

2018-19

Graduate Catalog

Addendum

June 2018

ACADEMIC CALENDARS

Graduate Semester Academic Calendar

Spring Half-Semesters 2019

First Half-Semester, January 14 – March 8 15	
Classes begin	January 14
Last day to withdraw with “W”	February 15
Final grades due, 5 p.m.	March 12 19
Second Half-Semester, March 18 – May 10	
Classes begin	March 18
Last day to withdraw with “W”	April 22 19
Final grades due, 5 p.m.	May 14

Graduate Five-Term Academic Calendar

Fall I 2018

International student move-in	August 17 and 20
International student orientation	August 21 – 24
Classes begin	August 27
Labor Day holiday — no classes held	September 3
Last day to choose audit	September 7
First day to request room change for fall 2018	September 10
Last day to withdraw with “W”	September 28
Final exams	October 15 – 19 20
Last day to make up Incomplete grades from summer 2018	October 19
Fall I term ends	October 19 20
Final grades due from faculty, 5 p.m.	October 23

Fall II 2018

International student move-in	October 12 and 15
International student orientation	October 16 – 19
Classes begin	October 22
Registration opens for Spring I and Spring II	October 22
Last day to request a room change for spring 2019	October 29
Last day to choose audit	November 2
Thanksgiving holiday—no classes held	November 21 – 23
Last day to withdraw with “W”	November 26
Final exams	December 10 – 14 15
Last day to make up Incomplete grades from Fall I 2018	December 14

Fall II term ends	December 14 15
Commencement 10 a.m. School of Accelerated Degree Programs	December 15
Commencement 3 p.m. School of Arts, Media, and Communications; Robert W. Plaster School of Business & Entrepreneurship; School of Education; School of Health Sciences; School of Humanities; and School of Sciences.	December 15
Final grades due from faculty, 5 p.m.	December 18
Deadline to apply for March/May/June graduation	December 30

Spring I 2019

New Year's Eve—university closed	December 31
New Year's Day—university closed	January 1
International student move-in	January 4
International student orientation	January 8
Classes begin	January 14
Registration opens for Summer 5-term	January 22
Last day to choose audit	January 25
Last day to withdraw with “W”	February 15
Deadline to apply for August graduation	February 28
Final exams	March 4 – March 8 9
Last day to make up Incomplete grades from Fall II 2017	March 8 9
Spring I term ends	March 8 9
Final grades due from faculty, 5 p.m.	March 12

Spring II 2019

International student move-in	March 8
International student orientation	March 12
Spring Break	March 11 – 15
Classes begin	March 18
Last day to choose audit	March 29
Deadline to apply for September graduation	March 30
Registration opens for Fall I & Fall II	April 1
Deadline to apply for Summer 2019 Residential Program	April 17
Good Friday—no classes held	April 19
Last day to withdraw with “W”	April 22
Final exams	May 6 - May 10
Last day to make up Incomplete grades from Spring I 2019	May 10

Graduate student commencement TBD	May 10 – May 12
Undergraduate commencement TBD	May 10 – May 12
Spring II term ends	May 10 11
Final grades due from faculty, 5 p.m.	May 14
Deadline to apply for October/December graduation	May 30

Summer 2019

Memorial Day holiday observed—no classes held	May 27
Classes begin	June 3
Last day to choose audit	June 14
Independence Day holiday—no classes held	July 4
Last day to withdraw with “W”	July 5
Final exams	July 22 – 26 27
Last day to make up Incomplete grades from Spring II 2019	July 26 27
Summer term ends	July 26 27
Final grades due from faculty, 5 p.m.	July 30

Course Types

Online Courses

In an online course, 100 percent of course instruction is delivered using an online learning management system platform. No time spent in a physical classroom. In some cases, students may meet for an introductory and/or summary meeting; however, these meetings are not mandatory.

~~Students enrolled in online classes will be expected to participate in the class academically. Attendance for this method of instruction is defined as submitting an academic assignment, taking an exam, participating in an online discussion about academic matters, or initiating contact with a faculty member to ask a question about the academic subject studied in the course. Simply logging into an online class without active participation does not constitute academic attendance.~~

There is no limit on the number of online courses a semester undergraduate student can take per semester, except students with F-1 visas. For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken online or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An online or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed

circuit, cable, microwave, satellite, audio conferencing, or computer conferencing.

Attendance

Attendance in an online course is based on submission of one or more academic activities, such as discussion board participation, quiz, exam, paper, or other graded assignment. Logging into a course, submitting the institutional ethics agreement, or submitting an introductory video does not constitute academic attendance.

Student Authentication and Video Content

Lindenwood takes academic integrity very seriously; therefore compliance with student authentication requirements is a condition of enrollment in all online and hybrid courses. As per the Higher Education Opportunity Act (Public Law 110–315), student authentication is defined as “processes to establish that the student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit.”

Institutional authentication requirements include an ethics agreement, introductory video, end-of-course survey, and course specific methods, including but not limited to live or video proctoring, authentication technology, video assignments, videoconferences, and/or extensive writing assignments. The methods of student authentication incorporated into a particular course can be found in its syllabus. Any costs associated with authentication are disclosed prior to enrollment via fees included in course schedules.

To facilitate authentication measures, students must have ready access to a webcam or camera on a mobile device. Students who enroll in online or hybrid courses must also have a current photo, confirmed by a valid form of identification, within Lindenwood's student information system.

Students who fail to comply with authentication requirements may be withdrawn from the course at the discretion of the dean. Students withdrawn from a course are subject to university withdrawal policies and other consequences if the change moves them from full-time to part-time status.

SCHOOL OF ARTS, MEDIA, AND COMMUNICATIONS

ADVERTISING AND STRATEGIC COMMUNICATIONS, MA

36 credit hours

The Master of Arts in Advertising and Strategic Communications provides students with a firm foundation in critical theories and trends, as well as the practical application and problem solving involved in advertising through campaigns. Students are exposed to various approaches in the field, provided with a historical overview of the field, and are introduced to the principles of a wide range of areas, including advertising principles, creative concepts and branding, copywriting, and campaign management.

