Master of Arts in Education

With an Emphasis in Autism Spectrum Disorders K-12

Janis Freeman, EdD
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Welcome to Lindenwood University School of Education!

Welcome! Lindenwood University is a thriving institution with a variety of undergraduate and graduate programs with locations across Missouri and Illinois, in addition to online offerings.

The School of Education is one of the largest schools at this institution and in the state of Missouri. However, here at Lindenwood, we pride ourselves on our student-centered approach, advising by actual faculty members, and our open door policy so you never feel like a number. The faculty not only has the appropriate academic credentials, but also extensive experience in a wide variety of schools as teachers, counselors, principals, librarians, and leaders at all levels. The faculty is truly vested in providing the best opportunity for all students to succeed.

Lindenwood University prides itself in providing a support network for students who need extra assistance in attaining their goals. Lindenwood provides assistance to students through the Student and Academic Support Services (SASS). SASS supports the Lindenwood University student community through academic engagement, problem resolution, service learning opportunities, and provision of resources. We are committed to a student-centered environment reinforcing retention and persistence to graduation by encouraging academic and individual development, along with social responsibility.

Do you already have a master’s degree but still want an additional certification? That is also an option at Lindenwood University.

The Master of Arts in Education programs offer opportunities for teachers and professionals to improve their practice in many different areas of study including:

Teaching English to Speakers of Other Languages (TESOL)

Library Media

Special Reading K-12

Gifted Education Certification

Special Education K-12
Character Education

Autism Spectrum Disorders K-12

Early Interventions in Autism and Sensory Impairments

Educational Technology

Mathematics Education Specialist 1-6

School Administration
Children with autism have only been included in our public schools since 1990, when IDEA added autism to their list of disabilities protected under the law (Public Law 101-476). In addition, the number of students diagnosed with autism has increased to epidemic proportions in the United States within the past 15 years.

Research indicates that approximately one out or every 88 children today are diagnosed with autism, “making it more common than childhood cancer, juvenile diabetes, and pediatric AIDS combined” (Autism Speaks, 2011).

The Master of Arts in Education with an emphasis in Autism Spectrum Disorders K-12 highlights the various spectrums of autism and best practices, which include assessments, programming, positive behavioral supports, communication and language skills, and current research. There is a growing public demand for professionals who understand the issues and needs of individuals affected with ASD, and upon the completion of this master’s program public and private professionals and/or parents will be able to apply their knowledge when planning, coordinating, and implementing programs for ASD students. The program does not offer teacher certification from the Missouri Department of Elementary and Secondary Education.

This program is open to any student with an undergraduate degree that meets the admissions criteria and has an interest in learning more about children ASD. Candidates may include any teacher with a valid Missouri teacher certification and/or other professionals such as school counselors, speech/language pathologists, occupational therapists, private or government facilities, parents, etc. who work with children with autism. Most of the students with autism are educated in the regular education classroom, so this program would benefit both special education and regular education teachers. This program would also benefit anyone with an undergraduate degree in the area of psychology or other behavioral sciences.

The program courses are offered either in the fall or spring and will take approximately two years to complete based on taking two courses each semester. While all courses are taught in the classroom, four of the classes are offered as a hybrid course which will include some online lessons.

Students can enroll in the entire program or choose to take some of the courses for elective credit.

For more information on this program please contact:

Dr. Janis Freeman Ed.D. Jfreeman@lindenwood.edu (63) 949-4649
Admission Standards

Lindenwood University consciously seeks a diverse student body and welcomes applicants from all socioeconomic, religious, and ethnic backgrounds. The University also values geographic diversity and welcomes international students. Admission to graduate programs is granted to students who demonstrate academic preparedness and the potential for academic excellence. Applications for admission to Lindenwood University graduate programs will be reviewed by the Director of Evening Admissions and Dr. Janis Freeman.

