

Making Your MISSOURI STATEment in Special Education

An Advising Guide

By Hallee Hinds

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Instructor Tracy Dalton

Table of Contents

Abstract	v
Introduction to the Guide	1
Welcome from the Dean	2
Helpful Information	3
Useful Skills and Abilities	3
Flexibility	3
Patience	3
Open-mindedness	3
Helpful Jobs to Have During College	4
Arc of the Ozarks	4
Paraprofessional	4
Substitute Teaching	4
Boys and Girls Club	4
Campus or Organization Involvement	5
Student Council for Exceptional Children (SCEC)	5
Deaf Awareness Group of Southwest Missouri (DAG)	5
Student Association for Autism and Applied Behavior Analysis (MOSABA)	5
On-campus Resources	5
Instructor Office Hours	5
Bear CLAW	6
Writing Center	6
Teacher Education Living-Learning Community	6
How to Navigate MyMissouriState	7
Advising Notes	8
Degree Audit and Student Educational Planner	8
Week at a Glance Schedule	8
Booklist	8
Add or Drop Classes	8
Trial Schedule Builder	8
Missouri State's Special Education Program	9
NCATE/CAEP Accreditation	9
Public Affairs Mission	9

Ethical Leadership	9
Cultural Competence.....	9
Community Engagement.....	10
Education Preparation Provider’s Guiding Principles.....	10
Knowledge	10
Skills	10
Professionalism	11
Educator Preparation Provider’s Diversity Proficiencies	11
Minors Commonly Chosen by Special Education Majors	12
Sign Language Studies (BA, BS, and many others).....	12
Theatre (BA, BS, and many others)	12
Art (BA, BS)	12
Program Admission Requirements	13
Academic Requirements.....	13
Testing Requirements	13
Other Requirements.....	13
Completing the Special Education Program.....	15
General Education Requirements.....	15
Required Courses	15
Four-Year Planning.....	15
Sample Four-Year Schedule.....	15
Service Learning Options.....	15
<i>SPE 300 Service Learning in Special Education</i>	16
<i>RDG 300 Service Learning in Literacy</i>	16
<i>MTH 300 Service Learning in Mathematics</i>	16
Accelerated Master’s Options	17
Autism Spectrum Disorder Emphasis.....	17
Early Childhood Special Education.....	17
Senior Checklist.....	18
Reviewing Your Degree Audit	18
Applying for Student Teaching	18
Take the Missouri Content Assessment (MoCA).....	18
Take the University Exit Exam	18
Register for the MoPTA.....	18
Apply for Graduation	18

Visit the Career Center and/or Explore Graduate Schools	19
Student Teaching Information.....	20
A Day in the Life of a Student Teacher	20
Elementary Student Teacher	20
High School Student Teacher	20
Other Student Teaching Information	21
Seniors in the Special Education Department.....	22
What They Wish They Knew	22
Clinical Experiences	22
Advice from Seniors	22
Closing Statements.....	23
Advising Faculty and Staff Information	23
Juli A. Panza	23
Jessica R. Robertson	24
Courtney J. Lawson	24
Amy L. McKee.....	24
Faculty/Staff of the Special Education Program.....	25
Works Cited	26
Appendix A: Sign Language Studies Minor	28
Appendix B: Theatre Minor	30
Appendix C: Art Minor.....	32
Appendix D: Dispositions Checklist.....	33
Appendix E: Student Contract.....	34
Appendix F: Advisement Worksheet.....	37
Appendix G: Required Course Descriptions	38
Appendix H: Four-Year Plan	43
Appendix I: Program Planning Guide	44
Appendix J: Four-Year Sample Schedule	45
Appendix K:	46
Autism Spectrum Disorder Emphasis Courses	46
Appendix L:	48
Early Childhood Special Education Courses	48

Abstract

Making Your Missouri STATEment in Special Education: An Advising Guide

By Hallee Hinds

As a Special Education major, students should understand the requirements, expectations, and skills needed and included in the Special Education program when planning for their academic career. There are many skills, qualities, jobs, and organizations that can be helpful to students when pursuing a career in Special Education. Navigating the MyMissouriState page on a student's account is also an extremely important skill to learn at the beginning of a student's career at Missouri State. The Special Education program can help students gain a number of jobs in the field by training them with the Education Preparation Provider's ideas and the Public Affairs Mission. There are also several requirements to be admitted to the program, including academic, testing, and other requirements. It is important for students to know what they need to do to complete the major; they can plan their schedules by using the list of required classes, and by looking at their descriptions and prerequisites. Students should also know their options when it comes to completing Accelerated Master's degrees in the department. Understanding what to do during senior year is also helpful because of the many things students have to check off on their list of things to complete. Knowing what to expect and how to complete student teaching can greatly help Special Education majors prepare for when they student teach in their last semester of college. Advice from seniors in the program will help incoming students understand different aspects of completing the major. Knowing information about how to contact different faculty and staff members can be helpful to students in the program. Overall, being able to understand all the moving parts of the Special Education major and program are needed when students come to study Special Education at Missouri State University.

Key words: Advising, Deaf Awareness Group of Southwest Missouri, Education Advisement Center, Missouri State University, Special Education, MOSABA, SCEC

Introduction to the Guide

Students majoring in Special Education should understand the different requirements, expectations, and skills used and included in the Special Education program while planning for their academic career. This guide will explain most of the questions that students coming to Missouri State might have about the Special Education program and the advising that comes with it.

This guide includes information about the different qualities, jobs, organizations, and resources that can be helpful to students as they pursue a degree in Special Education. It is extremely important for all students attending Missouri State to know how to navigate through MyMissouriState, so this guide includes some of the most important links and how to use them. The Special Education program at Missouri State also follows several guidelines that are enforced by the Education Preparation Provider. There are a number of requirements to be admitted to the program, including different academic, testing, and subscription requirements. Not only does this guide include information about the Special Education program, but it also provides numerous forms that are used for the advisement process. Also included in this advising guide, is information regarding senior checklist items, student teaching, senior statements, and faculty and staff contacts.

This guide is designed to help students in Missouri State's Special Education program navigate through the major and resolve any confusion about the program. It will also give students in the program an idea of what it is like to delve deeper into the program. The many interviews conducted and research collected for this document is acknowledged throughout, and if students have other questions that are not covered in this guide, they can also ask their academic advisors for help.

Included in this guide are all the forms necessary when attending advising meetings throughout the semester. The included forms are meant to supplement, but not replace making meetings with an academic advisor. This guide will be given to incoming freshmen and transfer students when they meet with their advisor for the first time. Students should then bring this guide to each advising appointment and refer to it and the notes given to them by their advisor as needed throughout the calendar school year.



Missouri State[™]

U N I V E R S I T Y

Dear Student:

Welcome to Missouri State University where the College of Education is "Creating a Legacy of Learning." The development of educated persons is the University's underlying commitment that compels us to provide the highest quality teaching, research and service to our students and community. No other institution has a greater legacy or prouder tradition associated with the preparation of professional educators than does MSU. Students have come to MSU to prepare for careers in education -teaching, administration, counseling, child/family life and a number of specialties -since 1905. The cycle of MSU graduates becoming teachers of future teachers, has repeated itself many times over the past one hundred years.

The College of Education and the Educator Preparation Providers (EPP) leadership teams work together to ensure our programs maintain the highest standards and are accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the Missouri Department of Elementary and Secondary Education. The Student Services Office staff supports education majors by providing expert advisement, certification checks, field placements, and career development through The Southwest Beginning Teacher Assistance (BTA) Collaborative program, our way of sticking by you throughout your entire career as a professional educator.

Missouri State University is a leader among higher education institutions that prepare educators in Missouri and throughout the United States. Leading the way is the development of innovative on-site methods courses, practica and community involvement. We look forward to working with you during this very exciting time and encourage you to develop helpful partnerships with advisors and faculty members. Together we continue to **Create a Legacy of Learning.**

Professionally,

David L. Hough

David L. Hough, Ph.D,
Professor and Dean, College of Education

COLLEGE OF EDUCATION

Office of the Dean

901 S. National Avenue - Springfield, Missouri 65897 - 417.836.5254 – Fax 417.836.4884

<http://education.missouristate.edu>

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Helpful Information

There are many qualities, jobs, and organizations that can be beneficial to a special education major. There are also several resources on Missouri State's campus that can help students if they need help in classes, whether they're classes related to the Special Education program, or just required general education classes.

Useful Skills and Abilities

To be a special education major, students have to be sure that they are not only committed to the program, but they have to make sure that they can be flexible, patient, and open-minded. These are qualities that come in very handy when working with special education students. It is also important that students in the special education program remember that every student they work with will have different needs and abilities, and it will be easier to help those individual students if special education majors possess these qualities.

Flexibility

Many seniors, including Brittany Fudge, believe that it is extremely important for special education majors to remember to be flexible. The classroom will not always react the way a teacher, student teacher, or aide may expect, so it is important to have back up plans, as well as "back up plans for the back up plans" as student teacher, Holli Elswick states. Always remember that all the students in a classroom will have different learning abilities and qualities, so being flexible will give teachers the ability to adapt lessons to each student.

Patience

Senior Madison Edwards says that patience is also a key quality for a special education major to have. Remembering that special education students have different capacities of how much they can handle at a time is important because not only do teachers have to think of their students, they need to think of themselves as well. If teachers get too frustrated and do not remember to be patient with a student if they aren't listening, or maybe if they aren't participating the way they could and should be, they can take it out on themselves and their students, which is never a good thing. Patience is an important thing to remember when working with students in general, but especially special education students.

Open-mindedness

Being open-minded is another quality that is extremely important. If teachers do not have the ability to be open-minded, they will not be able to collaborate with other teachers and hear new ideas. Being open-minded will help teachers grow and learn more when they first start teaching. Not only do they have to be open-minded with other teachers, but they also must remember to be open-minded about special education students' family situations as well as their abilities in the classroom. Senior Brittany Fudge discusses how teachers aren't responsible, nor can they judge, how parents raise their kids.

Helpful Jobs to Have During College

There are also many jobs and opportunities that can be helpful to special education majors. Many jobs can help students gain experience in the special education field, and it can also help students find contacts in their future field of work. Along with these benefits, having certain jobs while in college can help special education majors find other professionals and college students that have similar interests and future goals.

Arc of the Ozarks

“The Arc of the Ozarks” describes the organization as one that works towards changing the attitude towards individuals with developmental disabilities. Operating as a nonprofit organization, they work toward meeting the needs of individuals and families with special needs. The organization works to help those with developmental disabilities live, work, play, and learn, and they help them gain employment, get an education, and have recreational time. Overall, this organization helps integrate those with special needs into the adult world after high school. Working or volunteering with the Arc of the Ozarks can help Special Education majors learn how to appropriately interact with students and adults that have special needs.

Paraprofessional

Working as a paraprofessional is one very helpful job when going to college. It is especially helpful to Special Education majors because they get the chance to work one-on-one with a student with special needs. They get the opportunity to build a relationship with that child and learn more about them. Being a paraprofessional is a great first step to teaching Special Education because that person gets to work directly with students that have developmental and/or physical disabilities. They get to work with the same student(s) all day, which helps that paraprofessional learn and understand the different ways that student does things and completes tasks.

Substitute Teaching

Substitute teaching can also be very beneficial for Special Education majors. Substitute teaching can help students understand what it’s like to be in a classroom and in charge of handling students. Substitute teaching is a paid position, so it also helps gives students a little extra money while in college. Working with students in any way before someone starts their first teaching job is really good experience. Any time that a student in the Special Education program can work with children/students, is a way that they can gain experience, contacts, and skills useful for teaching.

Boys and Girls Club

The Boys and Girls Club is a national organization that provides day care and after school care for school age children. This is a helpful job for Special Education majors because it acclimates them to the environment of working with children. Volunteering or working at the Boys and Girls Club gives college students the opportunity to learn more ways to help kids learn and grow, which is similar to the way Special Education teachers help students in the classroom.