A graduate student in the School of Arts, Media, and Communications may take only one tutorial or independent study course and may enroll in a maximum of nine graduate credit hours per semester. A student may not receive graduate credit for any course designated as a dually-enrolled course if that student received credit for the undergraduate version of that course.

Admission Requirements

Applications are initially reviewed by the director of graduate admissions. Once reviewed, the applicant is to provide the additional required materials to the director of graduate programs and appropriate graduate program manager for an interview. An admissions decision will be made once all steps have been completed.

In addition to the requirements of all graduate students, applicants to the School of Arts, Media, and Communications should complete and/ or submit the following documents:

- Transcripts demonstrating completion of undergraduate degree in related field with a minimum of a 3.0 GPA in all major coursework.
- The official results from the Graduate Record Examination (GRE) if GPA is below 3.0.

- Three letters of recommendation submitted through school portal.
- 1,000-word statement of purpose describing applicant's goals.
- Specific deliverables depending on area of study, such as a writing sample and/or portfolio of work, brought to on-campus interview.

Completion Options

Non-Thesis/Applied Project Option

The applied project allows students with a professional focus to apply the theories and research methods of their field in a professional setting or in a final product or series of products. Projects may take different forms, but all students produce some form of material on behalf of an organization or field of practice. Students pursuing the non-thesis/applied project option document their progress and product for final review by their thesis committee. See the chair of the program for more information.

Thesis Option

The thesis involves the creation of an original piece of scholarship relevant to the field of study that investigates an aspect of that field, professional area or organization. Students evaluate the state of the field in existing research on their topic area and then develop a research question to investigate. Over the course of the program, students investigate their topic and refine their thesis, which is written the final two semesters and reviewed by their thesis committee. See the chair of the program for more information.

Students who do not successfully complete and defend the Thesis/Project Prospectus, or who have not completed their Thesis/Project by the end of AMC 61000, must enroll in AMC 60500 Thesis/Project Experience in every fall and spring semester until the Thesis/Project is completed.

Degree Requirements

Core Curriculum

AMC 50000	Research Methods
AMC 51000	Research and Scholastic Writing
AMC 55000	Graduate Seminar I
AMC 56000	Graduate Seminar II
AMC 60000	Thesis/Directed Project I
AMC 61000	Thesis/Directed Project II

Specialized coursework

18 credit hours from the following:

AMC 59000-59999	Special Topics
COM 50100	Mass Communications Law
COM 50200	Seminar in Professional Practice and Ethics
COM 50310	Contemporary Digital Rights
COM 50320	Critical Analysis of Media
COM 50330	Media and Politics

COM 50340	Audience Analysis in an Interactive Age
COM 50400	Broadcast Newswriting
COM 50700	Writing for the Electronic Media
COM 51700	Narrative Screenwriting
COM 51800	Fundamentals of Public Relations
COM 52300	Advertising Copywriting
COM 53500	Buying and Selling Media
COM 54300	Television News Production
COM 54700	Advertising Management Campaign
COM 55600	Mass Communications Theory
COM 55700	Editing Film and Video
COM 56000	Media Management
COM 56300	Creative Advertising Concepts
COM 57000	History of World Cinema
COM 57100	Advanced Audio Production
COM 57400	Producing Film and Video
COM 57900	Television Production
COM 58000	Television News Reporting
DCS 52200	Emerging Platforms and Analytics

SCHOOL OF EDUCATION

SCHOOL ADMINISTRATION, MA

Initial certification, School Principal

36 credit hours

The Lindenwood University school principal preparation program is accredited by the Missouri Department of Elementary and Secondary Education (<http://dese.mo.gov/>). The School of Education is also a member in good standing of the Teacher Education Accreditation Council (www.teac.org/).

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 the required graduate coursework, maintaining a GPA of 3.0 or higher.
- Completion of EDU 34100 or EDU 54100 Education of the Exceptional Child, or equivalent.

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.

Requirements

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 52000	Curriculum Analysis and Design
EDU 57000	Educational Research

Content Curriculum

In addition to the core courses listed above, students pursuing the MA in School Administration must complete the following courses:

EDA 50000	School Administration Orientation School Administration Foliotek and MEP Seminar
EDA 50500	Foundations of Education Administration
EDA 51500	School Supervision
EDA 52000	School Business Management
EDA 52500	School Law
EDA 53000	Public and Community Relations
EDA 53500	School Facilities
EDA 54600	Data-Based Decision-Making
EDA 55300	Field Experience

One of the following:

EDA 51000	Elementary School Administration and Organization
EDA 51200	Secondary School Administration and Organization

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.

SCHOOL ADMINISTRATION, EDS

33 credit hours

The School of Education also offers the Educational Specialist in School Administration. The EdS in School Administration is designed for those with a master of arts in a field other than school administration. This EdS program leads to initial principal certification. An interview is required for admission to this program.

This program leads to eligibility for initial principal certification and requires 21 credit hours of coursework at the 60000-level.

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.

Requirements

Prerequisites

EDU 52000	Curriculum Analysis and Design
EDU 57000	Educational Research

Core curriculum

EDA 50000	School Administration Orientation School Administration Foliotek and MEP Seminar
EDA 50500	Foundations of Education Administration
EDA 53000	Public and Community Relations
EDA 53500	School Facilities
EDA 61600	School Supervision
EDA 61800	School Business Management
EDA 62600	School Law
EDA 64600	Data-Based Decision-Making

*Course title changed for EDA 50000 after publishing per the addendum. ***

Notes: (1) Courses are three credit hours unless otherwise indicated.

(2) EDA 53000, EDA 53500: Up to six credit hours of starred coursework completed in the Lindenwood University MA in School Administration program may be applied toward the Specialist Program in School Administration.

One of the following:

EDA 60810	Elementary School Administration and Organization
EDA 60910	Secondary School Administration and Organization

Internship Requirement

Students must complete three field experience credit hours.

EDA 65300	Field Experience
-----------	------------------

Students must also complete six research project credit hours.

EDA 64500	Statistics in Educational Administration
-----------	--

EDA 65000	Specialist Project
EDA 68000	Specialist Experience (0)

Notes: (1) Courses are three credit hours unless otherwise indicated.

(2) EDA 68000: Students who have not completed their Educational Specialist Project during the semester enrolled must enroll in EDA 68000 Specialist Experience each semester until the project is completed.

INSTRUCTIONAL LEADERSHIP, EDS: PK-12 EDUCATION EMPHASIS

33 credit hours

The Educational Specialist in Instructional Leadership with an emphasis in PK-12 coursework is intended for those seeking to fill curriculum and instruction leadership roles in school districts or for individuals who wish to advance beyond the master's level in an organized and structured degree program. This is not a certification program.

This is a non-certification program requiring 21 credit hours of coursework at the 60000-level.

Requirements

Core Curriculum

EDA 52000	School Business Management
EDA 52500	School Law
EDA 53000	Public and Community Relations
EDA 60000	Instructional Program Leadership and Assessment
EDA 61000	Human Resource Administration
EDA 62500	Student Achievement Enhancement Techniques for Today's Learner
EDA 63000	Instructional Educational Program Improvement Strategies

Notes: (1) Courses are three credit hours unless otherwise indicated.

(2) EDA 52500, EDA 53000, EDA 52000: Up to 9 credit hours of starred coursework completed in the Lindenwood University MA in Education Administration program may be applied toward the Specialist Program.

Elective course

Students must choose one course from EDA 50000 or higher, or a graduate level business management course.

Internship Requirement

Students must complete three internship credit hours.

EDA 64200	Instructional Leadership Internship
-----------	-------------------------------------

Research Requirement

Students must also complete six research project credit hours.

EDA 64500	Statistics in Educational Administration
EDA 65000	Specialist Project
EDA 68000	Specialist Experience (0)

Notes: (1) Courses are three credit hours unless otherwise indicated.

(2) Students who have not completed their educational specialist project during the semester enrolled must enroll in EDA 68000 Specialist Experience each fall and spring semester until the project is completed.

INSTRUCTIONAL LEADERSHIP, EDD EMPHASIS AREAS

48-57 credit hours

Andragogy focuses on the unique characteristics of adult learners. The andragogy emphasis is for those in positions educating adults rather than PK-12 students. This can include instruction in higher education settings, human resource personnel, private business, and healthcare, among others.

Curriculum & Instruction focuses on leadership in PK-12 programs and **does not lead to certification**. It is intended for those seeking to fill curriculum and instruction leadership roles in school districts, those intending to teach or hold an administrative role in higher education or those in a corporate or government training setting.

Higher Education Administration focuses on the leadership and management of institutions in a higher education setting. This emphasis instructs students on concepts such as organizational structure, leadership theory, and student development. This can be for those wishing to be academic administrators such as deans or provosts, or non-academic administrators such as directors or vice presidents.

Requirements for all Emphasis Areas

Master's Level Requirements

The student must have completed the following courses to begin the Doctor of Education in Educational Administration or must complete them in the first two semesters of attendance:

EDA 53000	Public and Community Relations or similar Public Relations course
EDU 57000	Educational Research or similar Research course

Core Courses Required for Degree

EDA 70000	Instructional Program Leadership and Assessment
EDA 71000	Human Resource Administration
EDA 76500	Administrative Decision-Making in Schools

Elective Courses

Student must take a minimum of four additional courses (12 credit hours) at the 70000-level.

For a “with emphasis in andragogy,” four courses with prefix EDAA.

For a “with emphasis in curriculum & instruction,” four courses including EDA 72500 **Student Achievement for Today's Learner Student Achievement Enhancement Techniques** & EDA 73000 **Educational Program Improvement Instructional Program Improvement Strategies** plus two other curriculum or instruction courses at the EDA 70000-level.

For a “with emphasis in higher education,” four courses with a prefix of EDAH.

Internship Requirements

Students must complete three internship credit hours.

EDA 74800	Instructional Leadership Internship
-----------	-------------------------------------

Research Requirements

Students must also complete eighteen research credit hours including twelve for completing the dissertation supported by the Capstone classes:

EDA 74500	Statistics in Educational Administration
EDA 75000	Capstone I
EDA 76700	Quantitative Methods Design in Educational Research
EDA 76800	Qualitative Methods in Educational Research
EDA 77000	Capstone II
EDA 77500	Capstone III and Leadership Seminar
EDA 78000	Capstone Experience

Notes: (1) Courses are three credit hours unless otherwise indicated.

(2) EDA 78000: Students who have not completed their dissertation during the Capstone III course must enroll in EDA 78000 Capstone Experience each fall and spring semester until the dissertation is completed if they are receiving help from the professors or using the university computer or library systems.
(3) EDA 77500: Dissertation Publication Fee required.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES, MA

33 credit hours

The Master of Arts in English for Speakers of Other Languages (ESOL) requires 33 credit hours, four core courses and 21 credit hours of elective courses selected from specialized certification courses.

Increasingly, the students in classrooms across the nation are more linguistically diverse, and teachers need to know how to effectively instruct and support these students. Students in this program will develop foundational knowledge of the relationship between language, culture, and learning. The program also focuses on differentiated instruction and assessment for English language learners.

Students who are certified teachers and complete the program including the practicum course may be eligible

for advanced certification for English language learners K-12.

Requirements

Prerequisite Courses

EDU 50600	Elementary School Language Arts Methods
EDU 50710	Content Literacy for Diverse Learners
EDU 50900	Analysis and Correction of Reading Difficulties
EDU 54100	Education of the Exceptional Child
EDU 58700	Reading and Writing across the Curriculum

English for Speakers of Other Languages Curriculum

ESOL 50500	Language, Culture and Policy
ESOL 51500	Pedagogy of Second Language Acquisition
ESOL 52500	Grammar, Linguistics, and Writing in Language Education
ESOL 54500	Effective Assessments for Culturally and Linguistically Diverse Students
ESOL 55500	Theory and Practice of Culturally and Linguistically Diverse Curriculum
ESOL 57500	Bilingual Education Theory
ESOL 58900	ESOL Capstone

Methods Courses

ESOL 53500	Methods for Culturally and Linguistically Diverse Students
ESOL 54000	TESOL Methods

Practicum/Project Requirement

ESOL 56000	TESOL Practicum
ESOL 57000	ESOL Project

Electives

Six credit hours of EDS, EDU, or ESOL electives approved by advisor.

SPECIAL READING, MA

33 credit hours

To be eligible for special reading certification in the State of Missouri, students must have a valid teaching certificate and at least two years of teaching experience. Upon entrance to this program, students must purchase a FolioTek account.

Requirements

Prerequisite Courses

EDU 30500	Elementary Reading Methods
EDU 50300	Elementary Reading Methods

EDU 34100	and Education of the Exceptional Child
EDU 54100	or Education of the Exceptional Child
PSY 31300	and Psychology of Adolescence

Professional Requirements

EDS 50200	Behavior Management
EDS 53700	Special Education Counseling
EDU 52400	Assessment of Intellectual Skills

Reading Content Curriculum

EDU 50110	Special Reading Program Seminar (0)
EDU 50710	Content Literacy for Diverse Learners
EDU 50900	Analysis and Correction of Reading Difficulties
EDU 51600	and Language Acquisition and Development for Young Children
EDS 53300	or Speech and Language Development for the Exceptional Learner
EDU 52300	and Practicum: Diagnosis of Reading Difficulties
EDU 52600	Practicum: Remediation of Reading Difficulties
EDU 58700	Reading and Writing across the Curriculum

Electives

Minimum six credit hours from the following courses:

EDA 60000	Instructional Program Leadership and Assessment
EDARL 67100	Pedagogy for Effective Literacy Practices
EDARL 67500	Cognitive Coaching for Teaching Diverse Populations and Adult Learners
EDRL 50810	Reading Methods and Strategies for Students with Dyslexia and Struggling Readers
EDRL 51010	Assessment Driven Literacy Instruction
EDU 53200	Practicum: Advanced Reading Instruction

TEACHING, MA: EARLY CHILDHOOD OR EARLY CHILDHOOD SPECIAL EDUCATION CERTIFICATION PREPARATION (BIRTH-GRADE 3)

86-89 credit hours, Early Childhood Certification

106-111 credit hours, Early Childhood Certification with Special Education Add-on Certification

Requirements

Core MAT Curriculum

EDU 50500	Analysis of Teaching and Learning Behavior
EDU 57000	Educational Research

One of the following:

EDU 51000	Conceptualization of Education
EDU 51010	Conceptualization of Education for Beginning Teachers

One of the following:

EDU 52000	Curriculum Analysis and Design
EDU 60000	Master's Project

Early Childhood Certification Curriculum

EDU 50000	Foundations of K-12 Education
EDU 50200	Psychology of Teaching and Learning
EDU 50300	Elementary Reading Methods
EDU 50600	Elementary School Language Arts Methods
EDU 50900	Analysis and Correction of Reading Difficulties
EDU 50999	Practicum: Analysis and Correction of Reading Difficulties (2)
EDU 51200	Elementary School Mathematics Methods
EDU 51400	Utilizing Family and Community Resources Introduction to Family and Community Involvement for the Young Learner
EDU 51500	Teacher Education Seminar I (0-3)
EDU 51600	Language Acquisition and Development for Young Children
EDU 51700	Introduction to Early Childhood/ Special Education
EDU 52210	Elementary School-Classroom Teaching and Technology
EDU 52500	Introduction to Perceptual Motor and Development
EDU 52700	Early Childhood Cognitive Curriculum Concepts Concepts of Cognitive Curriculum in Early Childhood Education
EDU 52900	Creative Curriculum Materials for Early Childhood/Early Childhood Special Education Programs (4)
EDU 54100	Education of the Exceptional Child
EDU 54410	Elementary Differentiation and Classroom Management
EDU 54500	Pre K-8 Health, Nutrition and Safety
EDU 55100	Early Childhood Screening, Diagnosing and Prescribing Instruction

EDU 58200	The Integrated Literature Curriculum
EDU 58404	Advanced Measurement and Evaluation to Enhance Learning
EDU 60599	Field Experience, Student Teaching

Notes: (1) Courses are three credit hours unless otherwise indicated. (2) EDU 60599 will only count toward hours in the MAT program.

TEACHING, MA: ELEMENTARY SCHOOL CERTIFICATION PREPARATION (GRADES 1-6)

80-83 credit hours

Requirements

Core MAT Curriculum

EDU 50500	Analysis of Teaching and Learning Behavior
EDU 57000	Educational Research

One of the following:

EDU 52000	Curriculum Analysis and Design
EDU 60000	Master's Project

One of the following:

EDU 51000	Conceptualization of Education
EDU 51010	Conceptualization of Education for Beginning Teachers

Core Elementary Certification Curriculum

EDU 50000	Foundations of K-12 Education
EDU 50200	Psychology of Teaching and Learning
EDU 50300	Elementary Reading Methods
EDU 50600	Elementary School Language Arts Methods
EDU 50900	Analysis and Correction of Reading Difficulties
EDU 50999	Practicum: Analysis and Correction of Reading Difficulties (2)
EDU 51200	Elementary School Mathematics Methods
EDU 51500	Teacher Education Seminar I (0-3)
EDU 51900	Elementary School Science Methods
EDU 52210	Elementary School-Classroom Teaching and Technology
EDU 54100	Education of the Exceptional Child
EDU 54410	Elementary Differentiation and Classroom Management
EDU 54500	Pre K-8 Health, Nutrition and Safety
EDU 55300	Elementary School Social Studies Methods
EDU 57600	Methods of Integrating Art, Music, and Movement in Elementary Education
EDU 58200	The Integrated Literature Curriculum

EDU 58404	Advanced Measurement and Evaluation to Enhance Learning
EDU 60599	Field Experience, Student Teaching
ESOL 54000	TESOL Methods

Notes: (1) Courses are three credit hours unless otherwise indicated. (2) EDU 60599 will only count toward hours in the MAT program.

TEACHING, MA: K-12 CERTIFICATION PREPARATION

48-51 credit hours

Students wishing to be certified in K-12 education must select one of the following content areas in which to specialize: art, instrumental music, vocal music, physical education, health, Spanish, or French.

