward graduation. 1 F,S

SPE 306 Integrating the Arts for Students with Disabilities

Prerequisite: SPE 310 and SPE 320 and SPE 345 and SPE 346; concurrent enrollment with SPE 519 or SPE 521 or SPE 619 or SPE 621 required. Focuses on integration of five primary art forms (i.e., literature, music, drama, movement, and art) into the content area curriculum. Emphasis will be upon the five primary art forms, how they relate to and enhance one another, and how they facilitate children's learning within the core subject areas. Activities, materials, and lessons in these areas will be developed with particular attention to developmentally appropriate methodology and appropriate modifications/accommodations useful in making the arts accessible to students with disabilities. A series of five workshops will explore the theory, methodology, and activities for integrating the arts into the daily routine of the classroom. Field experiences are a part of the course. 2(2-0) F,S

SPE 310 Introduction to Special Education

Prerequisite: EDC 150, and an initial C-Base taken. Focuses on the special education process as mandated by state and federal guidelines. Legislation, litigation, and service options pertaining to diverse populations will be stressed including those with disabilities, culturally diverse, and gifted. Emphasis will be placed on current issues in the field of special education. Students will participate in observations in appropriate school and agency settings. Required first portfolio checkpoint will occur in this course. 3(3-0) F,S

SPE 320 Introduction to Teaching Cross Categorical Special Education

Prerequisite: SPE 310 and admitted to Teacher Education Program. Focuses on students served in cross categorical special education settings as well as low incidence populations. Emphasis will be placed on theoretical perspectives, etiology, characteristics, and historical aspects pertaining to individuals with mental retardation, developmental disabilities, behavior disorders/emotional disturbance, and learning disabilities. 3(3-0) F,S

SPE 340 Educational Alternative for Exceptional Students

Prerequisite: admitted to Teacher Education Program. Provides an overview of characteristics and identification criteria for individuals with disabilities and gifted. Legislation and process pertaining to special education will be addressed along with a focus on teaching individuals with diversity in the elementary, middle, and secondary educational setting. May not be

substituted for SPE 310 core requirement in the special education major or minor. 2(2-0) F,S

SPE 345 Educational Evaluation of Exceptional Students

Prerequisite: SPE 310; and concurrent enrollment in SPE 346; and admitted to Teacher Education Program. Focuses on mastery of psychometric principles as well as diagnostic and prescriptive teaching from performance based data. Federal and state process guidelines pertaining to multidisciplinary evaluation will be addressed. Emphasis will be placed on assessment of diverse individuals including those with disabilities, cultural, ethnic, and language differences. Content will address norm-referenced and curriculum-based assessment procedures, including curriculum-based measurement. 4(4-0) F,S

SPE 346 Educational Evaluation of Exceptional Students Lab

Prerequisite: SPE 310; and concurrent enrollment in SPE 345; and admitted to Teacher Education Program. Students will apply course content presented in SPE 345 through field based and lab activities including administration and scoring of standardized assessment instruments, development of alternative assessments, data analysis, and report writing. Lab experiences will be designed to meet specific competencies in either Early Childhood Special Education or Special Education K-12. Supplemental course fee. 2(0-4) F,S

SPE 450 Methods of Teaching Mathematics to Exceptional Individuals

Prerequisite: SPE 345 and SPE 346 and MTH 320 and admitted to Teacher Education Program. The focus of the course will include accommodating individual differences and diversifying instruction in the area of mathematics. Students will develop performance based assessment procedures, conduct error analyses, and apply mathematics skills in program planning for the diverse learner. 3(3-0) F,S

SPE 460 Curriculum Materials for Exceptional Students

Prerequisite: SPE 310 and admitted to Teacher Education Program. This course examines curriculum materials for use with exceptional students in various remedial areas. Students will develop skills to analyze, select, utilize, and evaluate instructional guides and materials. 2(1-2) S

SPE 480 Problems in Special Education

Prerequisite: permission of instructor. The student in consultation with the advisor or teacher selects a topic in special education for in-depth study and/or special investigation. Number of class hours determined by semester hours of credit. May be repeated to a maximum of 5 hours. Variable content course. 1-5 D

SPE 491 Practicum-Teaching Individuals with Behavior Disorders/Emotional Disturbance

Prerequisite: concurrent enrollment in SPE 581 or SPE 661; and admitted to Teacher Education Program. Students will apply skills from introductory and specialized courses in settings with students with behavior disorders/emotional disturbance. Students will be involved in individual and small group instruction, review diagnostic data, develop and implement educational programs, as well as meet with the university supervisor and other practicum students to reflect on experiences. 2(0-4) S

SPE 492 Practicum-Teaching Individuals with Learning Disabilities

Prerequisite: concurrent enrollment in SPE 582 or SPE 662; and admitted to Teacher Education Program. Students will apply skills from introductory and specialized courses in settings with students with learning disabilities. Students will be involved in individual small group instruction, develop and implement instructional lessons, and meet with the university supervisor and other practicum students to reflect on experiences. 2(0-4) F

SPE 493 Practicum-Teaching Individuals with Mental Retardation/Developmental Disabilities

Prerequisite: concurrent enrollment in SPE 583 or SPE 663; and admitted to Teacher Education Program. Students will apply skills from introductory and specialized courses in settings with students with mental retardation and developmental disabilities. Students will be involved in individual and small group instruction, develop and implement educational programs, as well as meet with the university supervisor and other practicum students to reflect on experiences. 2(0-4) S,Su

SPE 495 Supervised Teaching-Special Education

Prerequisite: SPE 519 or SPE 619; and SPE 521 or SPE 621; grade of C or better in all professional education courses; current pre-professional liability insurance; and approval for student teaching. Student observes, teaches and participates in professional activities under the direction of the cooperating teacher and the University supervisor. In order to receive a grade in this course, the student's professional portfolio must meet or exceed final checkpoint criteria. Course will not count toward the major GPA. Supplemental course fee. 5-6 F,S

SPE 496 Supervised Teaching-Special Education

Prerequisite: concurrent enrollment in ELE 495 or SEC 493 or SPE 495. Student observes, teaches, and participates in professional activities under the direction of the cooperating teacher and university supervisor. In order to receive a grade in this course, the student's professional portfolio must meet or exceed final checkpoint criteria. Course will not count toward the major GPA. Supplemental course fee. 5-6 F,S

SPE 499 Clinical Experiences in Teaching II

Prerequisite: EDC 199; and admitted to Teacher Education Program; and grades of "C" or better in all professional education courses and; and completion of portfolio checkpoints 1 and 2; and current pre-professional liability insurance; and program approval. This course is designed to meet HB 1711 for student's experience as a Teacher's Aide or Assistant Rule (Rule 5 CSR 80-805.040), to that of conventional student teachers within the same program. It is also designed to support completion of additional clinical requirements within that program including: seminars and workshops, required meetings, school related activities appropriate to the assignment, demonstrated mastery of the MOSTEP quality indicators and completion and overall assessment of a Professional Preparation Portfolio. This course is credited only on B.S. in Education or appropriate master's-level certification programs. Can only receive credit for one of the following: AGE 499, AGT 499, ART 469, BSE 499, CFS 498, COM 493, ECE 499, ELE 499, ENG 434, HST 499, MCL 491, MID 499, MTH 496, MUS 499, PED 498, SCI 499, SEC 499, SPE 499, THE 493. 4 F,S

SPE 502 Early Intervention for Young Children with Autism

Prerequisite: permission of department head. This course constitutes the second and last segment of the Missouri Autism Institute for educators who are, or will be, working with young children birth to age six who experience symptoms of autism. May be taught concurrently with SPE 602. Cannot receive credit for both SPE 602 and SPE 502. 1(1-0) D

SPE 504 In-District Autism Consultant Training

Prerequisite: current Missouri teaching certification. Students will study advanced educational techniques of autism in general and educational methodologies specifically used with children with autism. Instruction will be provided in consultation and collaboration techniques. Students will demonstrate competence in educational report writing and in-service instruction. Personal professional development plans will be developed by each student, as well as a rating of personal competence. Students will be provided with resources for further study. May be taught

concurrently with SPE 604. Cannot receive credit for both SPE 604 and SPE 504. 1(1-0) D

SPE 505 Braille Reading and Writing I

Prerequisite: permission of instructor. This online course has been designed to enable teachers of children and youth with visual impairments develop basic competencies in reading and writing literary Braille, prepare correctly formatted Braille material, and have an awareness and basic understanding of the Nemeth codes for math and science for students grades K-12. Students will employ the use of the Perkins Braille Writer, slate and stylus, Perky Duck, and Duxbury translation software to produce high quality Braille material. Successful completion of this course should be regarded as only one step in a series of courses leading to certification in teaching students with visual impairments. An approved certification process must be completed in order to acquire basic and necessary competencies for work with children and youth with visual impairments. Finally, the course has been designed to help teachers develop an appreciation for the Braille system and the application of this system to all aspects of life for individuals with visual impairments. Instructor and/or site based facilitators will provide monthly face to face instruction to students whenever possible. Students must complete SPE 505 and SPE 611 to achieve mastery of literary Braille code. Note: Midterm and final examinations will be proctored. May be taught concurrently with SPE 605. Cannot receive credit for both SPE 605 and SPE 505. 3(3-0) F

SPE 506 Principles of Orientation and Mobility

Prerequisite: permission of instructor. This course focuses on the history, philosophy, and ethics of orientation and mobility. Participants will also consider various consumer driven approaches in orientation and mobility. The course will give the teacher of the visually impaired the ability to perform and monitor basic techniques of orientation and mobility as used by students who are blind, visually impaired, or multi-handicapped. Students will be required to create a video record of their blindfold and other sensory experiences to illustrate their skill development. Note: Midterm and final examinations will be proctored. May be taught concurrently with SPE 606. Cannot receive credit for both SPE 606 and SPE 506. 3(3-0) Su

SPE 507 Introduction to Visual Impairments, Autism and Severe/Multiple Disabilities

Prerequisite: permission of instructor. An introduction to educational programs and services for students with visual impairments, autism, deaf-blindness and multiple disabilities. This course will provide teachers, paraprofessionals, social workers, psychologists, etc. with a foundation in the historical perspectives, developmental characteristics, psychosocial aspects, and legislation related to severe and multiple disabilities. An emphasis will be placed on the psychosocial effects of visual impairments, autism, deaf-blindness and multiple disabilities on the development of the individual and on adaptations that enhance functioning. May be taught concurrently with SPE 607. Cannot receive credit for both SPE 607 and SPE 507. 3(3-0) F

SPE 508 Low Vision, Anatomy and Physiology of the Eye

Prerequisite: permission of instructor. This online course will introduce teachers, rehabilitation specialists and others to practical applications of low vision techniques. The students will use low vision simulators to perceive, integrate and react to different environmental stimuli. Sections of the course will involve clinical low vision examinations. Analysis and application of the fundamental principles and theory of sensory information acquisition by the visually impaired or blind as it applies to the classroom teacher will be stressed. Also, the course will address a full array of eye diseases and conditions

and the educational implications. Note: Midterm and final examinations will be proctored. May be taught concurrently with SPE 608. Cannot receive credit for both SPE 608 and SPE 508. 3(3-0) Su

SPE 510 Physical and Health Needs of Students with Disabilities

Prerequisite: SPE 345 and SPE 346; and admitted to Teacher Education Program. Focuses on the role of the special educator in management of health related issues such as monitoring medication and providing services to individuals with specialized self care needs and those with chronic illness. Emphasis will be placed on collaboration with related services staff and medical personnel as well as the integration of the student with health care needs into school and community settings. May be taught concurrently with SPE 613. Cannot receive credit for both SPE 613 and SPE 510. 3(3-0) F

SPE 515 Foundations of Applied Behavior Analysis and Interventions for Teachers in Applied Settings

Prerequisite: admission to the Special Education Program. Focuses on the foundational principles of applied behavior analysis. Emphasis will be placed on the development of positive behavior support plans that proactively assist students with challenging behavior in applied and/or school settings. May be taught concurrently with SPE 616. Cannot receive credit for both SPE 616 and SPE 515. 3(3-0) D

SPE 516 Application of Applied Behavior Analysis and Interventions for Teachers in Applied Settings

Prerequisite: SPE 515. Focuses on the application of applied behavior analysis principles within school-based settings. Students will complete functional analysis/assessment on children and youth with disabilities and employ science based instruction strategies in school settings. May be taught concurrently with SPE 618. Cannot receive credit for both SPE 618 and SPE 516. 3(2-2) D

SPE 517 Effective Practices in Special Education

Prerequisite: SPE 310 or SPE 340. Empirically based teaching practices with emphasis on reading and mathematics foundations to support special needs learners. Students will also gain knowledge of varied theoretical perspectives and instructional approaches including validated behavioral and cognitive based methods that support diverse learners. The content of the course will also include activities to support determination of present level of performance and placement in special and general education curricula per IDEA and other Federal mandates. May be taught concurrently with SPE 617. Cannot receive credit for both SPE 617 and SPE 517. 5(5-0) D

SPE 519 Methods of Teaching Students with Learning and Behavioral Disorders

Prerequisite: SPE 320 and SPE 345 and SPE 346 and SPE 515; and concurrent enrollment in SPE 520; and admitted to Teacher Education Program. Focuses on the application of theoretical perspectives and research-based methods of teaching students with learning disabilities or emotional and behavior disturbances. Evaluation procedures appropriate to analysis of academic achievement, social behavior, monitoring achievement, and behavioral change will be emphasized along with educational programming that promotes increasing achievement levels, improved social development, and inclusion. May be taught concurrently with SPE 619. Cannot receive credit for both SPE 619 and SPE 519. 4(4-0) D

SPE 520 Practicum-Teaching Individuals with Learning and Behavioral Disorders

Prerequisite: concurrent enrollment in SPE 519 and admitted to Teacher Education Program. Students will apply skills from introductory and specialized courses in settings with students with learning disabilities and behavioral disorders. Students will

be involved in individual and small group instruction, review diagnostic data, develop and implement educational programs, as well as meet with the university supervisor and other practicum students to reflect on experiences. May be taught concurrently with SPE 620. Cannot receive credit for both SPE 620 and SPE 520. 2(0-4) D

SPE 521 Methods of Teaching Individuals with Developmental Disabilities and Other Health Impairments

Prerequisite: SPE 345 and SPE 346; and SPE 515 or concurrent enrollment in SPE 515; and concurrent enrollment in SPE 522; and admitted to Teacher Education Program. Stresses application of theoretical perspectives and research-based methods for individuals with developmental disabilities (i.e., mental retardation autism, Asperger syndrome, cerebral palsy) who may have associated orthopedic and health impairments (e.g., ADHD and epilepsy). Students will conduct an analysis of assessment data, apply data in the development of diagnostic conclusions and corresponding educational plans. Emphasis will be placed on evaluation, accommodations, and programming for integration in school, community, and vocational settings. May be taught concurrently with SPE 621. Cannot receive credit for both SPE 621 and SPE 521. 4(4-0) D

SPE 522 Practicum-Instruction of Students with Developmental Disabilities and Other Health Impairments

Prerequisite: concurrent enrollment in SPE 521 and admitted to Teacher Education Program. Students will apply skills from introductory and specialized courses in settings with students with developmental disabilities (e.g., mental retardation, autism, Asperger syndrome, cerebral palsy) and orthopedic and health impairments (e.g., ADHD, epilepsy). Students will be involved in individual and small group instruction, develop and implement educational programs, as well as meet with the university supervisor and other practicum students to reflect on experiences. May be taught concurrently with SPE 622. Cannot receive credit for both SPE 622 and SPE 522. 2(0-4) D

SPE 523 Curriculum and Methods in Early Childhood Special Education

Prerequisite: permission of area advisor in Special Education or Early Childhood. Focuses on major aspects in early childhood special education including legislation, litigation, and current issues in the field. Each area of development of young children with disabilities will be a part of the course with particular emphasis on adaptation of materials and curricula to meet the needs of these children. There will also be a focus on families and issues surrounding assessment and eligibility for special education programs. Reflection on current practices and services for young children with disabilities will be included. Thirty clock hours of field experience will be required. May be taught concurrently with SPE 623. Cannot receive credit for both SPE 623 and SPE 523. 4(3-2) D

SPE 525 Introduction to Teaching and Assessing Students with Autism Spectrum Disorders

Prerequisite: permission of instructor. This course will support individuals across various disciplines who wish to gain knowledge of identification, assessment, and programming for individuals on the Autism Spectrum. Conditions associated with ASD will be examined along with etiology, prevalence, and assessment issues. Students will apply knowledge through review of, and practice with, various norm referenced and informal instruments and rating scales specific to ASD. Emphasis will also be placed on validated programming for ASD. May be taught concurrently with SPE 625. Cannot receive credit for both SPE 625 and SPE 525. 3(3-0) D

SPE 526 Applied Behavioral Analysis for Developmental Disabilities and Autism Spectrum Disorders

Prerequisite: SPE 515; and SPE 516 or PSY 508. The evolution of science based practices for students with developmental disabilities and autism spectrum disorders are still emerging within the field of education. The purpose of this course is to train teachers and/or care providers to identify science based practices within applied behavior analysis and apply these principles to students with developmental disabilities and autism spectrum disorders within applied settings. This course will focus on the use of operant behavioral techniques with an emphasis on functional analysis and functional communication training. Students will conduct clinical and school-based assessments and interventions with school age children diagnosed with developmental disabilities and autism spectrum disorders. May be taught concurrently with SPE 626. Cannot receive credit for both SPE 626 and SPE 526. 3(2-2) D

SPE 527 Seminar in Developmental and Sensory Disabilities

Prerequisite: SPE 507 or SPE 525 or equivalent. This course is designed to provide practitioners with the knowledge and skills to implement research based practices for individuals with developmental disabilities including autism spectrum disorders (ASD). The course will also address issues specific to sensory integration, visual impairments, and significant cognitive delays. Students will examine in depth, approaches and models validated to support present level of performance needs for individuals with a variety of developmental and sensory requirements. Students will complete lecture hours where theoretical perspectives and the detailed components of various treatments are examined. In a corresponding field component, students will implement an applied project that will address the sensory, communication, learning, and social needs of a client who has been identified with multiple developmental delays. Measurement of outcomes specific to treatment plans will be a significant component of the applied activities. May be taught concurrently with SPE 627. Cannot receive credit for both SPE 627 and SPE 527. 3(2-2) D

SPE 550 Career/Vocational Education and Transition

Prerequisite: admitted to Teacher Education Program. Legislation and process pertaining to transition services for individuals with disabilities will be emphasized. Students will explore vocational service delivery options and the role of the multidisciplinary team in the development and implementation of appropriate life skill programming across the age span. May be taught concurrently with SPE 650. Cannot receive credit for both SPE 650 and SPE 550. 3(3-0) F,S

SPE 556 Topical Issues in Special Education

Prerequisite: permission of instructor. To develop understanding and skills in relevant areas of special education. Each offering concerns a single topic. Number of class hours determined by semester hours of credit. May be repeated to a maximum of 5 hours when topics change. Variable content course. May be taught concurrently with SPE 656. Cannot receive credit for both SPE 656 and SPE 556. 1-5 D

SPE 560 Working with Families of Exceptional Individuals

Recommended Prerequisite: SPE 310. The relationship between families of children with special needs and various agencies is a central theme of this course. Techniques for working with a variety of families will be explored along with the impact of many ecological factors on families of students with disabilities. May be taught concurrently with SPE 660. Cannot receive credit for both SPE 660 and SPE 560. 3(3-0) F,S

SPE 581 Methods of Teaching Individuals with Behavior Disorders/Emotional Disturbance

Prerequisite: concurrent enrollment in SPE 491 and admitted to Teacher Education Program. This course will focus on

application of theoretical perspectives and research-based methods of teaching students with emotional and behavior disturbances. Evaluation procedures appropriate to analysis of social behavior and monitoring behavioral change will be emphasized along with educational programming that promotes social development and inclusion. May be taught concurrently with SPE 661. Cannot receive credit for both SPE 661 and SPE 581. 3(3-0) S

SPE 582 Methods of Teaching Individuals with Learning Disabilities

Prerequisite: SPE 345 and SPE 346 and concurrent enrollment in SPE 492 and admitted to Teacher Education Program. Students will apply theoretical perspectives and research based methods in the development of diagnostic reports and educational plans for students with Learning Disabilities. Emphasis will be placed on the educator as a collaborator and advocate for provision of services in integrated settings; and on the educator as a specialist in evaluation, curricular accommodation, and modification. May be taught concurrently with SPE 662. Cannot receive credit for both SPE 662 and SPE 582. 3(3-0) F

SPE 583 Methods of Teaching Individuals with Mental Retardation/Developmental Disabilities

Prerequisite: SPE 345 and SPE 346 and concurrent enrollment in SPE 493 and admitted to Teacher Education Program. The course will stress application of theoretical perspectives and research-based methods for individuals with mental retardation and developmental disabilities. Students will conduct an analysis of assessment data, apply data in the development of diagnostic conclusions and corresponding educational plans. Emphasis will be placed on evaluation and programming for integration in school, community, and vocational settings. May be taught concurrently with SPE 663. Cannot receive credit for both SPE 663 and SPE 583. 3(3-0) S,Su

SPE 584 Language Development of Exceptional Students

Prerequisite: SPE 345 and SPE 346 and admitted to Teacher Education Program. Language development and intervention for exceptional individuals. Language assessment and curriculum development for individuals with disabilities, as well as for individuals who are culturally and ethnically diverse, will be addressed. May be taught concurrently with SPE 664. Cannot receive credit for both SPE 664 and SPE 584. 3(3-0) F,S

SPE 587 Introduction to the Education of Students with Behavior Disorders

Prerequisite: SPE 310 and admitted to Teacher Education Program. Students will acquire knowledge of identification, classification, diagnostic, and educational planning procedures based on the predominant conceptual models. Required for certification as teacher of students with behavior disorders. May be taught concurrently with SPE 664. Cannot receive credit for both SPE 664 and SPE 587. 3(3-0) F

SPE 590 Approaches in Mainstreaming Exceptional Students

Prerequisite: SPE 310 or SPE 340 and admitted to Teacher Education Program. Application of methods for modifying instructional materials and curriculum to help special education and regular classroom teachers meet the demands of mainstreaming. May be taught concurrently with SPE 670. Cannot receive credit for both SPE 670 and SPE 590. 3(3-0) D

SPE 591 Clinical Practicum in Special Education

Prerequisite: permission of instructor. This course is open to professionals with teaching certification or students pursuing a minor requiring credit hours in addition to SPE 491, 492, or 493. Students will collect data, develop and implement individual educational programs, and submit an extensive written report. Assignments will be based on area of certification. In addition, this course is utilized for credit hours toward an Internship in Orientation and Mobility and Internship in Visual Impairment. See instructor for specific requirements. May be taught concurrently with SPE 671. Cannot receive credit for both SPE 671 and SPE 591. 1-3 D

Greenwood Laboratory School

Laboratory School, room 4, Phone: (417) 836-5124, Fax: (417) 836-8449

Email: Greenwood@missouristate.edu

Web Site: <http://education.missouristate.edu/greenwood/>

Director: Professor Janice R. Duncan, Ph.D.

Faculty (as of April 13, 2009)

Assistant Director: Steve Seal, Ed.S.

Associate Professors: Connie J. Claybough, M.S.Ed.; Candace D. Fisk, M.A.; Steven W. Hinch, Ph.D.; Cheryl K. Johnson, M.S.

Assistant Professors: Vicki L. Dunlop, M.Ed.; Kathryn M. Gibson, M.A.

Instructor: Richard A. Ruhe, M.A.

Instructors: Erin E. Baer, M.Ed.; Susan L. Baldwin, M.Ed.; Abby R. Burch, M.Ed.; Rebecca Crowder, M.S.Ed.; David C. Davison, M.S.; Janelle A. Flanders, M.Ed.; Kent O. Hedgpeth, M.Ed.; Ruth Ann Johnson, M.Ed.; Melanie Kleeschulte, M.A.; Jill R. Martin, M.S.Ed.; Diana Milburn, M.S.Ed.; Victoria L. Sutton, Ed.S.; Darren S. Taylor, M.S.; Tonia E. Tinsley, Ph.D.; Todd VanGorden, M.S.; Cathie Weir, Ed.D.

Emeritus Professors: Charles R. Baird, M.A.; M. Pauline Barker, M.Ed., M.A.; Anna Lee Dugan, M.S.; Doris J. Grevillius, M.S.; Helen Huff, M.S.; James F. Jester, Ed.D.; Richard E. Moore, M.S.; Ruth C. Peñaherrera-Norton, M.Ed.; Phyllis R. Shoemaker, M.Ed.; Lillian Rosemary Williams, M.A.; Delmar D. Wipf, M.S.

General Information

Greenwood Laboratory School was founded in 1908 to provide a comprehensive education program to students from kindergarten through senior level while also providing University students with opportunities and experiences to develop strong teaching skills. Greenwood has enrollment capacity of 378 students and 100% of each graduating class enrolls in a post-secondary educational institution. The average ACT composite score for the senior class is 26.7 while the state average is 21.6 and the national average is 21.1. Inquiry based learning is emphasized over rote memorization

Greenwood Laboratory School believes that students should be given the opportunity to develop a wide variety of knowledge and skills, think critically, set challenging goals, respect diversity, adopt an attitude of social responsibility, and become lifelong learners. Consistent with the University's mission in public affairs, the purpose of the Greenwood Laboratory School is to develop educated persons while focusing on three themes: relative to education of youth, relative to collaboration with the Missouri State University community, and relative to collaboration with other Missouri educational and business organizations.

Greenwood Laboratory School serves as a member of the Professional Education Unit in a University-wide effort of

preparing students at all levels for the twenty-first century. Greenwood provides the opportunity for the students and faculty to engage in clinical field experiences, service learning activities, research, information sharing, and professional development. Through these activities, Greenwood Laboratory School functions within the College of Education to create "a legacy of learning. In addition, Greenwood's mission is to support Missouri State University as a laboratory of best practices in teaching and to prepare students who are knowledgeable, creative, caring and engaged citizens, which is consistent with the University's mission statement of public affairs.

Greenwood is accredited by the North Central Association of Schools/Advanced Ed.

Admission Policy: Students are enrolled in Greenwood Laboratory School from registration lists maintained chronologically by date of registration. A maximum of 24 are enrolled in kindergarten, 26 in first grade, 28 in second grade and 30 in grades 3 through 12. At each grade level two thirds of the students are admitted from the community and one third from the faculty and staff of Missouri State University. Annual tuition is charged and is subject to change each year. Missouri State full-time employees may apply up to six hours of tuition waiver towards Greenwood tuition.

Department of Reading, Foundations, and Technology

207 Hill Hall, Phone: (417) 836-6769, Fax: (417) 836-6252

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Department Head: Professor Fred H. Groves, Ph.D.

Faculty (as of April 13, 2009)

Professors: Donna A. Beardsley, Ph.D.; J. Deanne Camp, Ed.D.; David R. Goodwin, Ph.D.; David L. Hough, Ph.D.; Beth Hurst, Ph.D.; Steven P. Jones, Ph.D.

Associate Professors: Sarah B. Nixon, Ph.D.; Cathy J. Pearman, Ph.D.; Eric C. Sheffield, Ph.D.; Rebecca Swearingen, Ed.D.

Assistant Professors: Barbara J. Michels, Ph.D.; Emmett E. Sawyer, Ed.D.; Randall Wallace, Ph.D.

Instructors: Annice H. McLean, M.S.Ed.; Kathleen B. Scales, M.S.Ed.

Emeritus Professors: L. Dale Allee, Ph.D.; Stefan J. Broidy, Ph.D.; N. June Brown, Ed.D.; J. Wordy Buckner, Ed.D.; Genevieve R. Cramer, Ph.D.; Ralph G. Hawkins, Ed.D.; Everett R. Payne Jr., M.A.; James R. Pollard, Ed.D.; Donald E. Sater, Ed.D.

Accreditation

Missouri Department of Elementary and Secondary Education (DESE) and National Council for Accreditation of Teacher Education (NCATE) - Middle School Education, B.S.Ed.; Instructional Media Technology, M.S.Ed.; Master of Arts in Teaching (MAT); and Reading, M.S.Ed.

All students must be admitted to the Teacher Education Program and to Supervised Teaching in order to earn this degree (see application procedures in the "Teacher Certification, Teacher Education Program" section of catalog.)

Graduate Programs

The following graduate programs are available: Instructional Media Technology (Master of Science in Education); Master of Arts in Teaching; and Reading (Master of Science in Education). Refer to the Graduate Catalog for more information.

University Certificate (graduate): A graduate level certificate program is available in Instructional Technology Specialist. Refer to the Graduate Catalog for more information.

Majors

Middle School Education

Bachelor of Science in Education (Certifiable grades 5-9)

The curriculum for middle school teaching leads to the degree of Bachelor of Science in Education and carries with it an initial professional certificate (IPC) to teach in the state of Missouri. Holders of this middle school certificate may be employed to teach in grades 5-9.

Program Requirements: Candidates for the Bachelor of Science in Education degree are required to meet the following grade point average requirements: at least a 2.50 GPA on all course work attempted at all colleges attended; at least a 2.50 GPA in the certificate subject area (major field of study) which includes all courses listed under B and C; at least a 2.50 GPA in any additional certificate subject area; at least a 2.50 GPA in the professional education courses; and no grade lower than a "C" in all professional education courses. All GPA requirements include both Missouri State and transfer grades. In addition, candidates are required to obtain a score of 265 on all sub-categories of the College Basic Academic Subject Examination (C-BASE) and successful completion of the appropriate Praxis II Examination prior to Supervised Teaching, in their chosen middle school content subject area with a score equal to Missouri's qualifying score.

- A. General Education Requirements - see "General Education Program" section of catalog (43-51 hours):
Specific courses required for major and/or certification which may be used to satisfy General Education Requirements:
1. Basic Required Courses:
 - a. English Composition (6 hours required): ENG 110(3) and ENG 210(3)
 - b. Mathematics: Completion of general education requirement with a grade of "C" or better. MTH 130(3) recommended.
 - c. Public Speaking: COM 115(3)
 2. Areas of Inquiry:
 - a. Natural World: PHY 101 (4) and BIO 100(4)
 - b. Culture and Society/Social Sciences Perspective: GRY 100 (3) is required if Social Science is chosen as an area of Subject Matter Emphasis. ECO 155 cannot be double-counted if Social Science is chosen as an area of Subject Matter Emphasis.
 - c. Self-Understanding/Social-Behavioral Perspective: PSY 121(3)
 - d. Courses used to meet the Humanities and the Creativity and Vision Perspectives must have two (2) different course codes. ART 200 or MUS 241 recommended.
 3. Public Affairs/American Studies:
 - a. HST 121(3)
 - b. PLS 101(3)
- B. Degree Requirements for Teacher Certification (19 hours):
1. AST 115(4) or GLG 110(4) or GRY 135(4) or 240(4) or 142(4) (NOTE: GRY 240 is required if Science is chosen as an Area of Subject Matter)
 2. ENG 338(3), MTH 320(3), 343(3), PED 358(3)
 3. HST 122(3)
- C. Area of Subject Matter Emphasis (42-48 hours):
Students must complete two areas of specialization consisting of 21-24 credit hours within each subject for a total of 42-48 hours. This requirement is met by adding nine hours of general education (section A) and/or degree

requirements (section B) courses in each area of emphasis to 12-15 additional hours in each area of emphasis.

The areas of emphasis are: Language Arts (grades 5-9); Mathematics (grades 5-9); Science (grades 5-9); and Social Sciences (grades 5-9). Following are the lists of courses identified for Language Arts, Mathematics, Science, and Social Sciences. Note that each contains nine hours of general education and/or degree requirements (bolded courses). Underlined courses are those that cannot be double-counted as General Education and Area of Subject Matter Emphasis.

1. Language Arts Emphasis (21 hours total): **ENG 110(3), 210(3); ENG 338(3)**; 390(3), 520(3); THE 505(3); and one of the following courses: ENG 351(3), 354(3), 380(3), 533(3), 534(3), 582(3)
 2. Mathematics Emphasis (21 hours total): **MTH 130(3), 320(3), 343(3)**, 479(3); Choose 1 from 135(3), 138(5), 261(5), 280(5), 315(3), 575(3); choose one from 360(3), 460(3); choose one from 377(3), 261(5) (if not used previously)
 3. Science Emphasis (24 hours total): **BIO 100(4); PHY 101(4); GRY 240(4)** required in degree requirements for this subject matter emphasis and also counted in 24 hours total: CHM 105(5); BIO 205(2); GRY 108(3), PHY 501(2)
 4. Social Sciences Emphasis (24 hours total): **HST 121(3), 122(3); PLS 101(3)**; HST 103(3), 104(3); ECO 155(3); GRY 100(3); one course from HST 335(3), 342(3), 350(3), 380(3), 381(3)
- D. Professional Education (46 hours): NOTE: A grade of "C" or better in each course is required for state certification.
1. Foundations of Teaching: EDC 150(1), 350(3); IMT 365(3); MID 421(2); PSY 360(3); SPE 340(2)
 2. Teaching Methods: MID 425(2), 439(3); RDG 318(3), 474(2)
 3. Choose two of the following, per areas of Subject Matter Emphasis chosen:
 - a. ENG 405(3), if Language Arts Area of Emphasis
 - b. MTH 409(3), if Mathematics Area of Emphasis
 - c. SCI 414(3), if Science Area of Emphasis
 - d. HST 418(4), if Social Sciences Area of Emphasis
 4. Clinical Experiences: SEC 302(4); MID 493(6), 494(6)
- E. Specific Requirements for Bachelor of Science in Education degree - see "Degrees, Programs and Requirements" section of catalog
- F. General Baccalaureate Degree Requirements - see "General Baccalaureate Degree Requirements" section of catalog

Minors

Developmental Reading Bachelor of Science in Education (Non-Certifiable)

The minor in reading is designed to strengthen a classroom teachers' knowledge for teaching reading and developing literacy. Minimum of 23 hours required.

- A. RDG 318(3) or 474(2); RDG 420(3), 421(2), 574(3); ENG 334(3); SPE 515(3) or PSY 508(3)
- B. Select additional electives from the following to bring total to 23 hours: PSY 331(3), 441(3)*; SPE 560(3)*; SPE 584(3) or CSD 312(3); or other electives approved by the department.

**Courses may be applied toward certification in Special Reading (K-12). Additional coursework will be required for the certificate.*

Education Courses

EDC 150 Introduction to Teaching

An introduction to the teaching profession including an introduction to the teaching standards and the professional portfolio process, observations, projects and information designed to aid students entering the teaching profession. May be taken concurrently with SEC 302, ELE 302 or SPE 310 provided all respective prerequisites are met. 1(1-0) F,S

EDC 199 Clinical Experiences in Teaching

Prerequisite: approved application to earn academic credit for two (2) years experience as a Teacher's Aide/Assistant, as permitted by DESE Rule 5 CSR 80-805.040; previous or concurrent enrollment in professional education coursework; and permission of instructor. Conducted teaching activities by students during aiding/assisting experiences, under the direction of the cooperating teacher and permission of a designated school principal, are verified as comparable to and demonstrating similar competencies of those expected by conventional student teachers. Students also participate in professional development activities, determined to be appropriate by the instructor. This course is credited only on B.S. in Education or appropriate master's-level certification programs. 2 F,S

EDC 345 Introduction to Multicultural Education and Diversity

An introduction to cultural issues, diversity, and related perspectives in education. Examination of individual differences in ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area in the context of education and society. Development of skills, knowledge, and dispositions related to teaching and learning in varied settings with diverse learners required of all educators to be effective in a global society. 3(3-0), F, S, Su

EDC 350 School and Society

Prerequisite: admitted to Teacher Education Program; and PSY 360 (secondary, middle school, and K-12 programs) or PSY 385 (elementary) or concurrent enrollment. This class examines the nature and history of schooling in America and the teaching profession, the purposes and goals of education, and educational philosophy. It also explores social, legal, and political issues connected with teaching and learning, diversity, racism, sexism, and the effects of social class on educational success. 3(3-0) F,S

Instructional Media Technology Courses

IMT 365 Instructional Applications of Technology and Media

Prerequisite: CIS 101 or CSC 101 or waiver exam, and one of the following: ELE 302, SPE 310, or SEC 302, or concurrent enrollment for teacher education majors. Principles and techniques for selection and utilization of computer and video systems as well as other basic forms of media and technology. The class combines research, instructional design, equipment operation and materials production in lecture and laboratory settings to prepare teachers to be reflective decision makers on proper methods of using technology in teaching. 3(3-0) F,S

IMT 562 Educational Applications of Computers for Teaching

Using microcomputers in educational settings. Includes the investigation of software in desktop publishing, record management and multimedia applications. Special emphasis will

be given to selection of appropriate programs for specific classroom utilization as well as computer interfaced peripheral devices. May be taught concurrently with IMT 662. Cannot receive credit for both IMT 662 and IMT 562. 3(2-2) F,S,Su

IMT 563 Technology Administration and Management

Provides technology specialists, technology coordinators, library media specialists, school administrators and educators with a working knowledge of the administrative processes and concerns of operating a media/technology support facility. The primary focus will be toward leadership, strategic planning, and change management and writing technology plans. The content of this course is primarily structured for educational institutions but could be utilized for instructional and training systems in many types of industrial, religious, medical and corporate organizations that teach and train. May be taught concurrently with IMT 640. Cannot receive credit for both IMT 640 and IMT 563. 2(2-0) Su

IMT 565 Selection and Utilization of Instructional Technology

Targets principles of attention, perception, and retention regarding selection and implementation of instructional strategies. Students apply instructional design principles and learning theories to develop professional products; develop and implement evaluation strategies for hypermedia materials; combine electronic and non-electronic media; use telecommunications tools for production purposes; and integrate a variety of instructional media tools. May be taught concurrently with IMT 650. Cannot receive credit for both IMT 650 and IMT 565. 3(3-0) S

IMT 597 Topical Issues in Instructional Technology

A variable credit course with amount of credit based on the extent of the work required. Special topics related to the field of Instructional Technology which may broaden the scope of the program of study. May be repeated up to a maximum of 6 hours. May be taught concurrently with IMT 690. Cannot receive credit for both IMT 690 and IMT 597. 1-6 D

Middle School Education Courses

MID 421 Philosophy and Organization of Middle School Education

Prerequisite: admitted to Teacher Education Program. An overview of the philosophy, organization and curriculum of the middle school with emphasis upon teaching methods appropriate for use with students in late childhood and early adolescence. Strategies for advisory, study skills, and transition programs. 2(2-0) D

MID 425 Middle School Curriculum

Prerequisite: MID 421 or concurrent enrollment; and admitted to Teacher Education Program. Foundations in the development and articulation of middle school curriculum, with emphasis on the development of interdisciplinary thematic units and lessons relevant to the young adolescent learner. Integrated approaches to teaching and learning designed, implemented, and evaluated as part of a teaching team. Alternative assessments, including performance-based portfolios. 2(2-0) F,S,Su

MID 439 Middle School Instructional Strategies

Prerequisite: MID 421 and admitted to Teacher Education Program. Recommended Prerequisite: MID 425. Students will be assigned to site-based middle school teaching teams at Greenwood Laboratory School and/or area middle schools and will attend weekly seminars. Instructional methods and techniques appropriate for middle school learners will be studied including: teaching subject area classes in the core curriculum and strategies for teaching exploratory and advisory classes. Includes exploration of current issues, research, and innovative

approaches to teaching at-risk youth and those with diverse backgrounds. 3(2-2) F,S

MID 493 Supervised Teaching (Middle School)

Prerequisite: MID 425 and MID 439 and RDG 318 and RDG 474; and all method courses in chosen content areas; a grade of "C" or better in all professional education courses; current pre-professional liability insurance; and approval for supervised teaching. Student observes then teaches under the direction of the cooperating teacher and university supervisor. Student participates in extra-curricular, co-curricular, and exploratory activities and attends both individual and group conferences. In order to receive a grade in this course, the student's professional portfolio must meet or exceed final criteria. Course will not count toward the major GPA or in the subject matter emphasis area. Supplemental course fee. 6 F,S

MID 494 Supervised Teaching (Middle School)

Prerequisite: concurrent enrollment in MID 493. Student observes then teaches under the direction of the cooperating teacher and university supervisor. Student participates in extra-curricular, co-curricular, and exploratory activities and attends both individual and group conferences. In order to receive a grade in this course, the student's professional portfolio must meet or exceed final criteria. Course will not count toward the major GPA or in the subject matter emphasis area. Supplemental course fee. 6 F,S

MID 499 Clinical Experiences in Teaching II

Prerequisite: EDC 199; and admitted to Teacher Education Program; and grades of "C" or better in all professional education courses and; and completion of portfolio checkpoints 1 and 2; and current pre-professional liability insurance; and program approval. This course is designed to meet HB 1711 for student's experience as a Teacher's Aide or Assistant Rule (Rule 5 CSR 80-805.040), to that of conventional student teachers within the same program. It is also designed to support completion of additional clinical requirements within that program including: seminars and workshops, required meetings, school related activities appropriate to the assignment, demonstrated mastery of the MOSTEP quality indicators and completion and overall assessment of a Professional Preparation Portfolio. This course is credited only on B.S. in Education or appropriate master's-level certification programs. Can only receive credit for one of the following: AGE 499, AGT 499, ART 469, BSE 499, CFS 498, COM 493, ECE 499, ELE 499, ENG 434, HST 499, MCL 491, MID 499, MTH 496, MUS 499, PED 498, SCI 499, SEC 499, SPE 499, THE 493. 4 F,S

Reading Courses

RDG 107 Critical Reading and Study Skills in Academic Texts

Introduction to college reading designed to help students acquire and improve critical reading comprehension skills of academic texts necessary for college-level coursework. Provides intensive reading instruction in comprehension, vocabulary development, reading rate, reading efficiency techniques, and reading study strategies. May not be used to satisfy General Education Program requirements and may not be credited on any major or minor offered by any department. May not receive credit for both RDG 107 and IDS 118. 2(1-2) F,S,Su

RDG 300 Service Learning in Reading

Prerequisite: 30 hours and concurrent registration in a RDG course designated as a service learning offering and admitted to Teacher Education Program. This service component for an existing course incorporates community service with classroom instruction in Reading to provide an integrated learning experience that addresses the practice of citizenship and

promotes an awareness of and participation in public affairs. Includes 40 hours of service that benefits an external community organization, agency, or public service provider. Approved service placements and assignments will vary depending on the course topic and learning objectives; a list of approved placements and assignments is available from the instructor and the Citizenship and Service Learning Office. This course may not be substituted for RDG 421 or any other required practicum. May be repeated but no more than 2 hours of service learning credit may count toward graduation. 1 F,S

RDG 318 Foundations of Reading Instruction

The basic nature of reading, including developmental, functional, and recreational reading, with application to content areas. Basic approaches to reading instruction from readiness through middle school/junior high school, for use in the contemporary classrooms, which is assumed to contain children of diverse cultures and abilities. 3(3-0) F,S

RDG 319 Practicum-Foundations of Reading Instruction

Prerequisite: admitted to Teacher Education Program and current pre-professional liability insurance. Practical application of developmental, functional, and recreational reading instructional practices from readiness through middle school/junior high school by the assignment of students to practicum centers where they will be required to observe, prepare, teach, and analyze reading lessons. Students enrolled in this course will be required to have a health examination, including a TB test for practicum placement. 1(0-2) D

RDG 420 Assessing and Personalizing Reading

Prerequisite: RDG 318 for Elementary and Early Childhood Education majors; SPE 310 for Special Education majors; and admitted to Teacher Education Program. A practical approach to personalizing elementary reading instruction, which includes assessing the needs and reading progress of children, selecting appropriate materials and procedures for the contemporary classroom, which is assumed to contain children of diverse cultures and learning abilities. 3(3-0) F,S

RDG 421 Practicum-Assessing and Personalizing Reading

Prerequisite: RDG 318 and concurrent enrollment in RDG 420 and admitted to Teacher Education Program. Practicum application of techniques in personalizing elementary reading instruction, by the assignment of students to practicum centers where they will be required to assess the reading status and progress of children and select appropriate materials and techniques for developmental and corrective reading. Students enrolled in this course will be required to have a TB test for practicum placement. Additional field experience activities required outside of class time. 2(1-2) F,S

RDG 422 Techniques of Teaching Reading in the Content Fields

Prerequisite: RDG 318 and admitted to Teacher Education Program. Students will learn to assess reading levels and learning styles of children and select appropriate materials in various content fields. They will learn techniques of teaching reading in various content areas, with emphasis on functional and study skills in these materials. Application will be made to the contemporary classroom, which is assumed to contain children of diverse cultures and learning abilities. 2(2-0) D

RDG 474 Reading and Writing in the Content Fields

Prerequisite: admitted to Teacher Education Program. Methods and strategies for using reading and writing as tools for learning in regular middle and secondary school classrooms in which there exists a wide range of reading achievement. Includes awareness of reading approaches and problems; study skills, reading evaluation and measurement; vocabulary and comprehension development; selection of materials appropriate for each student. 2(2-0) F,S

RDG 480 Problems in Reading Education

The student, in consultation with advisor or teacher, selects a topic in reading for in-depth, independent study. Number of hours of involvement determined by semester hours of credit. May be repeated to a total of 5 hours. 1-3 D

RDG 556 Topical Issues in Reading

Prerequisite: permission may be required (see class schedule). To develop understanding and skills in relevant areas of reading education. Credit hours may vary depending on topic. May be repeated to a total of 5 hours when topics change. A maximum of 3 hours may be used toward degree. Variable content course. May be taught concurrently with RDG 656. Cannot receive credit for both RDG 656 and RDG 556. 1-5 D

RDG 560 Diversity Issues in Literacy and Content Area Instruction

Designed for preservice and practicing elementary, middle, and high school teachers working on undergraduate degrees in Elementary Education or Secondary Education; as well as graduate degrees in Reading, Elementary Education, MAT, or other MS or MSED graduate degrees. Students will expand their knowledge of racial, cultural, ethnic, linguistics, and socio-economics diversity; and learn strategies to implement diversity issues into their literacy instruction and/or content area lessons. Students will be introduced to different aspects of diversity through a wide variety of course readings, multicultural literature, videos, guest speakers, multicultural interview, and community field trips. May be taught concurrently with RDG 660. Cannot receive credit for both RDG 660 and RDG 560. 2(2-0) F

RDG 574 Analysis and Correction of Reading Difficulties

Prerequisite: RDG 318 or both RDG 420 and RDG 421, or equivalent; and admitted to Teacher Education Program. Techniques of analysis and correction of reading difficulties for elementary, secondary, special education and reading teachers. Trends in dealing with diagnostic procedures, instructional techniques, special materials, and evaluative devices. Students concentrate study within their level of training. May be taught concurrently with RDG 640. Cannot receive credit for both RDG 640 and RDG 574. 3(3-0) F,S

RDG 578 Successful Classroom Management to Enhance Student Learning

Integration of areas supporting student learning including proactive classroom management and productive interactions with families. Concentrated modules on literacy learning of regular education students, struggling readers, and exceptional students. Basic principles in effective communication with parents and other professionals to reinforce appropriate classroom learning. May not be substituted for any course required for Special Education degrees or certificates. May be taught concurrently with RDG 680. Cannot receive credit for both RDG 680 and RDG 578. 3(3-0) D

RDG 599 Literacy Projects

This course is designed to provide students an opportunity to informally assess and tutor adults or children exhibiting literacy difficulties. Students are expected to have an increased awareness and understanding pertaining to literacy and to recognize the importance of improving the educational process of adults and children. This course may not be substituted for any required reading course. Number of class hours determined by semester hours of credit. May be repeated to a total of 3 hours. May be taught concurrently with RDG 600. Cannot receive credit for both RDG 600 and RDG 599. 1-3 D

Secondary Education Courses

SEC 300 Clinical and Field Experiences in Secondary Education

Prerequisite: SFR 250 and an initial C-Base exam must be taken and concurrent enrollment in SEC 301. Students enrolled attend a weekly clinical and/or discussion session on campus and participate in field experiences at the Greenwood Laboratory School and/or area secondary schools. Course may not be taken Pass/Not Pass. 2(0-4) D

SEC 301 Introduction to Teaching in the Secondary School

Prerequisite: SFR 250 and an initial C-Base exam must be taken and concurrent enrollment in SEC 300. Principles and objectives of secondary education; methods of meeting the diverse educational needs of today's secondary students; techniques of teaching; unit construction and daily planning. Course may not be taken Pass/Not Pass. Required first portfolio checkpoint will occur in this course. 2(2-0) D

SEC 302 General Methods of Instruction in the Middle and Secondary Schools

Prerequisite: 45 hours; 2.50 combined GPA; and "C" or better in EDC 150 or concurrent enrollment or equivalent competencies. Principles and objectives of secondary education; methods of meeting the diverse educational needs of today's middle and secondary students; techniques of teaching; unit construction and daily planning. Students participate in a 30 hour field experience at the Greenwood Laboratory School and/or area middle or secondary schools. A grade of C or better is required in this course in order to student teach. This course may not be taken Pass/Not Pass. Required first portfolio checkpoint will occur in this course. This course is a combination of previously offered SEC 300/301 and students may not receive credit for both SEC 300/301 and SEC 302. C-Base must be passed to proceed beyond this point in the professional education program. 4(3-2) F,S

SEC 493 Supervised Teaching (Secondary)

Prerequisite: completion of all method courses in chosen content area; a grade of "C" or better in all professional education courses; current pre-professional liability insurance; and approval for supervised teaching. Student observes, then teaches under the direction of the cooperating teacher and the university supervisor. Student participates in school-related activities appropriate to the assignment and attends all required meetings. In order to receive a grade in this course, the student's professional portfolio must meet or exceed final criteria. Course will not count toward the major GPA. Supplemental course fee. 5-6 F,S

SEC 494 Supervised Teaching (Secondary)

Prerequisite: concurrent enrollment in SEC 493 or ELE 495 or SPE 495. Student observes, then teaches under the direction of the cooperating teacher and the university supervisor. Student participates in school-related activities appropriate to the assignment and attends all required meetings. In order to receive a grade in this course, the student's professional portfolio must meet or exceed final criteria. Course will not count toward the major GPA. Supplemental course fee. 5-6 F,S

SEC 495 Theory into Practice: Applications Workshop

Prerequisite: completion of all method courses in chosen content area; a grade of C or better in all professional education courses; approval for student teaching; and concurrent enrollment in SEC 493 or other supervised teaching course. Students enroll in workshops, offered during the student teaching semester, that help student teachers with particularly important and difficult tasks involving such things as how to work with diverse student populations, how to apply effective reading strategies, and how to manage students in the classroom. Additional aspects of

teaching unique to particular subject matter areas will also be explored. 1-3 F,S

SEC 499 Clinical Experiences in Teaching II

Prerequisite: EDC 199; and admitted to Teacher Education Program; and grades of "C" or better in all professional education courses and; and completion of portfolio checkpoints 1 and 2; and current pre-professional liability insurance; and program approval. This course is designed to meet HB 1711 for student's experience as a Teacher's Aide or Assistant Rule (Rule 5 CSR 80-805.040), to that of conventional student teachers within the same program. It is also designed to support completion of additional clinical requirements within that program including: seminars and workshops, required meetings, school related activities appropriate to the assignment, demonstrated mastery of the MOSTEP quality indicators and completion and overall assessment of a Professional Preparation Portfolio. This course is credited only on B.S. in Education or appropriate master's-level certification programs. Can only receive credit for one of the following: AGE 499, AGT 499, ART 469, BSE 499, CFS 498, COM 493, ECE 499, ELE 499, ENG 434, HST 499, MCL 491, MID 499, MTH 496, MUS 499, PED 498, SCI 499, SEC 499, SPE 499, THE 493. 4 F,S

SEC 522 Philosophy of Vocational Education

Philosophical foundations of vocational education; philosophies of vocational education in contemporary school. Identical with AGV 522 and BSE 522. May be repeated to a total of 3 hours. May be taught concurrently with SEC 622. Cannot receive credit for both SEC 622 and SEC 522. 1-3 D

SEC 526 Coordination of Cooperative Education

Problems and procedures in organizing and operating part-time cooperative and evening occupation programs. Restricted to those who can qualify as coordinators. Identical with AGV 526 and BSE 526. May be repeated to a total of 2 hours. May be taught concurrently with SEC 626. Cannot receive credit for both SEC 626 and SEC 526. 1-2 D

SEC 527 Teaching Adults in Vocational Education

Rise of the adult education movement; learning abilities, educational interests and vocational needs of adults; problems and procedures in organizing and operating adult education programs; relationship of adult education to public school education. Identical with AGV 527 and AGE 508. Cannot receive credit for SEC 527 and AGV 527 and AGE 508. May be taught concurrently with SEC 627. Cannot receive credit for both SEC 627 and SEC 527. 3(3-0), D

SEC 528 Measurement and Evaluation of Vocational Education Programs

Assessing specific program needs as determined from occupational surveys and other demographic data; follow-up techniques to evaluate the overall effectiveness of the program on manpower needs in a given labor market area. Identical with AGV 528 and BSE 528. May be repeated to a total of 3 hours. May be taught concurrently with SEC 628. Cannot receive credit for both SEC 628 and SEC 528. 1-3 D

Secondary Education, Foundations and Educational Research Courses

SFR 250 Foundations of American Education

Prerequisite: completion of 30 semester hours. This course introduces education majors to the departments. Knowledge Base with its emphasis on teachers as reflective decision-makers. It examines both the nature and history of the teaching profession, K-12 school orientation, and educational theories. It also explores sociocultural, political, and legal issues in American education. 3(3-0) D

SFR 305 Field Experiences in Education

Student attends scheduled discussion sessions on campus and participates in field experiences at Greenwood Laboratory School and/or area schools. Designed for transfer students who have partially completed the field experiences requirement and students working on a certification which requires a second field experience. 1(0-2) or 2(0-4) F,S

SFR 351 Philosophical Problems of Education

Prerequisite: admitted to Teacher Education Program. Introduction to educational problems involving language, logic, ethics, theory of knowledge, and theory of action, as they apply to school problems of pedagogy, curriculum, and policy. Contemporary and historical treatments of the problems. 2(2-0) D

SFR 353 History of Educational Thought

Prerequisite: admitted to Teacher Education Program. The history of major educational ideas and their relationships to contemporary educational theories and practices. 2(2-0) D

SFR 354 Social and Philosophical Foundations of American Education

Prerequisite: admitted to Teacher Education Program. The roles and functions of the school in the social and philosophical context of American culture. Attention to cultural diversity and its effects upon the school and the learner. 2(2-0) D

SFR 396 Student Assessment and Evaluation

Prerequisite: admitted to Teacher Education Program. Planning, constructing, using, and analyzing a variety of assessment practices to enable preservice teachers to make reflective decisions in the classroom. 2(2-0) D

SFR 399 Problems in Education

Independent research conducted on topics relevant to the field of education. The student and instructor mutually agree upon the direction and extent of the project. Credited only on the B.S. in Education degrees. May be repeated to a maximum of 3 hours credit. 1-3 D

SFR 442 Techniques of Classroom Management

Prerequisite: admitted to Teacher Education Program. Emphasis on prevention of behavior problems. The study of theoretical approaches to handling disruptive behavior in the classroom. Application of theory to simulated classroom situations. Includes assistance in teaching students with handicaps and/or from different cultural backgrounds. 2(2-0) D

SFR 444 Approaches to Individualizing Education

Prerequisite: admitted to Teacher Education Program. Analyzing the academic interest, levels, and learning styles of the student. Methods of developing individual programs, self-instructional packages, and learning aids. Introduction to prepared materials and other technology to enable the teacher to individualize instruction. 2(2-0) D

SFR 482 Teacher Relationships with the School of Society

Prerequisite: admitted to Teacher Education Program. Professional responsibilities and roles of the teacher in relationships with students, staff, and community; job procurement and interview skills, teaching as a career and profession. 2(2-0) D

SFR 486 Management and Assessment in the Middle and Secondary Classroom

Prerequisite: admission to Teacher Education Program and PSY 360, or equivalent competencies. Planning, constructing, using, and analyzing a variety of assessment practices and understanding uses of standardized testing in education. Covers adolescent social behavior, management theory and strategies that promote effective learning and development while minimizing disruptive behavior. Application of theory to classroom practice and everyday situations. Identical with PSY 486. Cannot receive credit for both SFR 486 and PSY 486. 3(3-0) F,S,Su

SFR 521 Techniques for Teaching Adults

Prerequisite: admitted to Teacher Education Program. A survey of the principles, objectives and trends in instructional techniques for adult education. May be taught concurrently with SFR 621. Cannot receive credit for both SFR 621 and SFR 521. 3(3-0) D

SFR 547 Guidance and Interpersonal Relationships in the Classroom

Prerequisite: admitted to Teacher Education Program. Appropriate classroom communication and interpersonal skills. Emphasis on the relationship between self concept development and achievement in a diverse student population. May be taught concurrently with SFR 647. Cannot receive credit for both SFR 647 and SFR 547. 2(2-0) D

SFR 576 Topical Issues in Education

To develop further understanding and skills in the improvement of teaching procedures, curriculum, supervision, or administration. Each course is concerned with a single topic. Number of class hours determined by semester hours of credit. A maximum of 3 hours may be used on a degree program. Variable content course. May be taught concurrently with SFR 676. Cannot receive credit for both SFR 676 and SFR 576. 1-5 D

SFR 581 Law and the Classroom Teacher

Prerequisite: admitted to Teacher Education Program. Rights and responsibilities of classroom teachers as determined by the legal structure created by state and federal constitutions, legislative actions, and judicial decisions. Implications of legal foundations for teachers relative to ethics, relationships with students, colleagues, minority groups, professional organizations, and others. May be taught concurrently with SFR 681. Cannot receive credit for both SFR 681 and SFR 581. 2(2-0) D

SFR 583 Contemporary Issues in Education

Prerequisite: admitted to Teacher Education Program. In-depth analysis of selected issues currently generating great interest and controversy in American education. Attention to the effects of the issues on the teaching profession, curriculum, instruction, and school personnel. May be taught concurrently with SFR 682. Cannot receive credit for both SFR 682 and SFR 583. 2(2-0) D

SFR 595 Applications of Educational Measurement

Prerequisite: admitted to Teacher Education Program. Using the results of testing in schools. The role, advantages, and limitations of evaluative instruments and techniques in educational decision making. May be taught concurrently with SFR 695. Cannot receive credit for both SFR 695 and SFR 595. 2(2-0) D