Campus or Organization Involvement

There are many organizations in the Springfield, Missouri area that can help students get more involved with Special Education. The Student Council for Exceptional Children, the Deaf Awareness Group of Southwest Missouri, and the Student Association for Autism and Applied Behavior Analysis are all organizations that can be very helpful as a Special Education major.

Student Council for Exceptional Children (SCEC)

A group that meets mainly on Missouri State's campus, the Student Council for Exceptional Children is a group that interacts with children and adults with special needs in the Springfield area. SCEC works with exceptional children through community and volunteer work. It also works with the national organization, Council for Exceptional Children, to attend conferences and seminars to help Special Education majors gain extra networking abilities and research instruction. The group's advisors are Special Education faculty members, Dr. Reesha Adamson and Dr. Paris DePaepe, whose contact information can be found on the faculty information list found at the back of this guide.

Deaf Awareness Group of Southwest Missouri (DAG)

"What is DAG?" discusses how The Deaf Awareness Group of Southwest Missouri was started in 2005 and has grown to become a successful non-profit organization. It was started by a group of local deaf, hard of hearing, and hearing people in Springfield, Missouri. DAG offers free sign language classes and other events around the city of Springfield. Many people volunteer for the organization, as well as attend their events.

Student Association for Autism and Applied Behavior Analysis (MOSABA)

The "Student Association for Autism and Applied Behavior Analysis" (MOSABA) webpage discusses that the group was created to provide Missouri State students with a group in which they could discuss different research and policy in the area of Autism and Applied Behavior Analysis. Students involved are given several opportunities to engage in discussions with faculty and students, research, and different clinical experiences.

On-campus Resources

There are several resources on Missouri State's campus that can help students achieve their academic goals. The campus offers tutoring and research assistance, as well as different resources to help Special Education majors get involved with other students interested in majoring in Education through Living Learning Communities in residence halls. Instructors also offer various office hours or offer to schedule appointments if students have questions or need help with something in the class.

Instructor Office Hours

Most instructors will hand out a syllabus or policy statement at the beginning of the semester, and most times, those documents will include the hours they are available and in their office. Instructors also frequently use Blackboard to send information to their students, and they will also post their office hours there. Another way to contact an instructor is to email them at their Missouri State email address to either ask when they are available or to set up an appointment.

Bear CLAW

The Bear CLAW is an on-campus resource located in Meyer Library. It offers one-on-one help to all students. There are certain subjects that tutors are more experienced in, so making an appointment on the library website is a good choice when trying to find a tutor for a specific subject. There are also general subject tables if students have questions about a topic that maybe none of the tutors specialize in. The “Bear CLAW” webpage says that students can contact the Learning Commons Director, Dr. Diana Garland, by phone at 417.836.4229 or by visiting the office in 113 Meyer Library.

Writing Center

The Writing Center, located in Meyer Library, is a resource for students who need help with writing papers for classes. They help students understand how to correctly cite papers, as well as how to correctly incorporate sources. They are not technically tutors, so students should not expect assistants in the Writing Center to just edit a paper for them. The assistants are there to help students better understand their writing capabilities and to help them find motivation and ideas to write thoughtful papers and reports.

Teacher Education Living-Learning Community

The “Living-Learning Communities” webpage discusses how Living Learning Communities give first-year students the opportunity to live on a single residence hall floor with other students within their college. The Teacher Education Living Learning Community (LLC) is offered to students who have declared a major in the College of Education. Living in the Teacher Education LLC sponsors experiences such as the Social Media Do’s and Don’ts for Educators, Education Day, and registering and studying for the Missouri General Education Assessment (MoGEA) together. The Teacher Education LLC is partnered with the Associate Dean for the College of Education, Dr. Gilbert Brown, and an advisor in the Education Advisement Center, Jessica Robertson.

How to Navigate MyMissouriState

One extremely important thing for students to do when they first log into their MyMissouriState account is to click on the **Academics** tab and look through all the links on that page. Some important links to notice are those to the Advising Notes, Degree Audit and Student Educational Planner, Week at a Glance Schedule, Booklist, Add or Drop Classes, and the Trial Schedule Builder. Students should also make themselves familiar with the **Teacher Education** module, which is also located in the **Academics** tab.

The screenshot displays the MyMissouriState Academics tab interface. At the top, there is a navigation bar with tabs for Home, Profile, Academics (selected), and Campus Services. To the right of the navigation bar are icons for Missouri State, Email, Blackboard 9.1, Help, and Logout. The main content area is divided into several sections:

- Student Records**: A list of links including Advising Notes, Degree Audit and Student Educational Planner, Enrollment Verification Request, Grades (New and Improved), Grades (Midterm), Grades (Final), Holds, Student Profile, Test Scores, Transcript Request, Transcript (Unofficial), Transcript (Unofficial, Sortable), and Veterans Certification Request.
- Commencement**: Links for Apply for Graduation and Commencement Details.
- Teacher Education**: A section with a Taskstream link (My Taskstream), eSTARS (Student Teaching Application, Student Teaching Self-Evaluation), ePortfolio (My ePortfolio, Clinical Practice Log), Online Agreements (Professional Dispositions Checklist, Student Contract), and Self-Service Options (Banner Self-Service).
- Class Schedule**: Links for Concise Schedule, Detail Schedule, Week at a Glance Schedule, and Final Exam Schedules.
- Academic Profile**: A section for the Springfield Campus profile, showing Class Standing (Sophomore), Degree (Bach of Science in Education), Level (Undergraduate), Program (Special Ed/Cross Catgorcl-BSED), Admit Term (Fall 2016), Catalog Term (Fall 2016), College (Education), and Major and Department (Special Educ/Cross Categorical, Counslg, Leadrshp, & Spec Educ). It also includes an Advisors section with a dropdown menu to select another term and a Go button.
- Registration Tools**: Links for Select Term, Add or Drop Classes, Active Registrations, Refund and Drop Deadlines, Registration Fee Assessment, Registration History, Registration Status, Advising Notes, and iGrade Instructor Evaluations.
- Resources**: Links for Catalogs, Class Schedule Search, Course Descriptions, General Education Transition Resources, Payments/Refunds, Projected Course Offerings Search, Registration Resources, Trial Schedule Builder, and Waitlisting.
- Transfer Students**: Links for Transfer Credits (Transfer Credit Evaluation, Request Transfer Credit Preapproval, Request Transfer Credit Re-Evaluation, Review Transfer Credit Requests), Resources (Transfer Credit Equivalency Guide, Transfer Credit Equivalency Search), and Training (Haven (Sexual Assault Awareness Training)).
- Textbooks**: Links for Booklist and Textbook Reservations.
- Bear CLAW**: Links for TutorTrac (Schedule a tutor or Writing Center appointment) and Center for Learning and Writing (Bear CLAW).

MyMissouriState Academics tab screenshot for student reference

Advising Notes

Under the **Student Records** module, students should click on **Advising Notes** to view any comments, notes, or suggestions that their advisor has given during advising appointments. This is helpful if a student's advisor suggests certain classes for a student to take the upcoming semester and the student needs to go back and check to see what courses they discussed during their advising appointment.

Degree Audit and Student Educational Planner

Also under the **Student Records** module is the **Degree Audit and Student Educational Planner**. Students should know how to use and maneuver through their Degree Audit because it is a resource that is always available to them. It is one of the most accurate ways to see what classes and requirements a student has completed or still needs to complete. It also shows a student's program GPA, cumulative GPA, and semester GPA.

Week at a Glance Schedule

Under the **Class Schedule** module, students can find different options to view their schedules for different semesters. The one that seems to be most helpful for most students is the **Week at a Glance** schedule because it shows the schedule in a calendar format so students can see their whole week in front of them. By entering a date in the week of a schedule they want to see, students can view a schedule for a semester they may not be in yet. For example, students can type a date that occurs during the fall semester to see their future courses while still completing the spring semester.

Booklist

The **Textbooks** module includes the link for a student's **Booklist**, which shows all the books that go with each course a student is registered for in the upcoming semesters. Student should be sure, though, to check with their course instructors to see if that instructor requires what the university says students need for specific classes.

Add or Drop Classes

Students should also know where they can add and drop classes if they need to. Under the **Registration Tools** module, they should click on **Add or Drop Classes**. There, they should be able to select **Add or Drop Classes** again, and then select the term they wish to add or drop a class from. Their course schedule from the term they select will appear, and in the **Action** column, they should choose **Drop Course** for the class(es) they wish to drop, and/or they should type the CRN number for the course(s) they wish to add in the blank text boxes below their schedule.

Trial Schedule Builder

All students have to know how to use the **Trial Schedule Builder**, which is located in the **Registration Tools** module. After entering the schedule builder, students can select the term they wish to select classes for and then change their **Course Status**, **Parts of Term**, and **Campuses** preferences. They can then click the **+ Add Course** button and continue adding the names and course codes for each class they wish to fit into their schedule. They can then click **Generate Schedules**, and look through the schedule options that appear to see which one they prefer.

Missouri State's Special Education Program

People often wonder what they can do with a degree in Special Education. As stated on Missouri State's College of Education "Special Education" webpage, a Special Education degree enables someone to evaluate and/or teach students from kindergarten to twelfth grade that have learning disabilities, behavior disorders, developmentally delayed, or physical/other health impairments. Individuals with a degree in Special Education can also teach any environment that is indicated on a student's Individualized Education Program (IEP). Teachers can serve as case managers for a student's IEP when working as a teacher in a cross-categorical or self-contained classroom, or they can serve as a resource teacher. Missouri State's Special Education program can give students the opportunity to achieve these goals, as well as help them thrive in their academic and future goals. The Special Education Program is one of Missouri State's seventy-five professional education programs that has received a letter of approval from the Missouri Department of Elementary & Secondary Education (DESE).

NCATE/CAEP Accreditation

Missouri State University is accredited by the Council for the Accreditation of Educator Preparation (CAEP), which was formerly known as the National Council for Accreditation of Teacher Education (NCATE). This accreditation in the College of Education is valid for 7 years. The current CAEP certification for the College of Education was issued in February of 2012, and it will have to be renewed in the Fall of 2018.

Public Affairs Mission

Missouri State University's "Public Affairs" webpage states that Missouri State University was granted a statewide mission in public affairs in 1995 when Senate Bill 340 was signed into law. The public affairs mission defines a primary way in which an education from Missouri State is different from that of other universities and one way by which we educate our students to imagine the future. The webpage also discusses Missouri State's goals when it comes to the Public Affairs Mission and how students strive to achieve these three pillars.

Ethical Leadership

Missouri State is preparing students for the future by helping them understand the ethical dimensions of leadership and take what they learn in the classrooms and use it to help solve problems and bring about change.

Goal: Students will articulate their value systems, act ethically within the context of a democratic society and demonstrate engaged and principled leadership (Adapted from the *Center for Ethical Leadership*) ("Public Affairs").

Cultural Competence

Missouri State helps students develop cultural knowledge in several ways. Study abroad programs, interactions with international students and opportunities to study different languages, histories and religions, help students broaden their horizons, build relationships and bring about better competition for the future.

Goal: Students will recognize and respect multiple perspectives and cultures ("Public Affairs").

Community Engagement

Community engagement lets students branch out and see how the world is working through a different lens, giving them the opportunity to work with their communities and build up their ability to lead in their careers.

Goal: Students will recognize the importance of contributing their knowledge and experiences to their own community and the broader society.

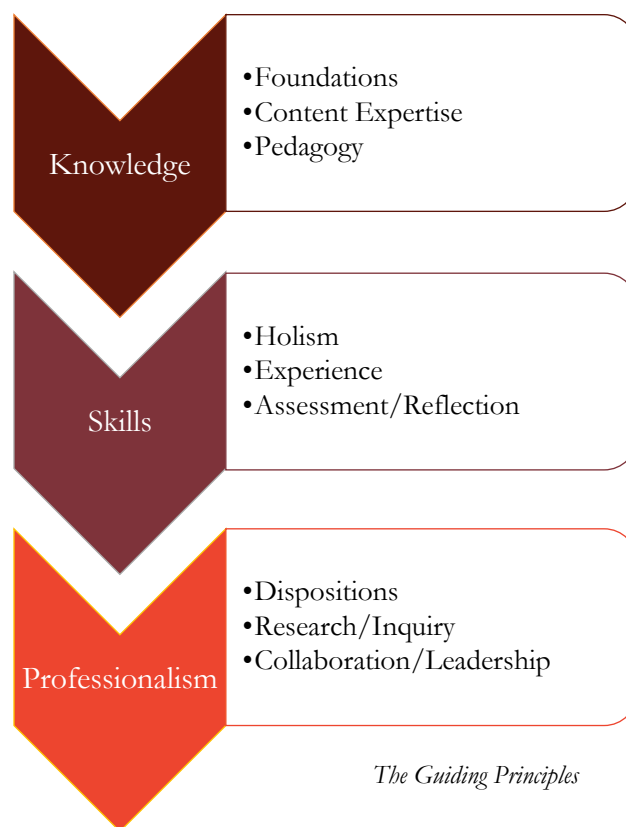
Goal: Students will recognize the importance of scientific principles in the generation of sound public policy (“Public Affairs”).

Education Preparation Provider’s Guiding Principles

The Education Preparation Provider (EPP) at Missouri State is made up of all faculty, staff, and administrators who (1) teach one or more EPP courses, (2) advise or supervise professional educational students, or (3) administer professional education departments/schools or colleges. The “Assessment and Accreditation” page discusses the Guiding Principles of Knowledge, Skills, and Professionalism in the sections and graphic to follow.

Knowledge

- **Foundations:** knowledge of the historical, cultural, political, technological, and community contexts of education and the development of the professional and foundational issues and arguments underlying its practices, as well as an understanding of the importance of integrated learning across disciplines. (Diversity Proficiency 1)
- **Content Expertise:** strong knowledge of subject matter discipline content and understanding the important ideas in the subject area domain and the influences that knowledge has on pedagogical orientations, teaching decisions, and teaching acts. (Diversity Proficiency 3)
- **Pedagogy:** knowledge of human development, motivation, and the theories of learning and assessment, as well as the understanding of the skills, techniques, and strategies that enhance learning for all students including those from diverse cultural, racial, and economic backgrounds, varying abilities, and historically underrepresented groups (Diversity Proficiency 1-6) (“Assessment”).



The Guiding Principles

Skills

- **Holism:** affirm diversity and understanding of the “whole child” within the classroom, school, educational system, family, community and cultural context; awareness of challenges

and requirements of a democratic society; and knowledge and sensitivity to issues such as equity and human diversity. (Diversity Proficiency 1-6)

- **Experience:** apply theory to practice, understand how pedagogical theories impact teaching practices that serve as a foundation for the development and expansion of existing and emerging theories, and continually renew skills and knowledge within one's discipline. (Diversity Proficiency 3)
- **Assessment/Reflection:** conduct valid and reliable assessment to improve student learning, engage in self-appraisal, and use feedback from students, supervisors, mentors, and peers to improve practice and employ skills crucial to reflective decision-making and systematic inquiry (Diversity Proficiency 5-6) ("Assessment").

Professionalism

- **Dispositions:** awareness of self as a professional educator passionate about teaching, intellectually curious, and demonstrating intellectual, social, and ethical attributes that contribute to the learning and development of all learners in all professional settings. (Diversity Proficiency 1-6)
- **Research/Inquiry:** use of current research, systematic inquiry approaches, and technology in pursuit of best educative practices, lifelong learning, and professional development in order to help all learners succeed. (Diversity Proficiency 3, 5)
- **Collaboration/Leadership:** the ability and skills to initiate and maintain empowering relationships with colleagues, school personnel, parents, family members, and the community and are prepared to assume leadership roles (Diversity Proficiency 2) ("Assessment").

Educator Preparation Provider's Diversity Proficiencies

The EPP bases its Diversity Proficiencies on the Public Affairs Mission at Missouri State, and they expect students to demonstrate these pillars in professional education programs. These six diversity proficiencies stated by the Educator Preparation Provider are meant to help students grow to be more diverse and help them create an inclusive and safe learning environment when teaching.

1. **Awareness:** demonstrates understanding of neutral language, activities, and gestures sensitive to diverse learners, based on historical perspectives and contemporary knowledge
2. **Communication:** demonstrates verbal and nonverbal techniques useful for interacting with diverse learners, school personnel, families, and community members
3. **Curriculum and Instruction:** demonstrates development and use of unbiased learning outcomes and instructional strategies designed to facilitate student growth for all diverse learners including differentiated instruction
4. **Resources:** demonstrates identification and utilization of professional, school, and community resources and information to enhance the learning process for all diverse learners as well as meet the needs of their families
5. **Respect:** demonstrates acceptance and appreciation of diverse learners of varied backgrounds, ideas, and perspectives for an inclusive environment
6. **Social Justice:** demonstrates the ability to recognize and address in self and others issues of equality, human rights, socio-economic status; including bias, discrimination, and aggression to prevent and reduce oppression, including aggression, bullying, harassment, and intimidation

Minors Commonly Chosen by Special Education Majors

Although Special Education is a comprehensive major that does not require a minor or a second major, many students choose to get a minor in a field that may benefit them as teachers. American Sign Language, Theater, and Art are minors that Special Education students most commonly choose to correspond with their major. These minors can offer insights and ideas that may help a Special Education teacher in his/her classroom.

Sign Language Studies (BA, BS, and many others)

To earn a minor in Sign Language studies, a student must complete the following six courses: CSD 321, CSD 322, CSD 330, CSD 331, CSD 332, AND CSD 333 and consult with a Communication Sciences and Disorders (CSD) advisor. The course descriptions from the Undergraduate Catalog are found in *Appendix A* at the back of this book.

Theatre (BA, BS, and many others)

To earn a minor in Theatre, students must complete the following classes: THE 130, THE 150, and THE 151. They must also complete one course from the following list: THE 541, THE 542, THE 543, THE 545, OR THE 547. The final requirement is that students must complete nine credit hours of Theatre elective that are all numbered 300 or higher. The course descriptions from the Undergraduate Catalog are found in *Appendix B* at the back of this book.

Art (BA, BS)

To earn a minor in art, students must complete the following classes: ART 100, ART 101, and ART 115. To complete a Bachelor of Arts minor, students must complete another 9 credit hours of art and/or design electives to equal no fewer than 18 credits. To complete a Bachelor of Science minor, students must complete another 12 hours of art and/or design electives to equal no fewer than 21 credits. ART 200 can not be used to complete any elective credits. The course descriptions from the Undergraduate Catalog are found in *Appendix C* at the back of this book.

Program Admission Requirements

To be eligible for the Special Education program, students must complete all academic, testing, and other requirements. Many of the testing and other requirements cost money to complete or gain the membership, but the academic requirements will be included in a student's Missouri State tuition and payments.

Academic Requirements

There are several academic requirements when it comes to the Special Education program. There are certain credits, grades, and classes that are required before being admitted into the program.

- **Credits:** For entry to the program, students must have completed at least 30 credit hours.
- **Grades:** Overall, students must have at least a 2.75 GPA.
- **Classes:** Students must pass both COM 115 and SPE 310 with a C or higher.

Testing Requirements

There are also two major testing requirements that students must complete before they can enter the Special Education program.

- **MoGEA:** Students must pass all sections of the MoGEA. If students do not send their scores directly to Missouri State's Education Advisement Center, they need to email a copy of their scores to EducationAdvisement@MissouriState.edu. The MoGEA consists of 4 subtests including reading comprehension, writing, mathematics, and science and social studies. To take all subtests together, it costs \$49 plus a sitting fee at some testing centers.
- **MEP:** Students must complete the online Missouri Educator Profile (MEP) for \$22. It can be taken from anywhere, and it is similar to a personality test that evaluates a student's work style and professional habits. It is not used as a grade, but as a way for advisors to help students in their academic and professional careers.

Other Requirements

There are also other requirements for admission to the Special Education program, which include contracts, subscriptions, background checks, and other forms to sign.

- **FCSR:** The Family Care and Safety Registry (FCSR) is a way for the state and the university to run background checks on students to look for any criminal history records, sex offender registry records, child abuse/neglect records, and several others to ensure your background is clean of offenses. To register, students must pay, online, \$13 plus a \$1.25 processing fee with a debit or credit card. To register for the FCSR, students should follow the steps below that were taken from Missouri State's Educational Field Experiences webpage.
 1. Go to the Family Care Safety Registry site.
<<https://webapp02.dhss.mo.gov/bsees/Main.aspx?sk=SK219496707>>
 2. Click on the **Registration** tab and then **Register**.

3. On the next screen, click **Is A Person Registered?** On that screen, enter Social Security number (SSN) twice and the Security Text shown.
 4. Once this process is complete, the next screen will show the registration status.
 - a. If the SSN was found in the FCSR database, registration is complete. **However, to ensure the account remains active, it is necessary to update name, email, or address changes with FCSR by calling 866-422-6872.**
 - b. If the SSN was not found in the FCSR database, click **Continue** and then click **Proceed with Registration**.
 - i. Click **Select if No Employer** and from the drop-down menu, choose **Student**.
 - ii. Click **Continue**. On the next screen, select **Voluntary** from the Selection Criteria menu, then proceed to complete the registration (“Education”).
- **Dispositions Checklist:** Missouri State’s Dispositions Checklist is a document that students majoring in Special Education must sign that states they understand what they must demonstrate in their coursework. The Professional Dispositions Policy and Procedures webpage discusses how the checklist includes the “professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities” (“Education”). These are all expectations of students in the program. To see an example of the Dispositions Checklist, see *Appendix D* in the back of this guide.
 - **Student Contract:** The Student Contract focuses on making sure students are aware of the requirements of completing a major in Special Education. The contract insures that the student is responsible for his/her grades, test scores, and other actions when it comes to their college career. To see a sample of the Student Contract, see *Appendix E* in the back of this guide.
 - **Taskstream:** Taskstream is a cloud-based software system that helps students demonstrate their skills and submit their work online. It allows several different institution, state, and national standards and competencies to connect to the students achievements and assessments. Taskstream also oversees a student’s declared major, and it helps evaluate programs for accreditation. Students are required to purchase a Taskstream subscription before being admitted to the Special Education program. Its cost varies, depending on the length of the subscription a student purchases. To purchase a subscription, follow the steps below that are taken from the Student Portfolios webpage.
 1. Login to your my.missouristate.edu portal
 2. Click on the **Academics** tab toward the top of the page
 3. Click on the **My Taskstream** link on the left-hand side of the page
 4. The page that loads will present you with an End User License Agreement (EULA); click the **I Accept** button in the lower right-hand corner of the agreement
 5. On the next page you can either walk through the steps to purchase a three-year subscription renewal from Taskstream using a credit card, OR you can enter the key code from the Taskstream subscription card that you purchased through the bookstore (if you purchase the card from the bookstore, DO NOT follow the instructions on the card—follow these instructions instead).

Once you have completed these steps, you should see your program template available.

From this point forward, you can log in to your Taskstream account by clicking on the **My Taskstream** link from my.missouristate.edu (“Education”).

Completing the Special Education Program

When completing the Special Education program, there are several advising sheets that will be helpful to students and their advisors. This section will describe the different sheets and each of their functions and purposes. There are also several options when completing the major, so some of the sheets are blank so that students can fill them in as they deem necessary.

General Education Requirements

The General Education requirements for the Special Education program are more specific than the overall requirements at Missouri State, so it is important to check with an advisor before scheduling classes. On the Special Education Advisement Worksheet, the left-hand column is dedicated to fulfilling a student's General Education requirements. In the back of this guide, students can refer to *Appendix F* to learn more about what classes they want to take for each General Education requirement.

Required Courses

The courses that are required for the Professional Education and the major are also listed on the Special Education Advisement Worksheet, which is located in *Appendix F*. For full descriptions of each course and what order they can be taken in based on prerequisites is located in *Appendix G*, following the advisement worksheet. With these, students can find out what classes are about and how many credit hours they count for.

Four-Year Planning

It is also important for students to think about the years to come when scheduling classes. They should do their best to plan their next four years of classes with the help of their advisor and advisement sheets. The four-year planning document is located in *Appendix H*, and students can use it to fill in classes and credit hours to plan for what they want to take each semester for the next four years. Another tool that advisors in the Education Advisement Center use is the Program Planning Guide. This is a tool that's very similar to the four-year plan, but has a few different aspects which can be seen by looking at the Program Planning Guide in *Appendix I* in the back of this guide.

Sample Four-Year Schedule

The Education Advisement Center provides a sample schedule to lay out a student's four years here at Missouri State. The sample schedule for students to look to is located in *Appendix J* in the back of this guide. Although it will probably not fit a student's exact needs, it gives them a nice basis for planning their own schedule and the order in which they should take certain classes.

Service Learning Options

There are several options for Service Learning credit in the Special Education Program. Each of the following descriptions of SPE 300, RDG 300, and MTH 300 come from the Special Education Program's webpage.

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.

Credit hours: 1

Lecture contact hours: 0

Lab contact hours: 0

Typically offered: Fall, Spring

RDG 300 Service Learning in Literacy

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 literacy 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. Cannot be substituted for RDG 421 or any other required practicum. May be repeated.

Credit hours: 1

Lecture contact hours: 0

Lab contact hours: 0

Typically offered: Fall, Spring

MTH 300 Service Learning in Mathematics

Prerequisite: 30 hours and concurrent registration in a Mathematics course designated as a service learning offering.

This service component for an existing course incorporates community service with classroom instruction in mathematics to provide an integrative 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.

Credit hours: 1

Lecture contact hours: 0

Lab contact hours: 0

Typically offered: Fall, Spring

Accelerated Master's Options

In the Special Education program, there are two different options if a student would like to pursue an Accelerated Master's degree. Students can choose between the Autism Spectrum Disorder Emphasis or an emphasis in Early Childhood Special Education. When completing an Accelerated Master's degree, up to four courses can be "double-counted" for both the undergraduate and graduate degrees. To be admitted to the Accelerated program, students must be Junior standing, with an overall GPA of 3.00 or higher. They must be admitted to Teacher Education, and they must have completed SPE 345 and 346 and be accepted by the graduate faculty in Special Education.

Autism Spectrum Disorder Emphasis

When completing an Accelerated Master's with an Autism Spectrum Disorder Emphasis, it is important to know which classes can count for credit in both the undergraduate and graduate degrees. For those working toward the Autism Spectrum Disorder Emphasis, they can take SPE 618, SPE 619, SPE 621, and SPE 625 in place of SPE 516, SPE 519, SPE 521, and SPE 525 respectively. The rest of the courses required for completing the graduate degree must be completed after the undergraduate degree is finished. The complete list of courses required for the Accelerated Master's with an Autism Spectrum Disorder Emphasis can be found in *Appendix K*.

Early Childhood Special Education

When completing an Accelerated Master's in Early Childhood Special Education, it is important to know which classes can count for credit in both the undergraduate and graduate degrees. For those working toward the Early Childhood Special Education degree, they can take SPE 616, SPE 618, SPE 660, and SPE 779 in place of SPE 515, SPE 516, SPE 560, and SPE 579 respectively. The rest of the courses required for completing the graduate degree must be completed after the undergraduate degree is finished. The complete list of courses required for the Accelerated Master's in Early Childhood Special Education can be found in *Appendix L*.

Senior Checklist

During a student's final year of school, they should make sure that everything they need is completed. There are several assessment requirements and many steps and forms related to student teaching that have to be completed. Students should make sure that all requirements are fulfilled in order to be eligible for graduation from Missouri State University's Special Education Program.

Reviewing Your Degree Audit

Students should be sure that all parts of the degree audit that are required are completed. If there are any questions or concerns about what is on or not on a student's degree audit, they should contact their advisor as soon as possible to find a solution to the problem.

Applying for Student Teaching

Students should make sure they follow the correct steps to apply for student teaching. If a student plans on student teaching in the fall, their applications are due February 1, and if a student plans on student teaching in the spring, their applications are due August 1. All student teaching forms, deadlines, and information can be found at <http://education.missouristate.edu/services/efe/>.

Take the Missouri Content Assessment (MoCA)

The Missouri Content Assessment replaces the Praxis II test, and it should be taken prior to starting student teaching. The Missouri Content Assessment ranges from \$77 to \$189, depending on the number of subtests being taken. Students in the Special Education program must take 5 subtests including test numbers 050, 007, 008, 009, and 010. To register for the MoCA, students should go to the MEGA website at <http://www.mo.nesinc.com>.

Take the University Exit Exam

After 102 credit hours are earned at the university, students should take the University Exit Exam on Blackboard. For more information about the University Exit Exam, students should visit <http://www.missouristate.edu/assessment/exitexam.htm>.

Register for the MoPTA

Students should also register for the MoPTA in their senior year. The MoPTA costs \$275 when registering. They should register online at <http://www.missouristate.edu/assessment/exitexam.htm>. For information about dates and deadlines regarding not only the MoPTA, but other assessments as well, students should visit <http://www.missouristate.edu/assessment/exitexam.htm>. When registering for the MoPTA, students should also be sure to choose the "Non Video (MoPTA-NV)" option.

Apply for Graduation

Students need to submit an application to graduate after completing registration for student teaching. The application for graduation can be found on a student's my.missouristate.edu account under the **Commencement** module.

Visit the Career Center and/or Explore Graduate Schools

Whether a student chooses to start looking for a job or explore graduate schools, they should visit the Career Center in Carrington 309 or call 417-836-5636 to schedule an appointment for help with resumes and cover letters, graduate school preparation, practice interviews, and job searching.

Missouri State's Graduate College office is in Carrington 306 if students want to know more about pursuing a graduate degree at Missouri State.

Student Teaching Information

Before student teaching, it is important to know what to expect, and getting advice and tips from students who have already started and/or completed their student teaching for the Special Education program. It is also important to understand where all information about student teaching through Missouri State can be found online and on campus.

A Day in the Life of a Student Teacher

It is not very common for Special Education majors to choose to student teach in middle schools, so this section will include descriptions of the elementary and high school levels of student teaching.

Elementary Student Teacher

Holli Elswick is a student teacher at Horace Mann Elementary in Springfield, MO. Typically, she starts her day by arriving to school early to prepare for the day. At the beginning of the day, after students arrive, she works with a group of third and fourth graders on their writing for about 30 minutes; they are taught a small lesson and then break off to work toward individual writing goals. The next group of students is full of students ranging from second to fourth grade; they work from a third grade math book, but they each work at their own individual pace. During math, students learn a lesson, and then they each work on something that is beneficial to their learning capabilities. She then has a 30 minute plan time, which is usually spent working on IEPs and tracking collected data. After the plan time, she co-teaches in a fifth grade classroom to work on math for 30 minutes. After coming back to her own classroom, Elswick teaches a group of 18 students ranging from kindergarten to fifth grade. During this time, they have reading groups based on reading level. After lunch, she co-teaches fifth grade writing. Following that, they finish up math time by working individually. She then has an hour to work individually with students on their behavior and work completion goals before getting ready to send students home at the end of the day. Some have to be assisted to cars or the bus, but many can do this independently (Elswick).

High School Student Teacher

Madison Cowin is a student teacher at Parkview High School in Springfield, MO. She starts her day with a one-hour plan period when she works on planning lessons, collecting data, and working on her MoPTA. At the end of her plan time, she quickly packs up her stuff and travels to her first co-teaching class to teach English to different grade levels of students. Each of her English classes have daily bell work, in which students with IEPs work to write five sentence paragraphs. The regular classroom teacher then teaches a lesson or gives directions for an assignment, and she then asks the students with IEPs if they need something explained again. She spends the class helping all students, but focuses more on the students that have IEPs and need extra help. After class, she discusses with the classroom teacher what went well and what could be worked on, and what she can do to be prepared for the next class. Cowin also co-teaches professional math, and here she takes notes for students and makes copies of her notes. There are five students in the class with IEPs, and two of them need her constant attention, so she alternates working on the subject at hand with their behavior problems. She also works in a basic math class that has 16 students with special needs. She tries to break the students up into three groups based on ability, and she then prepares lessons for her own group and the paraprofessional's group. She does not plan a lesson for the other Special Education teacher's group. This is a hard class to teach because there are so many people in such a

small room, and it can be hard to reign in control. It is very chaotic and she says she doesn't get much help from her cooperating teacher. She discusses how one very valuable thing she has learned during her student teaching is that getting to know students and their backgrounds can really help them bond with the student teacher, and it shows them that their teacher cares about their interests and their lives outside of school (Cowin).

Other Student Teaching Information

Because there is far too much information and far too many forms to include in this guide, all other questions can be answered by contacting the Coordinator of Educational Field Experiences, Kimberly Dubree, via email at kdubree@MissouriState.edu. Another great resource for finding information, deadlines, and requirements regarding student teaching is the Missouri State Field Experiences webpage, which can be found at <http://education.missouristate.edu/services/efe/>.

Seniors in the Special Education Department

After going through the Special Education program, many students have decided that there's certain things they wish they knew before starting the program as well as different experiences that were helpful to them as they worked toward completing their undergraduate degrees.

What They Wish They Knew

Senior Madison Edwards states that she wishes she knew how much data collection is involved in Special Education. While completing her major, she learned that a lot of a Special Education teacher's job is collecting data to improve the classroom (Edwards). Senior Brittany Fudge wishes that she knew just how hard the Special Education program was, and she wants other students to mentally prepare themselves and be willing to work hard. She also wants students in the Special Education program to know that they should request to do their practicums in grade levels other than the one they would like to student teach at (Fudge). For example, if they want to do their student teaching in an elementary school, they should do their practicums in middle school and high school.

Clinical Experiences

Brittany Fudge says that RDG 420 & 421 is very beneficial because it teaches students how to distinguish between different levels of reading proficiency (Fudge). Madison Edwards says that RDG 421 was beneficial because it gives Special Education majors the opportunity to work in a general education classroom, which is quite different than being in the Special Education classrooms. She also says that SPE 520 is beneficial because it gives Special Education majors the opportunity to work on creating IEP goals, to attend IEP meetings, and to create lesson plans. She says that the projects in SPE 520 are helpful when learning how to implement different things in a Special Education classroom (Edwards).

Advice from Seniors

Madison Edwards suggests that students should stay organized and they should make friends with other students in the Special Education program because having people to collaborate and to study with can be helpful while completing the major. She also says that enjoying the experience is one of the most important parts of working in Special Education (Edwards). Holli Elswick says that building strong, positive relationships with the students and teachers in the schools they work in is important for Special Education majors. She also says that it is important to balance everything that needs to be done, including teaching, planning, and finishing up requirements for teacher certification (Elswick). Madison Cowin states that one of the most important things to remember while student teaching is not to gossip about students or other teachers; teachers notice this and it can make the student teaching experience more positive for both the classroom teacher and the student teacher. She also says that it is important to stand up for oneself because some teachers may try to get a student teacher to do more than they are supposed to be doing (Cowin). In general, many seniors in the program say that having fun, engaging with the students, and enjoying the last semester of college is a big part of student teaching and the program in general.

Closing Statements

Students in Missouri State's Special Education program should understand the different requirements, expectations, and skills that are used and included in the Special Education program while they begin planning for their academic career. This guide is for students to use while completing their degree in Special Education, and it can be used throughout their entire undergraduate career in the Special Education program at Missouri State. It is meant to supplement the suggestions and notes given to students by their advisors, and it includes documents that will be helpful while planning schedules and tests throughout the academic year.

By using the planning documents in this guide, students in the program will have information about the program and their own academic needs readily available when they need to refer to it for advising or scheduling purposes. This guide can help students achieve their academic goals in the program by laying out what they need to complete in order to successfully complete the Special Education program to earn a Bachelor of Science in Education from Missouri State University.

This guide should be taken to each advising appointment a student has with their advisor to more easily track where they are in the completion of their major. The information included is meant to help and assist students in planning for their academic career at Missouri State. If students have any questions about the Special Education program or about this guide, please contact the Education Advisement Center.

Advising Faculty and Staff Information

Each advisor in the College of Education can be found in Hill Hall. All students are assigned an advisor when they attend Missouri State. They are required to meet with their advisor each semester to be able to register for classes if they have less than 75 credit hours on their transcript. In this section, all information about each advisor in the department can also be found on Missouri State's Education Advisement webpage. All Professional Education advisors can be reached by mail at:

Missouri State University
COE-Education Advisement
901 S. National Avenue
Springfield, MO 65897

Juli A. Panza

JuliPanza@MissouriState.edu
417-836-5429
Hill Hall 202

Juli is the Coordinator of the Education Advisement Center. She has a BS in Elementary Education and an MS in Early Childhood and Family Development. Her professional experience includes working as an elementary education teacher, serving on the MACADA board for five years, a counselor to campus fellow, and she serves as a per course instructor at Missouri State.

Jessica R. Robertson

JRobertson@MissouriState.edu

417-836-5429

Hill Hall 202

Jessica is an advisor in the Education Advisement Center. She has a BS in English/Secondary Education, an MS in K-12 Guidance and Counseling, and an EdS in Educational Administration. Her professional experience includes working as a licensed therapist, and elementary guidance counselor and principal, and an individual and family therapist.

Courtney J. Lawson

CourtneyLawson@MissouriState.edu

417-836-6864

Hill Hall 202

Courtney is also an advisor in the Education Advisement Center. She has a BS in Child and Family Development, and an MA in Human Developmental Studies. Her professional experience includes working as an academic advisor at Southeast Missouri State University for nine years before recently coming to work for Missouri State.

Amy L. McKee

AmyMcKee@MissouriState.edu

417-836-5429

Hill Hall 202

Amy is currently a student at Missouri State, working towards a BS in Wildlife Biology and a minor in Geospatial Sciences. Her professional experience includes working as an administrative assistant for around thirty years, and she has worked in the Education Advisement Center as an administrative assistant for the past three years.

Faculty/Staff of the Special Education Program

All instructors and professors in the Special Education Program can be contacted by phone or by email at the addresses and phone numbers found below.

Faculty/Staff Name	Title	Missouri State Email Address	Office Phone
Dr. Tamara J. Arthaud	Professor	TamaraArthaud@MissouriState.edu	417.836.6951
Dr. Reesha M. Adamson	Assistant Professor	RAdamson@MissouriState.edu	417.836.6284
Dr. Paul M. Ajuwon	Professor	PaulAjuwon@MissouriState.edu	417.836.5397
Dr. Megan Boyle	Assistant Professor	MeganBoyle@MissouriState.edu	417.836.4140
Amelia M. Chenoweth	Instructor	Amelia302@MissouriState.edu	417.836.8466
Dr. Paris A. DePaepe	Professor	ParisDePaepe@MissouriState.edu	417.836.4761
Dr. Linda Garrison-Kane	Professor	LGKane@MissouriState.edu	417.836.6960
Michael E. Goeringer	Clinical Instructor	MichaelGoeringer@MissouriState.edu	417.836.5897
James C. Matthews	Instructor	JamesMatthews@MissouriState.edu	417.836.5256
Dr. Shari L. Scott	Instructor	SScott@MissouriState.edu	417.836.3142
Dr. Ximena Uribe-Zarain	Assistant Professor	XUribeZarain@MissouriState.edu	417.836.5880

Special Education Faculty and Staff as of Spring 2017

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Appendix A: Sign Language Studies Minor

CSD 321 Sign Language: Signed English I

Prerequisite: permission.

Gain beginner level skill in sign language and fingerspelling through Manually Coded English. Development of a general knowledge base including the history of sign language and the spectrum of sign options available. May be taught concurrently with CSD 621. Cannot receive credit for both CSD 321 and CSD 621.

Credit hours: 3

Lecture contact hours: 3

Lab contact hours: 0

Typically offered: Fall

CSD 322 Sign Language: Signed English II

Prerequisite: CSD 321 and permission.

Emphasis on the expansion of Manually Coded English sign language skills through the use of conversation and the increased development of vocabulary. May be taught concurrently with CSD 631. Cannot receive credit for both CSD 322 and CSD 631.

Credit hours: 3

Lecture contact hours: 3

Lab contact hours: 0

Typically offered: Spring

CSD 330 Introduction to American Sign Language (ASL)

Prerequisite: permission.

A beginning level course in American Sign Language. Students will gain information about the history and structure of this unique visual/gestural system of communication, its vocabulary and syntax, and practical experience in its use, both expressively and receptively. May be taught concurrently with CSD 636. Cannot receive credit for both CSD 330 and CSD 636.

Credit hours: 3

Lecture contact hours: 3

Lab contact hours: 0

Typically offered: Fall

CSD 331 American Sign Language (ASL) II

Prerequisite: permission.

An advanced beginning level course in American Sign Language. Students will gain more complex introductory information about the history and structure of this unique visual/gestural system of communication, its vocabulary and syntax, and practical experience in its use, both expressively and receptively. May be taught concurrently with CSD 637. Cannot receive credit for both CSD 331 and CSD 637.

Credit hours: 3

Lecture contact hours: 3

Lab contact hours: 0

Typically offered: Spring

CSD 332 American Sign Language (ASL) III

Prerequisite: CSD 331.

An intermediate level course in American Sign Language. Students will gain information regarding vocabulary, syntax and cultural factors related to this unique visual/gestural system of communication. Students will gain further practical experience in its use, both expressively and receptively. May be taught concurrently with CSD 638. Cannot receive credit for both CSD 332 and CSD 638.

Credit hours: 3

Lecture contact hours: 3

Lab contact hours: 0

Typically offered: Fall

CSD 333 American Sign Language (ASL) IV

Prerequisite: CSD 332.

An advanced level course in American Sign Language. Students will gain information regarding vocabulary, syntax and cultural factors related to this unique visual/gestural system of communication. Students will gain further practical experience in its use, both expressively and receptively. May be taught concurrently with CSD 639. Cannot receive credit for both CSD 333 and CSD 639.

Credit hours: 3

Lecture contact hours: 3

Lab contact hours: 0

Typically offered: Spring

Appendix B: Theatre Minor

THE 130 Introduction to Script Analysis

Analysis of the script and its translation from page to performance through an examination of the relationships of directors, designers, performers, and audience in the rehearsal process and theatrical performance. Buying tickets to and attendance at local productions required.

Credit hours: 3

Lecture contact hours: 3

Lab contact hours: 0

Typically offered: Fall, Spring

THE 150 Introduction to Theatre Technology

An introduction to the working relationships of designers and basic principles of costuming, lighting, and stagecraft. Buying tickets to and attendance at local productions required.

Credit hours: 2

Lecture contact hours: 2

Lab contact hours: 0

Typically offered: Fall, Spring

THE 151 Introduction to Theatre Technology Lab

Prerequisite: THE 150 or concurrent enrollment.

Practical application of the principles addressed in THE 150.

Credit hours: 1

Lecture contact hours: 0

Lab contact hours: 2

Typically offered: Fall, Spring

THE 541 Theatre History I

Prerequisite: Writing II.

Traces the important periods in the development of theatre from its beginning through the English Restoration. Through analysis of conventions of staging and dramatic literature, examines the aesthetic, cultural, ethical, and social dimensions of theatre in different cultures and time periods.

May be taught concurrently with THE 631. Cannot receive credit for both THE 541 and THE 631.

Credit hours: 3

Lecture contact hours: 3

Lab contact hours: 0

Typically offered: Fall

THE 542 Theatre History II

Prerequisite: Writing II.

Traces the important periods in the development of theatre from the 18th century to the present.

Through analysis of conventions of staging and dramatic literature, examines the aesthetic, cultural, ethical, and social dimensions of theatre in different cultures and time periods. May be taught concurrently with THE 632. Cannot receive credit for both THE 542 and THE 632.

Credit hours: 3

Lecture contact hours: 3

Lab contact hours: 0
Typically offered: Spring

THE 543 Development of Modern Theatre

Prerequisite: Writing II.

Examines the aesthetic, cultural, ethical, and social dimensions of modern theatre, from the development of naturalism to Theatre of the Absurd, through analysis of staging practices, theatrical theory, and dramatic literature. May be taught concurrently with THE 633. Cannot receive credit for both THE 543 and THE 633.

Credit hours: 3
Lecture contact hours: 3
Lab contact hours: 0
Typically offered: Fall (odd-numbered years)

THE 545 Contemporary Theatre

Prerequisite: Writing II.

Examines the aesthetic, cultural, ethical, and social dimension of theatre and drama since 1960. Emphasis will be on theatre as an art form and a social and cultural institution. May be taught concurrently with THE 634. Cannot receive credit for both THE 545 and THE 634.

Credit hours: 3
Lecture contact hours: 3
Lab contact hours: 0
Typically offered: Spring (even-numbered years)

THE 547 Development of American Theatre

Prerequisite: Writing II.

Study of theatre in the United States from colonial times to the present; with a focus on the cultural and aesthetic variety of American theatrical practice and the theatre as a reflection of various cultural, and political beliefs. May be taught concurrently with THE 635. Cannot receive credit for both THE 635 and THE 547.

Credit hours: 3
Lecture contact hours: 3
Lab contact hours: 0
Typically offered: Fall (even-numbered years)

Appendix C: Art Minor

ART 100 2D Design

An introduction to the study of the elements of art and the principles of design relating to the formal and conceptual organization of the two-dimensional surface. The instructional process includes lecture, critique, and supervised studio practice.

Credit hours: 3

Lecture contact hours: 0

Lab contact hours: 6

Typically offered: Fall, Spring

ART 101 Three-Dimensional Design

An introduction to the study of the elements of art and principles of design using a variety of materials, techniques, forms, and concepts relating to the organization of three-dimensional space. Instructional process includes lecture, critique, and supervised studio practice, along with emphasizing how to handle equipment and tools properly.

Credit hours: 3

Lecture contact hours: 0

Lab contact hours: 6

Typically offered: Fall, Spring

ART 115 Drawing I

Basic elements and principles of drawing. A problematic approach to the process of seeing and drawing through an applied investigation of natural and man-made forms.

Credit hours: 3

Lecture contact hours: 0

Lab contact hours: 6

Typically offered: Fall, Spring

Appendix D: Dispositions Checklist

Missouri State University CANDIDATE PROFESSIONAL DISPOSITION TRAITS CHECKLIST

As an educator, you are to demonstrate intellectual, social, and ethical attributes indicative of the dispositions that contribute to the learning and development of all learners in Birth -12 classrooms. Dispositions refer to those “professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and listed below are to be demonstrated through coursework, teaching practica, professional activities, and student teaching throughout your program of study.

Candidate demonstrates:
<i>Community Engagement through</i>
<input type="checkbox"/> Cooperation with authority and peers
<input type="checkbox"/> Appropriate response to suggestions/feedback/criticism
<input type="checkbox"/> Responsibility/Reliability/Dependability
<input type="checkbox"/> Supportive/Encouraging
<input type="checkbox"/> Courtesy/Respect
<i>Cultural Competence through</i>
<input type="checkbox"/> Acceptance of diversity/differences
<input type="checkbox"/> Optimism
<input type="checkbox"/> Non-Judgmental Attitude
<input type="checkbox"/> Caring/Kindness
<input type="checkbox"/> Self-control/emotional stability
<i>Ethical Leadership through</i>
<input type="checkbox"/> Honesty/Truthfulness
<input type="checkbox"/> Professional appearance (hygiene, grooming, attire)
<input type="checkbox"/> Professional oral and/or sign language
<input type="checkbox"/> Professional written language
<input type="checkbox"/> Punctuality
<input type="checkbox"/> Initiative
<input type="checkbox"/> Ethical behavior
<input type="checkbox"/> Tactful behavior

I understand that I must demonstrate these dispositions throughout my coursework in professional education. In the event that Professional Education Unit faculty has concerns about how I demonstrate one or more of these dispositions, I may be required to complete a Disposition Development Plan, in addition to my other course requirements.

Printed Name of Student _____ M-Number _____
Signature _____ Date _____
Major _____

¹ National Council for Accreditation of Teacher Education (2007). The NCATE Unit Standards. Washington, DC: Author Available <http://www.ncate.org/documents/standards/UnitStandardsMay07.pdf>.

Appendix E: Student Contract

PROFESSIONAL EDUCATION STUDENT CONTRACT AGREEMENT

Due to the many special requirements concerning the various teacher education programs, we want to be certain that you understand the importance of the following statements. With appropriate planning and shared responsibility in the advisement process, you can expect to complete your program(s) in an effective and timely manner.

NOTE: Where course grades indicate B or higher or C or higher, a B- or a C-, are not acceptable.

Please check each section to indicate you have read and fully understand the following statements:

General Understandings

- Missouri State University's teacher preparation programs are subject to rules and mandates set forth by Missouri's Department of Elementary and Secondary Education (DESE). Implementation of DESE's new teacher education standards and evaluation system may require changes to my degree program to which I must comply.
- I understand that regular meetings with my advisor to review course offerings, sequence and new program requirements are essential to the completion of my degree or program.

Prior to Admission to Teacher Education

- EDC 150 for students transferring **SEC302 equivalents, PEU015 course code** or program equivalent (MUS 148 for Music majors, AGE 318 for Agriculture majors, KIN 200 for Kinesiology majors) must be completed with a passing grade.
- A 2.50 combined GPA is required for enrollment in ELE 302, SEC 302, SPE 310, KIN 200, MUS 200 (ECE304 req. 2.75 combined GPA).
- Enrollment in Taskstream comprehensive portfolio and data management system.

For Admission to Teacher Education

- Students with MSU or transfer credits **prior** to Fall 2013 and graduating before Fall 2017: A 2.50 combined GPA and 2.50 content (major) GPA are required. A 2.75 combined GPA is required for Elementary. A 2.75 content (major) GPA is required for History.
- Students with MSU or transfer credits **after** Fall 2013: A 2.75 combined GPA is required. For History, a 2.75 content (major) GPA is required.
- I must complete COM 115 with grade of C or higher (no minimum grade required for Post-bac students)
- I must complete ELE 302, ECE304, SEC 302, SPE 310, KIN 200, MUS 200 with a grade of C or higher. For Music majors, a GPA of 3.00 and passing score on the piano proficiency exam (PPE) is required. For Elementary, a B is required in ELE 302.
- I must pass all sections of the Missouri General Education Assessment (MoGEA) - *post-bac students are exempt from this requirement.*
- I must complete Missouri Educator Profile (MEP).
- I must have a current FCSR background check on file.
- I must sign the Professional Dispositions Checklist
- I must sign the Student Contract

- I must be enrolled in Taskstream comprehensive portfolio and data management system.
- I must be approved by the Educator Preparation Provider Council (EPPC).

Additional items for approval for Transition Point #1 I must have:

- Been admitted to Teacher Education.
- Completed the early practicum Clinical Log (ELE=ELE302 or PEU015, ECE=CFD160 & 260, SPE=SPE517, MID & SEC=SEC302 or PEU015).

Requirements for all practicum and student teaching experiences I must have:

- A current FCSR Background check on file (for 30 clock hours or less).
- A current FBI Background check on file (for over 30 clock hours).
- Current Professional Liability Insurance on file.
- A current negative TB Skin Test on file.

For approval for student teaching I must have:

- For students completing student teaching prior to Fall 2017: A 2.50 combined GPA and 2.50 content (major) GPA; 2.75 combined GPA if Elementary, or 2.75 content (major) GPA if History.
- For students completing student teaching Fall 2017 and beyond: A 2.75 combined GPA and a 3.00 content (major) GPA.
- All professional education coursework completed, and have a grade of C or higher in each course taken. A grade of C- is not acceptable. For Elementary Ed, a B is required for professional education coursework.
- Completed an application for student teaching by the deadline (Feb 1 for fall, Aug 1 for spring).
- Approval from Academic Advisor and Department of Major.
- Completed Transition Point #2 (approved by Educational Field Experience Office).

GPA requirements for graduation

Those graduating *prior to fall 2017* must meet the following GPA requirements

- 2.50 combined GPA (2.75 Elementary).
- 2.50 content (major) GPA (2.75 for History).
- 2.50 professional education GPA; a GPA of 3.00 or higher is required for Elementary.
- Grade of C or higher in student teaching (B or higher in Elementary, effective Fall 2015)

Those graduating *Fall 2017 or later* must meet the following GPA requirements

- 2.75 combined GPA
- 3.00 content (major) GPA
- 3.00 professional education GPA
- Grade of C or higher in student teaching (B or higher in Elementary)

General understandings and agreements

- I understand I will be placed in at least one classroom setting involving students from diverse cultural and ethnic backgrounds during my practicum and/or student teaching experiences.
- I am responsible for reviewing my current degree audit for the purpose of determining coursework completed and remaining requirements for graduation. Post-Bac students: Must have an Individualized Program of Study (IPS) on file in the Teacher Certification Office.
- Regular meetings with my advisor to review course offerings, sequence and program requirements are essential to the completion of my degree or program.
- Early Childhood Majors must apply for selective admission during CFD160 or after, and file a degree

program upon acceptance into the Early Childhood Program.

- It is highly recommended that I receive passing scores on the Mo Content Area Assessment the semester before student teaching. Waiting until student teaching to attempt the Mo Content Area Assessment may delay my certification.
- I understand that I must satisfactorily complete Transition Points #1 & #2 prior to student teaching and Transition Point #3 will be completed upon completing student teaching.

For certification recommendation, I must have:

- Met the current certification requirements in effect in Missouri at the time I am recommended for certification.
- A Bachelor's degree and all certification course requirements met.
- A passing score on the Mo Content Area Assessment in my certification area(s). I must meet the current cut score required in Missouri at the time recommended.
- Successful completion of the Missouri Performance Assessment (MoPTA) as established by the Missouri Board of Education.
- A current FBI Background check on file with DESE.
- An application for certification submitted on the DESE website. By typing your name below and hitting "submit", I am verifying that I have read and agree to all items listed above.

Type your name here _____

SUBMIT

Appendix F: Advisement Worksheet

Complete different course prefixes in the Human Cultures Section. Students who have earned a BA/AAT degree may have a previous bachelor's degree waived. Courses may have a prefix requirement waived.

GENERAL EDUCATION (46)					
I. FOUNDATIONS (14)		HR	Cr	IP	Need
GEC 101	GEP 101 or UHC 110	2			
GEC 103	COM 115	3			
GEC 102	ENG 110	3			
GEC 105	ENG 210	3			
GEC 104	MTH 130	3			C
II. BREADTH OF KNOWLEDGE					
A. <u>Natural World</u> (8)		HR	Cr	IP	Need
GEC 106	BIO 100	4			
GEC 108	PHY 101	4			
B. <u>Human Cultures</u> (12)		HR	Cr	IP	Need
1. Social & Behavioral Sciences (6)		HR	Cr	IP	Need
GEC 110	PSY 121	3			
	ECO 155	3			
2. Humanities (3)		HR	Cr	IP	Need
GEC 111	AAS 100**	3			
	ART 271/272/273/274	3			
	ENG 200/282/283	3			
	HST 103/104	3			
	LLT 121	3			
	MED 274	3			
	MUS 241**	3			
	PHI 110	3			
	REL 101/102	3			
3. The Arts (3)		HR	Cr	IP	Need
GEC 112	ART 200	3			
	DAN180	3			
	ENG 203/205/215	3			
	MUS 239**	3			
	THE 101	3			
C. <u>Public Affairs</u> (12)		HR	Cr	IP	Need
1. US & MO Const./Am Hist (6)		HR	Cr	IP	Need
GEC 113	HST 121 or 122	3			
GEC 114	PLS 101 / Senate Bill #4 requirement	3			
2. Cultural Competence (3)		HR	Cr	IP	Need
GEC 115	GRY 100	3			
3. Public Issues (3)		HR	Cr	IP	Need
GEC 116	EDC 249	3			
	CIS 200	3			
	CRM 210	3			
	CSC 210	3			
	ECO 101	3			
	ENG 201/222	3			
	KIN 210/286	3			
	PHI 105/115	3			
	SOC 152	3			
	PLN 100	3			

Effective fall 2016

SPECIAL EDUCATION ADVISEMENT WORKSHEET (Cross Categorical K-12) BD/LD/DD-OHI-Mild/Moderate Disabilities Hill Hall 202 / Phone (417) 836-5429					
PROFESSIONAL EDUCATION (9)		HR	Cr	IP	Need
PSY 360		3			C
EDT 365		3			C
EDC 345		3			C
CERTIFICATION: PEDAGOGY (59)					
MTH 320		3			
RDG 318		3			C
ENG 334		3			
*RDG 420 (concurrent w/ RDG 421)		3			C
KIN 545		3			C
SPE 310		3			C
*SPE 320 (concurrent with SPE 322)		3			C
*SPE 345	concurrent enrollment	4			C
*SPE 346		2			C
*SPE 515		3			C
*SPE 450		3			C
*SPE 516/618		3			C
*SPE 517/617		3			C
*SPE 519/619		3			C
*SPE 521/621		3			C
*SPE 525/625		3			C
*SPE 550		3			C
*SPE 560		3			C
*SPE 579/779		3			C
*SPE 584/664		2			C
FIELD & CLINICAL (7)		HR	Cr	IP	Need
*SPE 322 (15 contact hours)		1			C
*RDG 421 (20 contact hours)		2			C
*SPE 497 (120 contact hours)		4			C
STUDENT TEACHING (12)		HR	Cr	IP	Need
*SPE 495 (9) [15 weeks onsite]		9			C
*SPE 496 (3)		3			C

* Requires admit to T.E.

** Recommended for multicultural focus

Total Hours: 133

You must meet state certification requirement in effect at the time your teaching certificate is granted and attain "C" or higher in Prof. Ed. courses.

Excluding the FOUNDATIONS area, students may count no more than 3 classes with the same course code toward the general education requirement.

Updated: 8/25/17

Appendix G: Required Course Descriptions

SPE 310 Introduction to Special Education

Prerequisite: 30 hours; and an initial Missouri State Board of Education entry examination must be 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. Special Education majors will complete required first Transition Point in this course, including purchase of Taskstream and posting of initial Teacher Education Contract and Contact Information.

Credit hours: 3

Lecture contact hours: 3

Lab contact hours: 0

Typically offered: Fall, Spring, Summer

SPE 320 Introduction to Teaching Cross-Categorical Special Education

Prerequisite: SPE 310; and admission 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/intellectual disabilities, developmental disabilities, behavior disorders/emotional disturbance, and learning disabilities. Introduction to lesson planning and development of individual education plans will be included.

Credit hours: 3

Lecture contact hours: 3

Lab contact hours: 0

Typically offered: Fall

SPE 322 Introduction to Teaching Cross-Categorical Special Education-Practicum

Prerequisite: Admission to teacher education; cleared FCSR background check; concurrent enrollment in SPE 320.

This practicum will provide students with opportunities to complete an introductory field experience involving K-12 cross-categorical special education services for children and youth with mild/moderate disabilities (i.e., learning disabilities, intellectual disabilities; developmental disabilities, emotional/behavioral disorders, and physical and other health impairments. Students are required to complete a minimum of 15 hours on-site in a cross-categorical special education setting.

Credit hours: 1

Lecture contact hours: 0

Lab contact hours: 2

Typically offered: Fall, Spring

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.

Credit hours: 4

Lecture contact hours: 4

Lab contact hours: 0

Typically offered: Fall, Spring

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.

Credit hours: 2

Lecture contact hours: 0

Lab contact hours: 4

Typically offered: Fall, Spring

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. Cannot receive credit for both SPE 450 and SPE 717.

Credit hours: 3

Lecture contact hours: 3

Lab contact hours: 0

Typically offered: Fall, Spring

SPE 495 Supervised Teaching-Special Education

Prerequisite: SPE 519 or SPE 619; and SPE 521 or SPE 621; and SPE 450; and SPE 517 or SPE 617; 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 clinical logs and all competency-based assessment projects must be submitted and approved. Course will not count toward the major GPA. Supplemental course fee. Public Affairs Capstone Experience course.

Credit hours: 9

Lecture contact hours: 0

Lab contact hours: 0

Typically offered: Fall, Spring

SPE 496 Seminar: Supervised Teaching-Special Education

Prerequisite: concurrent enrollment in SPE 495.

Student observes, teaches, and participates in professional activities under the direction of the cooperating teacher and university supervisor or university instructor. In order to receive a grade in this course, the student's student teaching performance-based assessments must be submitted and must meet instructor approval for certification submission. Course will not count toward the major GPA.

Credit hours: 3

Lecture contact hours: 0

Lab contact hours: 0

Typically offered: Fall, Spring

SPE 497 Practicum: K-12 Cross-Categorical Special Education

Prerequisite: admission to Teacher Education Program; and SPE 517 or SPE 617; and SPE 519 or SPE 619; and SPE 521 or SPE 621; and concurrent enrollment in SPE 550 or SPE 650; and concurrent enrollment in SPE 560 or SPE 650; and cleared background check.

Students will apply skills from introductory and specialized courses in cross-categorical special education settings with students diagnosed with mild/moderate disabilities such as learning disabilities, behavioral disorders, developmental disabilities (e.g., intellectual disabilities, autism, Asperger syndrome, cerebral palsy) and orthopedic and health impairments (e.g., ADHD, epilepsy). 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. Competencies in development of lesson plans, development of Individual Education Programs (IEPs),

development of transition plans, and development of parent/family communication procedures will be emphasized. Minimum of 120 field experience hours will be required.

Credit hours: 4

Lecture contact hours: 0

Lab contact hours: 8

Typically offered: Fall, Spring

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

Prerequisite: admission to the Teacher 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.

Credit hours: 3

Lecture contact hours: 3

Lab contact hours: 0

Typically offered: Upon demand

SPE 516 Application of Applied Behavior Analysis and Interventions 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.

Credit hours: 3

Lecture contact hours: 2

Lab contact hours: 2

Typically offered: Upon demand

SPE 517 Direct Instruction in Reading and Language Arts

Prerequisite: SPE 310 or SPE 340; and SPE 345 and SPE 346.

Empirically based instructional practices with emphasis on systematic development of reading and written language skills to support learners with special needs will be applied in a school setting. 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 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.

Credit hours: 3

Lecture contact hours: 3
Lab contact hours: 0
Typically offered: Fall, Spring

SPE 519 Methods I: Cognitive and Behavioral Teaching Approaches for Exceptional Learners

Prerequisite: SPE 310 and SPE 320 and SPE 345 and SPE 346 and SPE 515; 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. This course will incorporate elements of career/vocational education and transition, plus accommodations and best practices for content-area instruction provided to diverse learners in the general education program. May be taught concurrently with SPE 619. Cannot receive credit for both SPE 619 and SPE 519.

Credit hours: 3
Lecture contact hours: 3
Lab contact hours: 0
Typically offered: Upon demand

SPE 521 Methods II: Functional Living Skills and Health Issues

Prerequisite: SPE 320 and SPE 322 and SPE 345 and SPE 346; and SPE 515 or SPE 616 or concurrent enrollment in SPE 515 or SPE 616; and admitted to Teacher Education Program.

Stresses application of theoretical perspectives and research-based methods for individuals with developmental disabilities (i.e., intellectual disabilities, autism, 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.

Credit hours: 3
Lecture contact hours: 3
Lab contact hours: 0
Typically offered: Upon demand

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

Prerequisite: admitted to Teacher Education Program; SPE 345 and SPE 346.

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.

Credit hours: 3
Lecture contact hours: 3
Lab contact hours: 0
Typically offered: Upon demand

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.

Credit hours: 3
Lecture contact hours: 3
Lab contact hours: 0
Typically offered: Fall, Spring

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.

Credit hours: 3
Lecture contact hours: 3
Lab contact hours: 0
Typically offered: Fall, Spring

SPE 579 Application of Technology in Special Education

Prerequisite: admission to Teacher Education; and SPE 320.

This course is designed to provide pre-service special education teachers with an introduction to the use of computer technology and a variety of assistive and augmentative technology in the instruction of children and adults with learning, behavior, sensory, motor and communication disabilities. Students will incorporate

effective practices for the use of assistive and augmentative technology in assessment, selection of devices, and evaluation of assistive technologies for individuals with disabilities. Students acquire competencies related to the use of assistive devices and emerging technologies through online and field based demonstrations the implementation of effective practices in schools and other agencies which serve individuals with disabilities.

Credit hours: 3

Lecture contact hours: 3

Lab contact hours: 0

Typically offered: Upon demand

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.

Credit hours: 2

Lecture contact hours: 2

Lab contact hours: 0

Typically offered: Upon demand

MTH 320 Foundations of Mathematics for Teachers

Prerequisite: completion of General Education mathematics requirement with grade of "C" or better; MTH 130 recommended.

This course centers around the structure and properties of the real number system and its subsets. Numeration systems, patterns of numbers, models and algorithms for operations, number theory, probability, and statistics will be studied. Problem solving and communication are continuing themes of this course. Manipulatives (including Base-10 Blocks, Cuisenaire Rods, Number Cubes, and Colored Counters), calculators, and computer software (including a statistical package, spreadsheet and word processor) are used extensively as tools to develop mathematical concepts. Cannot be used as a mathematics elective for the mathematics major or minor.

Credit hours: 3

Lecture contact hours: 2

Lab contact hours: 2

Typically offered: Fall, Spring

ENG 334 Literature for Children

Prerequisite: ENG 110.

Study of various genres-poetry, picture books, traditional stories, modern realistic and fantasy fiction,

nonfiction--appropriate for early childhood and elementary grades; criteria for selection. Satisfies a requirement for Early Childhood and Elementary Certification.

Credit hours: 3

Lecture contact hours: 3

Lab contact hours: 0

Typically offered: Fall, Spring

RDG 318 Foundations of Literacy Instruction

Prerequisite: ELA 302 or SPE 310 or SEC 302 with grade of "C" or better.

An initial course in literacy foundations and methods from emergent literacy through middle school/junior high school. Examines various approaches of current literacy instruction and practices, including the basic components of literacy and applications to content areas. Creates a literate environment that fosters reading and writing by integrating foundational knowledge. Emphasizes contemporary classrooms, which are assumed to contain children of diverse cultures and abilities.

Credit hours: 3

Lecture contact hours: 3

Lab contact hours: 0

Typically offered: Fall, Spring, Summer

RDG 420 Methods of Assessing and Personalizing Reading and Writing

Prerequisite: RDG 318; and concurrent enrollment in RDG 421.

A practical approach to personalizing elementary literacy instruction, which includes assessing the needs and reading/writing progress of children and selecting appropriate materials and procedures for the contemporary classroom, which is assumed to contain children of diverse cultures and learning abilities.

Credit hours: 3

Lecture contact hours: 3

Lab contact hours: 0

Typically offered: Fall, Spring, Summer

RDG 421 Practicum-Methods of Assessing and Personalizing Reading and Writing

Prerequisite: RDG 318; and concurrent enrollment in RDG 420.

Practicum application of techniques in personalizing elementary literacy instruction, by the assignment of students to practicum placements where they will be required to assess the reading and writing progress of children and select appropriate materials and applicable instructional methods for the contemporary classroom, which is assumed to contain children of diverse cultures and learning abilities. Twenty clock hour practicum in school setting is required; students must have valid clearance documents on file.

Credit hours: 2

Lecture contact hours: 1

Lab contact hours: 2
Typically offered: Fall, Spring, Summer

PSY 360 Educational Psychology

Prerequisite: PSY 121.

Introduction to theory and research in educational psychology. Topics include cognitive and social development, learning, memory, cognition, intelligence, motivation, measurement, and individual differences.

Credit hours: 3
Lecture contact hours: 3
Lab contact hours: 0
Typically offered: Fall, Spring

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.

Credit hours: 3
Lecture contact hours: 3
Lab contact hours: 0
Typically offered: Fall, Spring, Summer

EDT 365 Educational Applications of Technology and Media

Prerequisite: CFD 260 or ELE 302 or SEC 302 or SPE 310, or concurrent enrollment for teacher education majors.

Principles and techniques for selection and utilization of computer and video 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.

Credit hours: 3
Lecture contact hours: 3
Lab contact hours: 0
Typically offered: Fall, Spring

KIN 545 Perceptual and Motor Development

Prerequisite: PSY 360 or PSY 380 or PSY 385 or PSY 390 or CFD 160; and 90 hours.

Perceptual and motor development from prenatal life to adolescence; relationships of growth factors that influence motor abilities; difficulties that may arise when the normal course of development is interrupted. Includes a laboratory and a practicum experience. May be taught concurrently with KIN 645. Cannot receive credit for both KIN 545 and KIN 645.

Credit hours: 3
Lecture contact hours: 2
Lab contact hours: 2
Typically offered: Fall, Spring

Appendix I: Program Planning Guide

PROGRAM PLANNING GUIDE

Date: _____

Name: _____

M #: _____

Cell: _____

Home Town: _____

YOU ARE RESPONSIBLE FOR MEETING PROGRAM REQUIREMENTS AND COURSE PREREQUISITES

FALL	SPRING	SUMMER
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
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Advisement is a shared responsibility. This program guide is accurate only when validated with a current audit. Audits should be accessed through mymissouristate.edu and used to update your program planning guide each semester.

Updated: 3/16/2016

Appendix J: Four-Year Sample Schedule

COLLEGE OF EDUCATION

Bachelor of Science in Education - Special Education (K-12 Grades Cross-Categorical)

Suggested Course Sequencing

****15-17 hours each semester is recommended; however, in order to complete this program in 4 years, summer school or high school dual enrollment credit hours are necessary****

(All statements in this document concerning requirements, prerequisites, conditions or other matters are for informational purposes and are **subject to change**. Effective academic advisement is a **partnership**, with advisees sharing in the responsibility.)

<u>Semester 1</u>	<u>Hours</u>	<u>Semester 2</u> (Take the MoGEA)	<u>Hours</u>
GEP 101 First Year Foundations	2	ECO 155 Principles of Macroeconomics	3
COM 115 Public Speaking	3	ENG 110 Writing I	3
MTH 130 Contemporary Math	3	PHY 101 Physics by Inquiry for Educators	4
PSY 121 Intro to Psychology	3	GEC 111 Human Cultures Humanities	3
BIO 100 Biological Science for Educators	4	PLS 101 American Democracy & Citizenship	3
HST 121 or 122 Survey of History of U.S	3	(must meet MO Constitution req. or if not met-take PLS 103-1 credit hour)	16
	<u>18</u>		
<u>Semester 3</u>		<u>Semester 4</u>	
SPE 310 Intro to Special Ed.	3	*SPE 320/322 Intro to Cross Categorical w/Practicum	3/1
RDG 318 Foundations of Literacy Instruction	3	*SPE 345/346 Ed Evaluation of Exceptional Students	4/2
ENG 210 Writing II	3	*SPE 515/616 Foundations of Applied Behavior Analysis	3
MTH 320 Foundations of Math for Teachers	3	PSY 360 Educational Psychology	3
EDT 365 Educational Application of Tech & Media	3	GEC 112 Human Cultures- The Arts	3
GRY 100 World Geography	3		<u>19</u>
	<u>18</u>		
<u>Semester 5</u>		<u>Semester 6</u>	
*SPE 516/618 App. of Applied Behavioral Analysis	3	*SPE 519/619 Methods I: Cognitive & Behavioral Methods	3
*SPE 525/625 Intro to Autism Spectrum Disorders	3	*SPE 521/621 Methods II: Functional Living Skills & Health Issues	3
*SPE 517 Direct Instruction Reading & Written Language	3	*RDG 420 Assessing & Personalizing Reading	3
*SPE 450 Direct Instruction Math	3	*RDG 421 Practicum	2
GEC 116 Public Affairs – Public Issues	3	KIN 545 Perceptual/Motor Development	3
ENG 334 Children's Literature	3	EDC 345 Intro to Multicultural Ed & Diversity	3
	<u>18</u>		<u>17</u>
<u>Semester 7</u> (Take the MoCA exam)		<u>Semester 8</u> (Complete MoPTA)	
*SPE 497 Practicum (120 field hours)	4	SPE 495 Student Teaching [15 weeks]	9
*SPE 550/650 Career/Vocational Education & Transition	3	SPE 496 Student Teaching Seminar	3
*SPE 560/660 Working w/Families of Except. Students	3		<u>12</u>
*SPE 579/779 Assistive Technology	3		
*SPE 584/664 Language Dev. of Exc. Child	2		
	<u>15</u>		

TOTAL PROGRAM HOURS: 133

***Requires admission to T.E.**

Bold print classes indicate prerequisites and sequences

***Asterisked and bold print classes indicate that admission to T.E. is required for enrollment**

You are responsible for checking all prerequisites to courses!

Requirements for admission to Teacher Education include: Completion of 30+ credit hours, Passing all sections of the Missouri State Board of Education Entry Examination, Completion of the Missouri Educator Profile, COM 115 completed "C">, SPE 310 completed "C">, 2.75 GPA, Family Care Safety Registry on file, Active Taskstream purchase, Signed Student Contract and Signed Dispositions Checklist. When requirements are met, the PPC will evaluate your credentials for admission to T.E. There is no application fee!

As per DESE directives, GPA requirements listed below are effective fall 2013:

2.75 overall GPA for admission to Teacher Education program

2.75 overall GPA and 3.00 content (major) GPA for assignment to supervised teaching

2.75 overall GPA, 3.00 content (major) GPA and 3.00 GPA in Professional Education for graduation & certification recommendation

(Individual programs will determine at what point in the program content GPA applies)

Updated: 4/26/17

Appendix K:

Autism Spectrum Disorder Emphasis Courses

SPE 618 Application of Applied Behavior Analysis and Interventions in Applied Settings

Prerequisite: SPE 616.

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 516. Cannot receive credit for both SPE 516 and SPE 618.

Credit hours: 3

Lecture contact hours: 2

Lab contact hours: 2

Typically offered: Upon demand

SPE 619 Methods I: Cognitive and Behavioral Teaching Approaches for Exceptional Learners

Prerequisite: SPE 310 and SPE 320 or SPE 715; and SPE 345 or SPE 782; and SPE 346 or SPE 792; and SPE 515 or SPE 616; and admitted to MSSED program in Special Education.

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. This course will incorporate elements of career/vocational education and transition, plus accommodations and best practices for content-area instruction provided to diverse learners in the general education program. May be taught concurrently with SPE 519. Cannot receive credit for both SPE 519 and SPE 619.

Credit hours: 3

Lecture contact hours: 3

Lab contact hours: 0

Typically offered: Upon demand

SPE 621 Methods II: Functional Living Skills and Health Issues

Prerequisite: SPE 320 and SPE 322 or SPE 715; SPE 345 or SPE 782; and SPE 346 or SPE 792; and SPE 515 or SPE 616 or concurrent enrollment in SPE 515 or SPE 616; and admitted to MSSED Special Education program.

Stresses application of theoretical perspectives and research-based methods for individuals with developmental disabilities (i.e., intellectual disabilities, autism, 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 521. Cannot receive credit for both SPE 521 and SPE 621.

Credit hours: 3

Lecture contact hours: 3

Lab contact hours: 0

Typically offered: Upon demand

SPE 625 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 525. Cannot receive credit for both SPE 525 and SPE 625.

Credit hours: 3

Lecture contact hours: 3

Lab contact hours: 0

Typically offered: Upon demand

SPE 626 Applied Behavioral Analysis for Developmental Disabilities and Autism Spectrum Disorders

Prerequisite: SPE 515 or SPE 616; and SPE 516 or SPE 618.

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 526. Cannot receive credit for both SPE 526 and SPE 626.

Credit hours: 3
Lecture contact hours: 2
Lab contact hours: 2
Typically offered: Fall, Spring

SPE 627 Seminar in Developmental and Sensory Disabilities

Prerequisite: SPE 607 or SPE 625 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 527. Cannot receive credit for both SPE 527 and SPE 627.

Credit hours: 3
Lecture contact hours: 2
Lab contact hours: 2
Typically offered: Upon demand

SPE 780 Impact of Contemporary Issues and Diversity in Special Education

Prerequisite: permission of instructor.

Analysis of trends, issues, and research in the field of special education will be reviewed and discussed. A comprehensive overview of local, state, and federal legislation and the impact on our public school special educational programs for children with disabilities will be discussed and analyzed. A focus on diversity aspects involved in contemporary issues in special education

and disability services will be addressed across all topics. Historical and current litigation involving children with disabilities will be reviewed and discussed.

Credit hours: 3
Lecture contact hours: 3
Lab contact hours: 0
Typically offered: Fall, Spring, Summer

SPE 791 Clinical Practicum for Special Needs Populations

Prerequisite: SPE 625 and SPE 783 and SPE 785; and permission of instructor.

This course will involve experience in a supervised, clinical setting with individuals diagnosed with various disabilities. Emphasis will be placed on developmental disabilities and challenging behaviors. Students will conduct assessment specific to their credentials and training to include learning assessment, autism specific instruments, and communication assessment. Emphasis will be placed on conducting functional behavioral assessment and utilizing data across domains to develop research based programs. Students will participate in a multidisciplinary assessment model to include families and professionals from a variety of disciplines. Preparation and submission of reports that are research based and that are of a high professional quality will be a required course outcome.

Supplemental course fee.

Credit hours: 1-6
Lecture contact hours: 0
Lab contact hours: 12
Typically offered: Upon demand

CSD 733 Introduction to Augmentative and Alternative Communication

Prerequisite: permission.

This course will cover the basic components of AAC as well as assessment and intervention strategies. In addition, the operation, evaluation, and application of the technology associated with AAC will be presented. AAC assessment and intervention will be discussed in regards to the following populations: children and adults with developmental disabilities and individuals with acquired disabilities.

Credit hours: 3
Lecture contact hours: 3
Lab contact hours: 0
Typically offered: Fall

Appendix L:

Early Childhood Special Education Courses

SPE 616 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 515. Cannot receive credit for both SPE 616 and SPE 515.

Credit hours: 3

Lecture contact hours: 3

Lab contact hours: 0

Typically offered: Upon demand

SPE 618 Application of Applied Behavior Analysis and Interventions in Applied Settings

Prerequisite: SPE 616.

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 516. Cannot receive credit for both SPE 516 and SPE 618.

Credit hours: 3

Lecture contact hours: 2

Lab contact hours: 2

Typically offered: Upon demand

SPE 623 Curriculum and Methods in Early Childhood Special Education

Prerequisite: SPE 310 or SPE 715; and admission to MSEd in Special Education or Elementary, or MS in Early Childhood and Family Development, or permission of department head.

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. May be taught concurrently with SPE 523. Cannot receive credit for both SPE 523 and SPE 623.

Credit hours: 3

Lecture contact hours: 3

Lab contact hours: 0

Typically offered: Upon demand

SPE 660 Working with Families of Exceptional Individuals

Recommended Prerequisite: SPE 715. 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 560. Cannot receive credit for both SPE 560 and SPE 660.

Credit hours: 3

Lecture contact hours: 3

Lab contact hours: 0

Typically offered: Fall, Spring

SPE 671 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 591. Cannot receive credit for both SPE 591 and SPE 671.

Credit hours: 1-3

Lecture contact hours:

Lab contact hours:

Typically offered: Upon demand

SPE 779 Application of Technology in Special Education

Prerequisite: admission to the graduate program in Special Education.

This course is designed to provide teachers with an in depth treatment of the research, theory, and application of computers and related technologies in the instruction of children and adults with learning, behavior, sensory, motor and communication disabilities. Students will incorporate the principles of reflective practice as it pertains to the assessment, selection of devices, and evaluation of assistive technologies for individuals with disabilities. The General Learning Outcomes 5, 9, and 10 presented in the Conceptual Framework of the Educator Preparation Provider (EPP) are the over arching tenets which guided the development and ongoing revisions

to this course. Students acquire competencies related to the use of assistive devices and emerging technologies through participation in a 60 hour comprehensive field based experience in conjunction with schools and other agencies which serve individuals with disabilities.

Credit hours: 3

Lecture contact hours: 3

Lab contact hours: 0

Typically offered: Summer

SFR 780 Educational Research Methodology

Survey of research methods used in education; research design and evaluation; problems of interpretation and application; development of a formal research proposal.

Credit hours: 3

Lecture contact hours: 3

Lab contact hours: 0

Typically offered: Fall, Spring, Summer

ECE 725 Inquiry in Early Childhood and Family Development

Inquiry in early childhood and family development. Introduction to the techniques used by education and social scientists to answer empirical questions. Includes in-depth analysis of current program-relevant theoretical and empirical studies.

Credit hours: 3

Lecture contact hours: 3

Lab contact hours: 0

Typically offered: Fall

ECE 731 Advanced Curriculum Development for Early Childhood Programs

Analysis of programs, methods, materials, and activities appropriate for early childhood education programs. Emphasis will be on developing and/or selecting strategies for a variety of programs such as day care centers, public school kindergartens and primary grades, Head Start programs, private preschools, etc.

Credit hours: 3

Lecture contact hours: 3

Lab contact hours: 0

Typically offered: Fall, Spring

ECE 762 Seminar in Early Childhood and Family Development

Prerequisite: ECE 771.

Guided development of research paper focused on field of Early Childhood and Family Development.

Credit hours: 3

Lecture contact hours: 3

Lab contact hours: 0

Typically offered: Fall, Spring

ECE 771 Proposal Development

Prerequisite: ECE 725 and SFR780.

Development of proposal for seminar paper. Proposal must be approved prior to data collection. Human subjects review will also be completed.

Credit hours: 1

Lecture contact hours: 1

Lab contact hours: 0

Typically offered: Fall, Spring

CFD 660 Family Engagement

A study of family engagement 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 560. Cannot receive credit for both CFD 560 and CFD 660.

Credit hours: 3

Lecture contact hours: 3

Lab contact hours: 0

Typically offered: Fall, Spring

CFD 663 Administration of Programs for Children and Families

Types, purposes, and administration of programs for children, youth, and families. Development of leadership and management skills. Includes an overview of office policy and procedure, staff and volunteer management, public relations, budgeting, and quality assurance. May be taught concurrently with CFD 563. Cannot receive credit for both CFD 663 and CFD 563.

Credit hours: 3

Lecture contact hours: 3

Lab contact hours: 0

Typically offered: Fall, Spring, Summer