Requirements

Core MAT Curriculum

EDU 50500	Analysis of Teaching and Learning Behavior
EDU 57000	Educational Research

One of the following:

EDU 52000	Curriculum Analysis and Design
EDU 60000	Master's Project

One of the following:

EDU 51000	Conceptualization of Education
EDU 51010	Conceptualization of Education for Beginning Teachers

Core K-12 Certification Curriculum

EDU 50000	Foundations of K-12 Education
EDU 50200	Psychology of Teaching and Learning
EDU 50710	Content Literacy for Diverse Learners
EDU 51500	Teacher Education Seminar I (0-3)
EDU 52110	Middle/High School Classroom Teaching and Technology
EDU 54100	Education of the Exceptional Child
EDU 54310	Middle School/High School Differentiation and Classroom Management
EDU 58404	Advanced Measurement and Evaluation to Enhance Learning
EDU 58700	Reading and Writing across the Curriculum
EDU 60599	Field Experience, Student Teaching

Notes: (1) Courses are three credit hours unless otherwise indicated. (2) EDU 60599 will only count toward hours in the MAT program.

TEACHING, MA: MIDDLE SCHOOL CERTIFICATION PREPARATION (GRADES 5-9)

60-63 credit hours

Middle school education certification may be achieved in any of the following areas: English language arts, mathematics, speech/theatre, science, social science, business education, and engineering and technology.

Requirements

Core MAT Curriculum

EDU 50500	Analysis of Teaching and Learning Behavior
EDU 57000	Educational Research

One of the following:

EDU 51000	Conceptualization of Education
EDU 51010	Conceptualization of Education for Beginning Teachers

One of the following:

EDU 52000	Curriculum Analysis and Design
EDU 60000	Master's Project

Core Middle Certification Curriculum

EDU 50000	Foundations of K-12 Education
EDU 50200	Psychology of Teaching and Learning
EDU 50710	Content Literacy for Diverse Learners
EDU 51500	Teacher Education Seminar I (0-3)
EDU 52110	Middle/High School Classroom Teaching and Technology
EDU 54100	Education of the Exceptional Child
EDU 54310	Middle School/High School Differentiation and Classroom Management
EDU 58404	Advanced Measurement and Evaluation to Enhance Learning
EDU 60599	Field Experience, Student Teaching

Middle School Certification Preparation

The Master of Arts in Teaching with middle school certification preparation program includes the 48-51 credit hours of graduate course work listed in the Middle School Certification Preparation, possible content area course work, plus:

EDU 58700	Reading and Writing across the Curriculum
EDU 58800	Middle School Psychology
EDU 58910	Middle School Philosophy, Curriculum, and Instruction (4)

Note: Content area coursework required by the Missouri Department of Elementary and Secondary Education must also be met for middle and secondary education.

TEACHING, MA: SECONDARY SCHOOL CERTIFICATION PREPARATION (GRADES 9-12)

48-51 credit hours

Students wishing to be certified in secondary education must select one of the following content areas in which to

specialize: math, biological sciences, chemistry, unified science-biological sciences, unified science-chemistry, speech-theatre, English language arts, history (social science), engineering and technology, business education, or business education with marketing emphasis.

Requirements

Core MAT Curriculum

EDU 50500	Analysis of Teaching and Learning Behavior
EDU 57000	Educational Research

One of the following:

EDU 52000	Curriculum Analysis and Design
EDU 60000	Master's Project

One of the following:

EDU 51000	Conceptualization of Education
EDU 51010	Conceptualization of Education for Beginning Teachers

Core Secondary Certification Curriculum

EDU 50000	Foundations of K-12 Education
EDU 50200	Psychology of Teaching and Learning
EDU 50710	Content Literacy for Diverse Learners
EDU 51500	Teacher Education Seminar I (0-3)
EDU 52110	Middle/High School Classroom Teaching and Technology
EDU 54100	Education of the Exceptional Child
EDU 54310	Middle School/High School Differentiation and Classroom Management
EDU 58404	Advanced Measurement and Evaluation to Enhance Learning
EDU 58700	Reading and Writing across the Curriculum
EDU 60599	Field Experience, Student Teaching

Notes: (1) Courses are three credit hours unless otherwise indicated; (2) EDU 60599 will only count toward hours in the MAT program; (3) Content area coursework required by the Department of Elementary and Secondary Education must also be met for middle and secondary education.

TEACHING, MA: SPECIAL EDUCATION CERTIFICATION FOR CROSS CATEGORICAL PREPARATION (GRADES K-12)

73 credit hours for certification (Complete MAT degree is not needed for certification)

85 credit hours for MAT

Requirements

Core MAT Curriculum

EDU 50500	Analysis of Teaching and Learning Behavior
EDU 57000	Educational Research

One of the following:

EDU 51000	Conceptualization of Education
EDU 51010	Conceptualization of Education for Beginning Teachers

One of the following:

EDU 52000	Curriculum Analysis and Design
EDU 60000	Master's Project

Core Special Education Certification Curriculum

EDS 50200	Behavior Management
EDS 53000	Introduction and Methods of Teaching Children with Disabilities in Cross-Categorical Settings (4)
EDS 53300	Speech and Language Development for the Exceptional Learner
EDS 53700	Special Education Counseling
EDS 54000	Career Development
EDS 55000	Practicum for Teaching Children with Disabilities in Cross-Categorical Settings (1-3)
EDS 55700	Remediation in Elementary Math
EDU 50000	Foundations of K-12 Education
EDU 50200	Psychology of Teaching and Learning
EDU 50300	Elementary Reading Methods
EDU 50600	Elementary School Language Arts Methods
EDU 50900	Analysis and Correction of Reading Difficulties
EDU 50999	Practicum: Analysis and Correction of Reading Difficulties (2)
EDU 51200	Elementary School Mathematics Methods
EDU 51500	Teacher Education Seminar I (0-3)
EDU 51900	Elementary School Science Methods
EDU 52210	Elementary School-Classroom Teaching and Technology
EDU 52400	Assessment of Intellectual Skills
EDU 54100	Education of the Exceptional Child
EDU 54410	Elementary Differentiation and Classroom Management
EDU 55300	Elementary School Social Studies Methods
EDU 58200	The Integrated Literature Curriculum
EDU 58404	Advanced Measurement and Evaluation to Enhance Learning
EDU 60599	Field Experience, Student Teaching
ESOL 54000	TESOL Methods

Notes: (1) Courses are three credit hours unless otherwise indicated. (2) EDU 60599 will only count toward hours in the MAT program.

GRADUATE COURSE DESCRIPTIONS

EDA - Education: Educational Administration

EDA 50000 - ~~School Administration Orientation School Administration Foliotek and MEP Seminar (0)~~

~~This online course will orient students to the culminating assessment portfolio, the internship experience, and other state requirements for certification as a School Principal in the state of Missouri. Students will be required to purchase Foliotek, an electronic portfolio system, for the portfolio requirement portion of this course. This course requires 15 hours of internship activities. Students will also be required to take the Missouri Educator Profile, an online self-assessment to identify strengths and weaknesses in work habits. In collaboration with the course instructor, students will reflect on their MEP results and develop a plan for improvement. Students should take this course in the first nine hours of their program. P/F grading.~~

This online, zero credit course orients students to the School Administration Program for the Master of Arts (MA) or Educational Specialist (EdS) degree. Topics covered include dispositions for school leaders, and state certification requirements for initial certification as a school principal in the state of Missouri including the performance assessment and the content assessment. Students will be required to purchase Foliotek, an electronic portfolio system, for the portfolio requirement portion of program completion. Students should take this course in the first nine hours of their program.

EDA 60000 - Instructional Program Leadership and Assessment (3)

This course is designed as an advanced level course for the study of educational program development, administration and supervision in accordance with the goals and outcomes of the Educational ~~Administration Leadership~~ Program. The course provides a broad overview of the essential elements of education programs including curriculum, instruction, materials and program evaluation recommended by the various learned societies for education administration. The major focus of this course is the enhancement of the student's understanding of the leadership roles and responsibilities of the school administrator in these critical areas.

EDA 60810 - Elementary School Administration and Organization (3)

As part of the Educational Specialist (EDS) degree, this three-hour course includes a focus on both research and practical application related to the function and role of the effective elementary school principal. Students will be provided with the opportunity to further develop their knowledge, understanding and skills of the principalship. ~~This course provides the student with understanding,~~

~~knowledge and skills related to the function and role of the effective elementary school principal.~~ Topics include policy development, organizational structure, faculty and staff development, communications, instructional leadership, planning strategies and school climate. This course requires ~~the completion of a research based project related to the competencies of a successful secondary principal~~ and 45 hours of internship activities. Please see, "Program Internship and Field Experience Requirements" for details.

EDA 60910 - Secondary School Administration and Organization (3)

As part of the Educational Specialist (EDS) degree, this three-hour course includes a focus on both research and practical application related to the function and role of the effective secondary school principal. Students will be provided with the opportunity to further develop their knowledge, understanding and skills of the principalship. ~~This course provides the student with understanding, knowledge and skills related to the function and role of the effective secondary school principal.~~ Topics include policy development, organizational structure, faculty and staff development, communications, instructional leadership, planning strategies and school climate. This course requires ~~the completion of a research based project related to the competencies of a successful secondary principal~~ and 45 hours of internship activities. Please see, "Program Internship and Field Experience Requirements" for details.

EDA 61100 - Elementary Field Experience for Certification EdS Level (3)

As part of the Educational Specialist (EdS) degree, ~~t~~this three-hour course will provide an opportunity for the student to closely study the area of elementary administration through participation with a school administrator at the elementary level. Each student will ~~be required to complete a research project focused on one of the specific domains related to the competencies of a successful elementary principal. Additionally, each student will spend a minimum of 120 hours spend 150 hours~~ during the semester participating in the activities of a building administrator, under the guidance of the professor and an active principal. This course is ~~designed to assist those students who are completing the bulk of their internship hours at the secondary level, and is a required course~~ required for students who are seeking k-12 certification as a school administrator. ~~The course is offered in conjunction with EDA 51000 and EDA 60810 Elementary Administration and Organization.~~ This is the culminating course for the program.

EDA 61300 - Secondary Field Experience for Certification EdS Level (3)

As part of the Educational Specialist (EdS) degree, ~~t~~this three-hour course will provide an opportunity for the student to closely study the area of secondary administration through participation with a school administrator at the secondary level. Each student will ~~be required to complete a research project focused on one of the specific domains related to the competencies of a~~

successful secondary principal. Additionally, each student will spend a minimum of 120 ~~150~~ hours during the semester participating in the activities of a building administrator, under the guidance of the professor and an active principal. This course ~~is designed to assist those students who are completing the bulk of their internship hours at the elementary level, and is a~~ required course for students who are seeking k-12 8 certification as a school administrator. ~~The course is offered in conjunction with EDA 51200 and EDA 60910 Secondary Administration and Organization.~~ This is the culminating course for the program.

EDA 61600 - School Supervision (3)

As part of the Educational Specialist (EdS) degree, ~~this three-hour~~ course introduces the student to the conceptual tools, theoretical formulations and research findings concerning supervision in the school. ~~Each student will be required to complete a research project based on some aspect of school supervision.~~ Topics include the nature of supervision, ~~a historical perspective of supervision,~~ selection of personnel, evaluation of personnel, ~~retention of personnel,~~ and organizational theory. This course requires 45 hours of internship activities.

EDA 61800 - School Business Management (3)

As part of the Educational Specialist (EdS) degree, ~~this three-hour~~ course focuses on the key aspects ~~The student will become acquainted with aspects~~ of business management within the context of education. ~~Each student will complete a research project focusing on one of the topics related to school business management.~~ Topics include the role of business management in education, the role of the principal as a business manager, governmental regulations and procedures, budget practices, scheduling and reporting techniques, negotiation techniques, the role of auxiliary services and the current state formula for funding the Local Education Agent. This course requires 45 hours of internship activities. Please see, "Program Internship and Field Experience Requirements" for details.

EDA 62500 - Student Achievement for Today's Learner ~~Enhancement Techniques~~ (3)

This course assists the instructional leader in understanding how students learn. ~~Attention is given to learning styles, assessment techniques, student motivation, and remediation strategies.~~ Attention is given to instructional design and assessment, educational ethics and understanding the individual learner.

EDA 62600 - School Law (3)

As part of the Educational Specialist (EdS) degree, ~~this three hour~~ This course provides the student with knowledge and understanding of the effect of the legal system on education. ~~Each student will construct a research project on a legal topic of interest and importance.~~ Areas included are the constitutional framework of public education and individual rights, a survey of federal and state laws and regulations, case law, as well as tort, contract and district liability.

EDA 63000 – Educational Program Improvement Instructional Program Improvement Strategies (3)

This course focuses on school improvement models throughout the nation. Students will gain an understanding of successful efforts to enhance academic performance.

~~This course focuses on school improvement efforts underway throughout the nation. Students will study successful models of district and building efforts to enhance academic performance.~~

EDA 64500 - Statistics in Educational Administration (3)

This course examines ~~introductory~~ statistical techniques used in the analysis of data and helps students in the development of a Specialist Project proposal. Class sessions will help students develop research ideas and move from ideas to written drafts of a proposal.

EDA 64600 - Data-Based Decision-Making (3)

As part of the Educational Specialist (EdS) degree, ~~this three-hour~~ course provides students with the foundational concepts and skills to understand and implement a data-driven, decision-making process in today's schools. ~~Each student will be required to complete an individual research project focusing on data based decision making.~~ This course provides a structure for educational leaders to form data teams to (a) collect, analyze, and prioritize data; (b) develop SMART Goals; (c) make instructional decisions; (d) determine result indicators; (e) monitor progress; and (f) create professional teams that reflect and improve on day-to-day practice using data.

EDA 70000 - Instructional Program Leadership and Assessment (3)

This course is offered periodically as a tutorial on an as needed basis. Students will be asked to construct a research-based paper which may be related to their dissertation topic or another topic of student interest. If appropriate, the paper may be used in the dissertation. This course is designed as an advanced level course for the study of educational program development, administration and supervision in accordance with the goals and outcomes of the Educational ~~Administration~~ Leadership Program. The course provides a broad overview of the essential elements of educational programs, including curriculum, instruction, materials and program evaluation recommended by the various learned societies for educational administration. The major focus of this course is the enhancement of the students' understanding of the leadership roles and responsibilities of the school administrator in these critical areas.

EDA 70500 - Advanced School Law (3)

This course is offered periodically as a tutorial on an as needed basis. Students will be asked to construct a research-based paper which may be related to their dissertation topic or another topic of student interest. If appropriate, the paper may be used in the dissertation. Constitutional, statutory, and case law that relates to all staff personnel, students, school districts and other allied

governmental units is investigated, analyzed and discussed. Special emphasis is given to the study of contracts, dismissals, tenure, retirement, pupil injuries, liability of school personnel, and school district and board members' legal rights and responsibilities.

EDA 71000 - Human Resource Administration (3)

This course is offered periodically as a tutorial on an as needed basis. Students will be asked to construct a research-based paper which may be related to their dissertation topic or another topic of student interest. If appropriate, the paper may be used in the dissertation.

This course studies the planning processes and procedures required in implementing policies and practices of school human resource administration. This includes both instructional, administrative and support personnel.

EDA 71500 - Advanced School Business Management (3)

This course is offered periodically as a tutorial on an as needed basis. Students will be asked to construct a research-based paper which may be related to their dissertation topic or another topic of student interest. If appropriate, the paper may be used in the dissertation.

This course is a study of school budgeting procedures, expenditure and revenue accounting, and problems related to local, state, and federal financing of public school operations. The Missouri Uniform Accounting System for Public Schools is utilized in the development of a school system project.

EDA 72000 - School District Administration (3)

This course is offered periodically as a tutorial on an as needed basis. Students will be asked to construct a research-based paper which may be related to their dissertation topic or another topic of student interest. If appropriate, the paper may be used in the dissertation.

Analysis and discussion relating to current problems of school management involving decision-making, data collection and operations are all a part of this course. Special attention will be given to administrator-board relationships, management team development, and public/community relations.

EDA 72500 - Student Achievement for Today's Learner Enhancement Techniques (3)

This course assists the instructional leader in understanding how students learn. Attention is given to instructional design and assessment, educational ethics and understanding the individual learner. Students will apply understanding through practical application. Attention is given to learning styles, assessment techniques, student motivation, and remediation strategies.

EDA 73000 – Educational Program Improvement Instructional Program Improvement Strategies (3)

This course focuses on school improvement models throughout the nation. Students will gain an understanding of successful efforts to enhance academic performance through program evaluation.

~~This course focuses on school improvement efforts underway throughout the nation. Students will study successful models of district and building efforts to enhance academic performance.~~

EDA 74500 - Statistics in Educational Administration (3)

This course examines complex statistical techniques used in the analysis of data and helps students in the development of a doctoral level research proposal. Further, there will be an emphasis on an interpretation of the analyzed data with regard to answering research questions and hypotheses. Class sessions will help students develop a research design and use scholarly language to report results. ~~Class sessions will help students develop research ideas and move from ideas to written drafts of a proposal.~~

EDS - Education: Special Education Cross-Categorical K-12

EDS 50200 - Behavior Management (3)

This course is designed to increase the student's teacher candidate's knowledge and repertoire of ethical effective and efficient behavioral management techniques and programs that can be used with children and youth in general and special education, home and community settings. Conceptual models have made and continue to make significant contributions to our knowledge of learning and behavior are reviewed and analyzed through an integrative framework. ~~Teacher candidates will research peer-reviewed journal articles related to conceptual models presented in class and ethical expectations related to behavior management. Teacher candidates will reflect on their findings and write a scholarly paper using APA for citations. Completion of observation hours in an educational setting and application of behavior management strategies are required for this course.~~ Prerequisite: EDU 34100 or EDU 54100.

EDU - Education

EDU 50000 - Foundations of K-12 Education (3)

This course consists of a general introduction to the area of elementary and secondary education for the graduate student ~~without seeking~~ teacher certification. ~~Students~~ Teacher candidates will review educational law and ethical codes and apply them to classroom scenarios. ~~Students will understand~~ Teacher candidates will examine the spectrum of diversity in the context of schools. ~~Class presentations covering and present to the class on~~ a variety of educational topics will be required. Teacher candidates will be introduced to learning standards and objectives, Depth of Knowledge, and Bloom's taxonomy. An early level field experience is required, which may include a Saturday commitment. Teacher candidates must obtain a clear criminal background check to participate in the field experience. A nominal fee is required for requesting a background check. Teacher candidates will also pay a site license fee for their portfolio and a lab fee is required for the field trip. ~~A practicum is required, and~~

~~students must complete a criminal background check for a nominal fee. Students will also pay a site license fee for their portfolio.~~

EDU 50300 - Elementary Reading Methods (3)

In this course, the student will participate in a comprehensive study of the skills required for reading in the content area and reading development, such as phonetic awareness, comprehension, vocabulary, and fluency. A variety of reading methodologies, materials, and evaluation items are presented and used with readers in the school system. This course includes a ten-hour practicum. ~~Teacher candidates will collect pre and post assessment data during their practicum, identify student strengths and weaknesses, and reflect on appropriate classroom interventions based on their findings. Teacher candidates will also read and provide written reflections on relevant peer reviewed literature.~~

Prerequisite: ~~EDU 51500 51503~~ and EDU 52110 or 52210.

EDU 50710 - Content Literacy for Diverse Learners (3)

~~This course is the second required literacy class designed for middle school, high school, and K-12 content area teachers. Students will learn to apply methods of instructional interventions for adolescents with reading deficits. Students will also focus on addressing content specific needs of English Language Learners. In this course, teacher candidates examine and implement methods of instructional intervention for middle and secondary students with reading deficits. Teacher candidates focus on addressing the content-specific needs of English Language Learners and students who have reading and comprehension disabilities. Teacher candidates also examine various reading assessments as well as assistive technologies that can be used in content specific courses. Teacher candidate will research a specific reading disability and create a data driven action plan.~~

~~Prerequisite: EDU 51500 and EDU 58700.~~

EDU 50900 - Analysis and Correction of Reading Difficulties (3)

This course is designed to teach the diagnostic/prescriptive process necessary to deal with ~~readers~~ students of at various levels in the classroom. ~~Students~~ Teacher candidates learn to use and analyze a variety of informal and standardized diagnostic reading tests appropriate for individual and group diagnosis. ~~Students~~ Teacher candidates also learn to use commercial and teacher-made materials ~~in conjunction with basal readers to provide appropriate instruction. Students are expected to work with a problem reader during the course.~~ for both assessment and instruction. This course is to be taken concurrently with EDU ~~52200~~ 50999 for ~~students~~ teacher candidates working towards early childhood, early childhood special education, and elementary education certification.

Prerequisite: ~~EDU 51500~~, EDU 50300 ~~or EDU 50700 or EDU 50710~~. Co-Requisite EDU 50999 or EDU 52300 or EDU 52600.

EDU 50999 - Practicum: Analysis and Correction of Reading Difficulties (2)

This practicum course is designed for MAT ~~students~~ teacher candidates who are working on their initial teaching certificate. This course provides the ~~student~~ teacher candidate with clinical experiences in the use of various diagnostic instruments and procedures for identifying types of reading difficulties. The ~~student~~ teacher candidate will complete his/her practicum in an elementary school setting or in a summer reading camp program taught and supervised by a Lindenwood professor. The ~~student~~ teacher candidate will be expected to administer, score, and interpret basic ~~tests~~ assessments and to write case study reports. ~~The student will be required to either have previously taken or be enrolled in the same semester with EDU 50900.~~ Teacher candidates enrolled in this course will complete a progress monitoring project. Teacher candidates will analyze pre and post data as well as use progress monitoring and present a graphic representation of student/s growth during the practicum. This project will be presented in class. The teacher candidate will be required to provide evidence of enrollment in 50900 or past successful completion of EDU 50900. *Note: Only one practicum course may be taken in a semester.*

Prerequisite: EDU ~~51500 51503~~ 51600.

EDU 51200 - Elementary ~~School~~ Mathematics Methods (3)

This course provides a survey of approaches in the teaching of mathematics for the student preparing to teach in elementary schools. Teacher candidates will write inquiry lesson designs relevant to teaching mathematics. Teacher candidates will use the Missouri Learning Standards for Mathematics and NCTM standards in this course. Graduate teacher candidates will read and reflect on peer-reviewed literature related to mathematics education and investigate and apply STEM (technology in Math) ISTE Standards in lesson planning. Students will identify MLS for each lesson; present one or more lessons developed for a 5-lesson unit plan to their peers and provide reflective critiques when their colleagues present lessons in class.

Prerequisite: ~~EDU 51500, EDU 52100 or~~ EDU 52110 or 52210 and two university level mathematics courses.

EDU 51400 - Utilizing Family and Community Resources Introduction to Family and Community Involvement for the Young Learner (3)

~~This course examines community resources and methods of incorporating effective and active communication between home, school and community. Students will explore current resources, as well as incorporate digital components to strengthen a young child's living and learning environments. This course focuses on the importance of family and community involvement as it relates to children's development. Components addressed~~

include the relationship between family and community involvement and increased student engagement, culturally responsive teaching, children and family advocacy, and the research about the importance of family and community engagement. Teacher candidates will summarize peer-reviewed research correlation between theoretical concepts and teaching principles. All teacher candidates pursuing an early childhood teacher certificate are required to take this course before or in conjunction with their first education course(s).

EDU 51600 - Language Acquisition and Development for Young Children (3)

~~This course includes a study of the nature of language, the normal sequence of language development, an introduction to the theories of language acquisition, and monitoring instruction of linguistically and culturally diverse students in a variety of English Language teaching contexts. This course will highlight the following: how the young child's environment and culture influence their language development, how early childhood educators develop strategies and developmentally appropriate activities for stimulating language growth, how early childhood educators can effectively identify typical and atypical language acquisition development.~~ This course involves an examination of theoretical concepts and teaching principles related to the nature of language, sequential development of language skills, and monitoring instruction of linguistically and culturally diverse students in a variety of English language teaching contexts. The course will highlight how the young child's environment and culture influence their language development, how early childhood educators implement developmentally appropriate strategies and activities for stimulating language growth, and how early childhood educators can effectively identify typical and atypical language acquisition development.

Prerequisite: EDU 51500 and EDU 50200.

EDU 51700 - Introduction to Early Childhood/ Special Education (3)

~~This course includes a study of principles basic to the early childhood environment designed to meet the needs of the developing child. Cognitive, physical, social, emotional, and creative development are investigated and observed in the early childhood setting. