

# LINDENWOOD

LINDENWOOD UNIVERSITY      BELLEVILLE, ILLINOIS

**Addendum to the  
2012/2013 LU-Belleville Catalog**

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# This material is added to the Undergraduate portion of the 2012/2013 Lindenwood-Belleville catalog:

## Department of English Preparedness

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### Program Description

To best serve the needs of the undergraduate international student community, the English Preparedness Program (EPP) provides both English as a second language (ESL) instruction and academic advising to undergraduate international students.

Upon arrival, all international students, regardless of their TOEFL scores, undergo on-site English language evaluation to assess classroom readiness and to assure appropriate placement in English classes. Based on the English language evaluation scores, a student may (1) enter directly into general education courses, (2) enroll in a combination of EPP courses and general education courses, (3) enroll in only EPP courses until the student's language proficiency is such that he or she is prepared to enter general education courses, or (4) apply for admission into the Lindenwood-St. Charles English as a Second Language (ESL) Program, if necessary. This program consists entirely of pre-college courses. Note that no international student's schedule will be confirmed until he or she has taken the English language placement exam. Students arriving after the placement exam has been administered must contact the EPP coordinator for information regarding immediate placement testing.

Non-native English speaking students' placement into English courses depends on the students' placement test scores, writing samples, and previous experience at institutions of higher education in the United States. Students whose placement exam scores indicate a beginning or intermediate English proficiency will be placed in the appropriate EPP courses.\* Students who are placed in only EPP courses should not take any additional coursework other than Freshman Experience. Students who are placed into a combination of EPP and general education or other introductory coursework should take no more than 15 semester hours of coursework. All students who are enrolled in EPP courses will be advised by EPP faculty until they are prepared to be assigned to a content area advisor.

Students whose placement exam scores indicate advanced language proficiency will be placed in general education or other introductory content courses but may still be recommended for placement in EPP 11000 or EPP 15000 if their placement exam scores indicate that they would benefit from English courses with attention to second language learner issues. (Students whose English proficiency is assessed to be native-like will be recommended for placement in ENG 15000).

Students who place into EPP courses are promoted through the EPP curriculum based on exit exam scores, portfolio reviews, or professor recommendations.

*\*Students whose English language evaluation results indicate a level of English language proficiency below the level necessary for placement into EPP courses may apply for admission into the Lindenwood-St. Charles English as a Second Language (ESL) Program, where they will receive pre-college English language instruction.*

**EPP 10000 Basic English Grammar for Non-Native Speakers (3)** This course is designed for non-native English speakers who need a review of basic English grammar rules, with attention given to form, meaning, and use. Students will apply rules through reading and writing activities and assignments. Offered every semester. Prerequisite: Placement and non-native English speaker.

**EPP 10100 Advanced English Grammar for Non-Native Speakers (3)** This course provides non-native English speakers with additional intensive review of intermediate and advanced English grammar, with emphasis on application of rules through academic reading and writing assignments. Offered every semester. Prerequisite: Placement and non-native English speaker

**EPP 10500 Reading and Writing for Non-Native Speakers (6)** This course will give non-native speakers the opportunity to develop English language skills needed to succeed in college courses. Assignments will focus on developing English proficiency, with emphasis placed on developing reading and writing skills. Additional hours with an English conversation partner may be required. A grade of C is required for advancing from this course. If the student fails to achieve a "C," he or she will have to retake the course next semester. Offered every semester. Prerequisite: Placement and non-native English speaker

**EPP 10600 Reading and Writing for Non-Native Speakers II (6)**

This course is designed to further develop reading and writing skills of non-native English speakers. Instruction in this course will focus on preparing students for academic courses through assignments aimed at developing reading strategies and writing techniques. Additional hours with an English conversation partner may be required. A grade of C is required for advancing from this course. If the student fails to achieve a C he or she will have to retake the course next semester. Offered every semester. Prerequisite: Placement and non-native English speaker, or a C or better in EPP 10500.

**EPP 11000 Academic Writing for Non-Native Speakers (3)** This course is designed for non-native English speakers who are not yet prepared to enter ENG 15000 Strategies for University Writing or EPP 15000 Strategies for University Writing for Nonnative Speakers. This course will focus on developing clear and comprehensible prose in academic writing assignments. A grade of C is required for advancing from this course. If the student fails to achieve a C he or she will have to retake the course next semester. Offered every semester. Prerequisite: Placement and non-native English speaker, or a C or better in EPP 10500 or EPP 10600.

**EPP 12000 Spoken Communication and Pronunciation for Non-Native Speakers (3)** This course will provide non-native English speakers opportunities to improve their comprehensibility in communicating in English. The course will provide practice in stress, rhythm, and intonation patterns, and in troublesome consonant and vowel sounds through various means, including class presentations and public speeches. Offered every semester. Prerequisite: Placement and non-native English speaker

**EPP 15000 Strategies for University Writing for Non-Native Speakers (3) (GE-Eng)** This course follows the same general guidelines as other sections of Strategies for University Writing, using the same texts and requiring the same amount of academic writing. However, the class will be designed to meet the needs and concerns of nonnative English speakers. This course fulfills the ENG 15000 Strategies for University Writing GE requirement and is equivalent to ENG 15000. Offered every semester. Prerequisite: Placement and non-native English speaker, or a C or better in EPP 11000.

This material is added to the Graduate portion of the 2012/2013  
Lindenwood-Belleville catalog:

## **Semester Graduate Degrees & Programs**

**Offered by the Division of Education and Counseling**

### **Semester Graduate Degrees**

Master of Arts in Counseling (MA)

Master of Arts in Education (MAE)

- Model I: Certification/Endorsement Areas
- Model II: Specialty Areas
- Model III: Teacher Certification

Master of Arts in School Administration (MA)

## **Department of Teacher Education**

### **Program Description**

The Lindenwood University System teacher education programs are accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools and the Missouri Department of Elementary and Secondary Education (DESE). The School of Education is also a member in good standing of the Teacher Education Accreditation Council (TEAC). The Lindenwood University graduate degrees in education are designed to meet the needs of practicing educators as well as those interested in the discipline of education. These degree programs offer new approaches for analyzing contemporary problems and acquiring new perspectives, techniques, and knowledge. These approaches include developing a one-to-one relationship with an experienced and highly trained educator; participating in courses which provide strong foundations for professional growth such as problem-solving opportunities and the opportunity to prescribe an individualized program of study.

Lindenwood University is committed to offering excellent programs in teacher education both at the pre-service and graduate levels of instruction. In response to the needs of beginning and veteran educators, Lindenwood has developed several alternatives by which the practicing educator may complete a Master of Arts. Program options are designed to meet the needs of first and second year teachers as well as satisfy the advanced certification requirements of veteran educators. Courses labeled as EDH and EDE are offered through collaboration with the School of Education and other schools. These courses provide teachers the opportunity to enroll in graduate studies in their subject area teaching field.

### **Graduate Teacher Education Goals**

The goal of the program is to produce skilled and motivated educators who will (1) be more effective in their educational setting (2) show enriched lifetime commitment to the profession, and (3) view learning as a continuing process of self-assessment, planned improvement, and subsequent evaluation.

The graduate student in education at Lindenwood University will have experiences that will enable him/her to

- Read critically in the areas of contemporary education problems, curriculum, and educational research.
- Analyze and discuss educational issues and write about them in accepted academic formats.
- Analyze one's own teaching behavior and plan

strategies for improvement using a variety of instructional models.

- Demonstrate knowledge of human growth and development as it relates to the teaching learning leading process.
- Study curriculum theory and to design curricula pertinent to the needs of selected student populations.
- Understand, analyze, interpret, design, and apply research relevant to the setting of the elementary or secondary educational professional.
- Demonstrate the ability to conduct effective library research.
- Effectively prescribe educational experiences for learners with special needs.
- Gain increased understanding of the knowledge, attitudes, and skills needed to teach about global issues and cultural pluralism.
- Design research projects in education or specific areas that will enable the practicing educator to meet his/her professional goals.
- Explore one or more areas of professional concern in some depth.
- Become an informed decision maker, capable of self and educational program evaluation, who recognizes the value of continuing education and who has succeeded in developing within him or herself the art and the science of teaching and leading.

### **Model I: Certification/Endorsement Areas**

Model I provides add-on certification after initial certification has been earned. Model I programs are advanced programs for educators who have had experience in either elementary or secondary schools. A student may complete coursework required to apply for Missouri certification in reading, an area of special education, early childhood education, early childhood special education, or gifted education. If seeking an endorsement/certification from Illinois or another state, students are encouraged to send their credentials to that state for an evaluation and list of required courses. In Model I, elective courses are selected from courses required for specialized certification. The program is designed to enable the educator to extend his/her knowledge, skills, and understanding of the process of teaching and learning.

Model I allows the graduate student, in accord with a faculty advisor, to design a portion of the program according to individual needs and career goals. Students admitted to Model I must hold a valid teaching certificate and be presently involved in an educational setting or have worked within one in the last three years. The program includes the four core courses required of all graduate students in

Education. The remaining credit hours will be selected by the student in consultation with the advisor from existing graduate courses to meet state certification standards for application.

### **Model II: Specialty Areas**

Model II programs do not lead to additional certification. These programs allow the student to develop extensive expertise in a specific content area. The student and the faculty advisor will design a comprehensive program in a content area. The program includes the four core courses required of all graduate students in education. The remaining credit hours will be selected by the student in consultation with the advisor from existing graduate courses to meet individual needs. LU Belleville 2013-2014 • 141

### **Master of Arts in School Administration**

The Master of Arts in School Administration meets the needs of those students seeking initial certification as a school principal. The program stresses reflective leadership to foster effective schools. Skills taught prepare students to assume leadership roles in instruction, management, supervision, and problem solving in a creative and effective manner. To be admitted into the Master of Arts in School Administration program, all students must meet the following criteria:

- Possess a baccalaureate degree from an accredited college or university with a minimum GPA of 3.0 on a 4.0 scale.
- Complete 45 hours of the required graduate coursework.
- Maintain a GPA of 3.0 or higher.
- Have passing credit for Education of the Exceptional Child.

To receive the initial principal administration certificate in Missouri, students must

- Hold a valid professional initial teaching certificate\*.
- Have had two years' teaching experience.

*\*Note: In Missouri, School Counselor Certificates, Speech-Language Pathologist certificates, etc., are not considered initial teacher certificates. Students pursuing special education administration will be able to work as administrators in these fields, but not as building principals unless the valid professional initial teaching certificate is also held, in addition to two years teaching experience. See the Missouri Department of Elementary and Secondary Education for more information.*

- Students seeking Illinois certification must complete the program requirements and pass any required state assessments.

### **Core Curriculum**

The following core courses are required for all students completing a master of arts in education:

EDU 50500 Analysis of Teaching and Learning Behavior  
EDU 51000 Conceptualization of Education or EDU 51010 Conceptualization of Education for Beginning Teachers (3)  
EDU 57000 Educational Research  
EDU 52000 Curriculum Design

In addition to the core courses listed above, all master's level students in the MA in School Administration must complete the following courses required:

EDA 50500 Foundations of Educational Administration  
EDA 51000 Elementary School Administration and Organization or EDA 51200 Secondary School Administration and Organization  
EDA 51500 School Supervision  
EDA 52000 School Business Management  
EDA 52500 School Law  
EDA 53000 Public and Community Relations  
EDA 53500 School Facilities  
EDA 51400 Foundations of Special Education Administration  
EDA 54500 Special Education Law  
EDA 59800 Special Education Field Experience  
EDA 59900 Field Experience

Those students seeking middle school administration certification must hold a current elementary or secondary teaching certificate. Those seeking elementary school administration certification must hold a current elementary teaching certificate, and those students seeking secondary school administration certification must hold a current secondary certificate.

**Model III: Teacher Certification** Model III offers the courses required for MO elementary, middle, or secondary teacher certification. It is designed to serve students who have earned a bachelor's degree in a subject or content area of certification but have not completed the required course work that leads to a teaching certificate. The program includes the four core courses required of all graduate students in education. The secondary certification preparation program and the K-12 program are both 45 credit hour programs. Middle school certification preparation is a 57 credit hour program. Elementary school certification preparation is a 71 credit hour program. All areas include certification requirements. Note that for K-12, middle school, and secondary certification, further coursework in the content area beyond that which was required for the bachelor's degree may be required by the Department of Elementary and Secondary Education in order to be eligible for certification.

The education courses required for certification, (not including specific content area coursework that may

be required by the Department of Elementary and Secondary Education for a subject certification) are as follows:

**Model IIIK-12 Certification Preparation**  
*Physical Education*

The Master of Arts in Teaching with K-12 certification preparation includes 45 credit hours of graduate course work:

**Core MAE Courses**

EDU 50500 Analysis of Teaching and Learning Behavior  
EDU 57000 Educational Research  
EDU 52000 Curriculum Design or EDU 60000 or EDU 60000 Master's Project

**Core K-12 Certification Courses**

EDU 50000 Foundations of K-12 Education  
EDU 50200 Psychology of Teaching and Learning  
EDU 50700 Reading in the Content Area  
EDU 51000 Conceptualization of Education  
or EDU 51010 Conceptualization of Education for Beginning Teachers  
EDU 51500 PRAXIS-Foliotek Seminar (0-3)  
EDU 51800 Measurement and Evaluation to Enhance Learning  
EDU 52100 Classroom Teaching/Management  
EDU 53500 Subject Area Teaching Methods  
EDU 54100 Education of the Exceptional Child  
EDU 59900 Field Experience (Student Teaching) (12)  
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**Model III Elementary School Certification**  
*Preparation*

*Grades 1-6*

The Master of Arts in Teaching with Elementary School Certification Preparation program is a 71 credit hour program. It includes the following coursework:

**Core MAE Courses**

EDU 50500 Analysis of Teaching/Learning Behavior  
EDU 57000 Educational Research  
EDU 52000 Curriculum Design or EDU 6000 Master's Project

**Core Elementary Certification Courses**

EDU 50000 Foundations of K-12 Education  
EDU 50200 Psychology of Teaching and Learning  
EDU 51000 Conceptualization of Education or EDU 51010 Conceptualization of Education for Beginning Teachers  
EDU 51500 PRAXIS-Foliotek Seminar (0-3)  
EDU 51800 Measurement and Evaluation to Enhance Learning  
EDU 52100 Classroom Teaching/Management  
EDU 54100 Education of the Exceptional Child  
EDU 50300 Elementary Reading Methods  
EDU 50600 Elementary/Middle School Language Arts Methods  
EDU 50900 Analysis and Correction of Reading Disabilities  
EDU 52200 Reading Practicum (2)  
EDU 51200 Elementary/Middle School Mathematics Methods  
EDU 51900 Elementary/Middle School Science Methods

EDU 54500 Health, Safety, and Nutrition  
EDU 55300 Elementary/Middle School Social Studies Methods  
EDU 57600 Methods of Integrating Art, Music, and Movement in Elementary Education  
EDU 58200 Integrated Literature  
EDU 59900 Field Experience (Student Teaching) (12)  
Students must also complete 3 credit hours of electives.