Application Procedures

Apply by visiting the Office of Evening and Graduate Admissions at the Lindenwood University Welcome Center on the St. Charles campus, any of the extension centers, or online at the following address: https://applylu.lindenwood.edu/login.asp

To be considered for admission to the University, an applicant’s file must include each of the following documents:

- Electronic or paper application, along with a non-refundable $30 application fee.
- Current resume.
- An official undergraduate transcript as well as official transcript(s) from any graduate school(s) attended if transfer credit is desired.
- A copy of applicant’s valid teaching certificate.

Model II Specialty Area: Autism Spectrum Disorders K-12

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 the content area. The program includes 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.
To complete the Master of Arts in Education Program all students must:

1. Possess a baccalaureate degree from an accredited college or university with a minimum GPA of 3.0 on a 4.0 scale.
2. Complete application procedures for admission to the university, pay required fees, and be approved by the Dean.
3. Complete 33 semester hours of graduate course work required to earn the Master of Arts in Education.
4. Maintain a GPA of 3.0 or higher.
5. EDU 34100/54100 Education of the Exceptional Child and EDS 30200/50200 Behavior Management are encouraged but not required ASD program courses.
6. Select the Master of Arts Project (EDU 60000) OR Curriculum Analysis and Design (EDU 52000) to fulfill final degree requirements.
7. Complete the degree requirements within five calendar years from the first day of the first term in which program commenced.
8. Continue to register for the thesis/Master of Arts Project each subsequent term until completed. Failure to continue to register will result in termination from the candidacy for the degree.
9. Graduation application submitted by application deadline! Degree will be posted on the graduation month that you select. If the month of graduation changes, you must resubmit a graduation application in order for the degree to be posted in the newly selected month.
10. Student Teaching hours cannot apply to this master's degree.

* Transfer and Workshop Credit:

- No more than 9 semester hours from other accredited institutions approved by the Dean and Registrar.
- All transfer credits must carry a letter grade of “B” or higher from official transcript.
- No Pass/Fail or Credit courses accepted.
- All transfer credit must be relevant to proposed program and completed within last 7 years.
- Once admitted, prior permission from Dean and Registrar must be obtained to apply credit from other college or university towards degree.
- Up to 6 credit hours may be accepted from approved workshops.

The Master of Arts in Education with an emphasis in Autism Spectrum Disorders K – 12 is designed to prepare certified teachers and other certified school personnel such as school counselors, speech/language pathologists, occupational therapists, etc. to effectively understand, teach, and work with students within the autism spectrum. This program highlights the various spectrums of autism and best practices which include assessments, programming, positive behavioral supports, communication and language skills, and current research. Upon the completion of this Master’s program teachers will be able to apply their knowledge when planning, coordinating, and implementing programs for students with ASD. The program does not offer teacher certification from MO DESE.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Semester Offered</th>
<th>Semester Completed</th>
<th>Transfer*</th>
<th>Grade</th>
<th>Notes</th>
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<tbody>
<tr>
<td>EDU 50500</td>
<td>Analysis of Teaching &amp; Learning</td>
<td>3</td>
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<tr>
<td>EDU 51000</td>
<td>Conceptualization of Education</td>
<td>3</td>
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<td>EDU 57000</td>
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<tr>
<td>or EDU 60000</td>
<td>Master of Arts Project</td>
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**K – 12 Autism Spectrum Disorders**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Semester Offered</th>
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<th>Transfer*</th>
<th>Grade</th>
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<td>EDS 580 00</td>
<td>Characteristics of K – 12 children with Autism Spectrum Disorders</td>
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<tr>
<td>EDS 581 00</td>
<td>Formal and Informal Assessments and Planning for Students with Autism</td>
<td>3</td>
<td>Fall</td>
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<tr>
<td>EDS 582 00</td>
<td>Methodologies for Teaching K – 12 children with Autism Spectrum Disorders</td>
<td>3</td>
<td>Fall</td>
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<tr>
<td>EDS 583 00</td>
<td>Enhancing Social-Communication &amp; Language Skills for Students with Autism</td>
<td>3</td>
<td>Spring</td>
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<tr>
<td>EDS 584 00</td>
<td>Designing Effective Classrooms for K – 12 children with Autism spectrum Disorders</td>
<td>3</td>
<td>Spring</td>
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<tr>
<td>EDS 585 00</td>
<td>Trends, Issues, and Research in Autism</td>
<td>3</td>
<td>Spring</td>
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<td><strong>Prerequisite Needs to have completed three courses in the program prior to taking this class</strong></td>
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<tr>
<td>EDS 586 00</td>
<td>Practicum/Clinical Experience</td>
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<td><strong>Prerequisite Needs to have completed three courses in the program prior to taking this class</strong></td>
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**Total Hours** | 33
EDS 58000 Characteristics of K-12 Children with Autism Spectrum Disorders: This course is designed to provide the students with an overview of autism spectrum disorder K-12. The students will examine epidemiological factors and causes as related to ASD. Participants will develop an understanding of the signs and symptoms associated with ASD along with characteristics such as Theory of Mind. The Missouri Autism Guidelines Initiative will provide the structure for identifying diagnostic characteristics. Topics such as traditional and non-traditional therapeutic and intervention strategies, legal and social issues, community resources, and school and family will be examined.

EDS 58100 Formal and Informal Assessment and Planning for Students with Autism: The Missouri Best Practice Guidelines for Screening, Diagnosis, and Assessment for ASD will serve as the foundation for this course. Screening practices along with both medical and educational diagnostic criteria will be examined. The program planning process will emphasize a holistic approach that coordinates the program planning with individual student’s assessment K-12. A home-school teaming approach will be emphasized throughout this process. Students will apply their knowledge by evaluating case study student assessment data. Additional topics will include domains in sensory, oral motor, play and communication, and classroom management systems.

EDS 58200 Methodologies for Teaching K-12 Children with Autism Spectrum Disorders: This course will provide an understanding of the neural impact on regulation and reaction to stimuli for individuals diagnosed with autism. Students will study research-based methodologies which address sensitivity to stimuli including: positive behavioral supports, applied behavioral analysis (ANA), Project TEACCH model, sensory integration, visual supports, and assistive technology. They will explore the assessment of behavioral functions and learn how to apply this knowledge to create and maintain a functional program. Research based strategies on how to prevent or reduce challenging behaviors along with classroom structure and organization will also be addressed.

EDS 58300 Enhancing Social-Communication and Language Skills for Students with Autism: This course will explore both verbal and nonverbal communication disorders associated with ASD. Students will develop an understanding of the process used when assessing social-communication and language skills. Research based strategies on identifying and improving social deficits, social communication, and reading social situations will be explored. Additional topics will include: theory of mind, echolalia, enhancing children’s play, and developing flexibility and independence.

EDS 58400 Designing Effective Classrooms for K-12 Children with Autism Spectrum Disorders: This course is designed to focus on the curriculum and program planning for students with autism. It will begin with identifying the unique learning traits of individuals with ASD and
then focus on a holistic approach to individual needs assessment, curricular design, and support programing. Collaboration between school, family and community will be emphasized. Other topics will include: inclusion, instructional activities, group activities, IEP planning and record keeping, transition planning, and available resources.

**EDS 58500 Trends, Issues, and Research in Autism:** This course is designed to provide students with current trends, issues, and research within the field of autism. Students will review and analyze current data, which drives causation theories, instructional techniques, therapeutic methods, and best practices. Participants will choose an area of autism to research, will analyze the material within a research paper, and report findings to the class. Prerequisite: completion of three courses in the program prior to taking this class.

**EDS 58600 Practicum/Clinical Experience:** This course is a 90 hour (three credits) culminating practicum course. Students must have completed three courses in the Masters in ASD program before taking this class. Participants will work with a special education teacher or pre-approved specialist who works directly with children and autism. Students will have an opportunity to apply the principles, techniques, strategies and methods taught in courses they have completed in the Masters in ASD program. Practicum students will be responsible for observing and working with special education students throughout the semester under the supervision of a certificated special education teacher or pre-approved specialist. Practicum hours are to be completed outside of teaching contract hours and not as part of another practicum. Prerequisite: completion of three courses in the program prior to taking this class.

### Recommended Courses but not Required

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<td>Education of the Exceptional Child</td>
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<tr>
<td>EDU 34100</td>
<td>Education of the Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td>EDS 30200</td>
<td>Behavior Management</td>
<td>3</td>
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<tr>
<td>EDS 50200</td>
<td>Behavior Management</td>
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### Core Curriculum

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<tbody>
<tr>
<td>EDU 50500</td>
<td>Analysis of Teaching and Learning Behavior</td>
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<tr>
<td>EDU 51000</td>
<td>Conceptualization of Education</td>
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<tr>
<td>EDU 57000</td>
<td>Educational Research</td>
<td>3</td>
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<tr>
<td>EDU 52000</td>
<td>Curriculum Design</td>
<td>3</td>
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<tr>
<td>EDS 52000</td>
<td>Master’s Project</td>
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### Autism Spectrum Disorder Curriculum

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>EDS 58000</td>
<td>Characteristics of K-12 Children with Autism</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Spectrum Disorders</td>
<td></td>
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<tr>
<td>EDS 58100</td>
<td>Formal and Informal Assessments and Planning for Students with Autism</td>
<td>3</td>
</tr>
<tr>
<td>EDS 58200</td>
<td>Methodologies for Teaching K-12 Children</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>EDS 58300</td>
<td>Enhancing Social-Communication and Language Skills for Students with Autism</td>
<td>3</td>
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<tr>
<td>EDS 58400</td>
<td>Designing Effective Classrooms for K-12 Children with Autism Spectrum Disorders</td>
<td>3</td>
</tr>
<tr>
<td>EDS 58500</td>
<td>Trends, Issues, and Research in Autism</td>
<td>3</td>
</tr>
<tr>
<td>EDS 58600</td>
<td>Practicum/Clinical Experience</td>
<td>3</td>
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</tbody>
</table>
The practicum experience will provide students with an ability to observe how the principles, techniques, strategies and methods learned in the Master’s in Education with an Emphasis in ASD K – 12 program are applied in practice. Observing and working directly with students who have autism in a classroom setting will provide practical experience that can be transferred into future educational settings. Students will also have an opportunity to observe the students in a classroom setting and work with other professionals who are directly involved in supporting the students’ program.

This course is a 90 hour (three credits) culminating practicum course. Students must have completed three courses in the Master’s in Education with an Emphasis in ASD K – 12 program before taking this class.

**Course Learning Objectives**

Participants will be able to:

1. Participate in a clinical experience with students with ASD in elementary or secondary public school settings or an approved organization that services students with ASD;

2. Observe a classroom setting with a certified teacher or pre-approved specialist who works directly with children with ASD;

3. Begin to apply the principles, techniques, strategies and methods taught in the courses they have completed in the Masters in ASD program.
Student Learning Outcomes

Program Meets the Needs of School and Community Professionals

The learning objectives for the program are listed below:

**EDS 58000 -** Characteristics of K – 12 children with Autism Spectrum Disorders

- Historical Overview of Autism
- Current Epidemiological Factors related to ASD
- Exploring the Causes of Autism
- Understanding Characteristics Unique to Children with ASD
- Understanding Theory of Mind
- Signs and Symptoms Associated with Developmental Aspects
- Defining Sub-Groups within ASD
- Descriptive and Diagnostic Characteristics of ASD
- Learning Styles of Individuals with Autism Spectrum Disorder
- Legal and Social Issues - Including the Missouri Autism Guidelines Initiative
- Traditional and Non-Traditional Therapeutic and Intervention Strategies
- Community Organizations and Support Resources
- School Organization and Family

**EDS 58100 -** Formal and Informal Assessments and Planning for Students with Autism;

- Medical and Educational Diagnostic Criteria
- Parental Involvement in Diagnostic Process
- Research Based Assessments - Both Formal and Informal
- Assessment Process for Individuals with ASD
- Identifying Developmental Domains: Sensory, Oral Motor, Play and Communication
- Evaluating Case Study Student Assessment Data Related to Autism
- Program Planning Process - Development of a Holistic Program
- Coordinating Planned Programming with Individual Student’s Assessment
- Classroom Management Systems
- Home-School Teaming Process

**EDS 58200 -** Methodologies for Teaching K – 12 children with Autism Spectrum Disorders

- Understanding Neural Impact on Regulation and Reaction to Stimuli
- Sensory Based Strategies that Support Participation and Engagement
- Assessment of Behavioral Function
Overview of Research Based Positive Behavioral Supports
Overview of Applied Behavioral Analysis
Overview of Project TEACCH model
Visual Supports & Assistive Technology
Creating and Maintaining a Functional Program
Research Based Strategies on How to Prevent or Reduce Challenging Behaviors
Classroom Structure and Organization for Children with ASD

EDS 58300 - Enhancing Social-Communication & Language Skills for Students with Autism

- Recognizing Social Deficits with Individuals with Autism
- Understanding the Communication Disorders Associated with ASD
- Assessment of Social-Communication and Language Skills
- Strategies to Enhancing Communication with Non-verbal Children
- Strategies to Enhancing Communication with Verbal Children
- Social-Communication Interactions’
- Assessment and Intervention with Echolalia
- Strategies to Enhance Children’s Play
- Strategies to Teach how to “Reading” Social Situations
- Development of Flexibility and Independence
- Alternative Communication Systems
- Materials Available
- Research Based Instructional Adaptation
- Research Based Instructional Strategies

EDS 58400 - Designing Effective Classrooms for K – 12 children with Autism spectrum Disorders

- Understanding the Learning Traits of Children with ASD
- Research Based Programs - Both Formal and Informal
- Exploring Resources Available for Programming
- Assessing Individual Student Needs
- Identification of Developmental Skills
- Interventions to Support Programming
- Identifying Supporting Professionals and Resources
- Identifying Goals and Planning a Holistic Program
- IEP Planning and Record Keeping
- Curriculum Design- Determining what should be taught
- Instructional Activities - Determining how it should be taught
- Methods of Inclusions for Children with ASD
- Strategies to Assist with Group Instruction
- Teaching within a Team Process
- Understanding what Parents Want
- Program Collaboration with School, Families, and Community
Transition Planning

**EDS 58500 - Trends, Issues, and Research in Autism**

- Assess Validated Data Related to Autism
- Identify and Explore Special Educational Issues as related to ASD

**EDS 58600 Practicum/Clinical Experience**

- Participate in a clinical experience with students with ASD in elementary or secondary public school settings or an approved organization that services students with ASD
- Observe a classroom setting with a certified teacher or pre-approved specialist who works directly with children with ASD
- Begin to apply the principles, techniques, strategies and methods taught in the courses they have completed in the Masters in ASD program
1. Where do I find the application of admission to the master’s degree program?

http://www.lindenwood.edu/admissions/graduate/index.html

2. How do I get an advisor?

After you have completed the application process, please contact the education office at (636) 949-4844 or the Assistant Dean at (636) 949-4435 to be assigned to an advisor.

3. Where will I park and do I need a parking sticker?

There are several parking lots on campus along with on street parking. It is wise to get a parking sticker. The cost is minimal. See the web address below for more information.

http://www.lindenwood.edu/current/graduate/idParking.html

4. How much will tuition cost?

Current educators receive an educator grant deduction of $60.00 per credit hour. Just make sure that the admissions advisor designates you as an educator. The cost of tuition varies by year so it is best to check with the business office or on the Lindenwood website for the latest tuition fees.

5. Who will evaluate my transcript?

DESE will evaluate your transcript and indicate which classes you will need to be certified. You will need to apply to add the certification by completing the DESE form located on the DESE website. Additionally you will need to request a transcript from Lindenwood University. You should furnish Academic Services with a copy of your form so that they can send it directly to DESE.

6. How is the job market and do districts only hire from within?

Districts look for the most qualified candidates to hire. No one can predict that there will always be job openings but you can rest assured that literacy will always be at the forefront of the educational system.
7. **Can I get a provisional certificate?**

DESE will indicate on your evaluation whether or not you are eligible for a provisional certificate.

8. **How long will it take for me to complete the program?**

A student can usually complete the degree program in two years. This will vary with the number of classes taken per semester. Those students seeking certification only will complete the certification classes much faster depending on how many classes they need according to the DESE evaluation.

9. **What do I have access to as a student?**

As a student at Lindenwood University you have access to many amenities such as a Fitness center, Butler Library with printing capabilities, computer labs on Lindenwood University’s campus and at extension centers, a writing center, online tutoring services that are available 24 hours a day, a Lionmail email account, career development, the Student Counseling and Resource Center, and more. Students who are campus residents have access to the Student Health Center in the Spellmann Center.

**Fitness Center** is open to students only. You must present your I.D. upon arrival. The hours of operation are: Monday – Friday 6 a.m. – 1 a.m. and Saturday and Sunday 10 a.m. – 1 a.m.

**Writing Center** is located in the lower level of the library. You can receive help with the writing process of your research assignments. For more information: (636) 949-4870.

**Butler Library** allows you to have access to Mobius, Worldcat, E books, audiobooks, writing center, wireless services, and laptops.

For library hours, staff, reference services, and other information, go to http://library.lindenwood.edu/.

**Career Development** assists undergraduates and graduate students with searching and applying for jobs and interviewing. The career center has plenty of written handouts that will assist students with preparation for an interview and career searches. For more information, please contact Dana Wehrli, Director of Career Development, at (636) 949-4806 or Brandi Goforth, Assistant Director of Career Development, at (636) 949-4307.
10. What kind of housing is available to undergrad and grad students?

There are graduate housing opportunities located minutes from the campus. Lindenwood University owns an apartment community and several homes in a nearby neighborhood. For further inquiries please call: Michelle Giessman at (636) 949-4848, located on the third floor of Spellmann Center.

11. What are the main buildings on campus, where are they, and what schools are housed or what subjects do they house, typically.

On the Heritage campus:

**Roemer - located inside Roemer are the following offices:**

- accounting
- Business Office
- student refunds
- payroll/human resources
- accounts payable
- LCIE/GRAD business offices
- the executive offices
- In the lower level of Roemer are Financial Aid and Academic Services

**Academic Services has the following services:**

- Academic Appeal Letter Requirements
- AP Exam Credits - LU Transfer Equivalencies
- Application for Degree
- Degree Verification

National Student Clearinghouse
13454 Sunrise Valley Drive, Suite 300
Herndon, VA 20171
degreeverify@studentclearinghouse.org
Phone: (703) 742-4200
Fax: (703) 742-4239
• Diploma Reprint Request
• Enrollment Verifications and Loan Deferments
• Petition for Policy Exemption
• Request for VA Certification
• Transcript Requests
• Transfer student evaluations

Academic Services can be reached at: (636) 949-4954

12. How do students apply to be a graduate assistant?

Any student interested in becoming a graduate assistant should contact Samantha Shadrach (636) 627-2562.
## Table 1. SLO Components’ Alignment with MA Programs’ Courses

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<th>SLO</th>
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<th>EDS 581</th>
<th>EDS 582</th>
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<th>EDS 584</th>
<th>EDS 585</th>
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<td>1: Content knowledge, including varied perspectives, aligned with appropriate instruction</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td>x</td>
<td>x</td>
</tr>
<tr>
<td>2: Understanding and encouraging student, learning growth and development</td>
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<td>x</td>
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<td>7: Use of student assessment data to analyze and modify instruction</td>
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### Table 2. Semesters Courses are Offered

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### References: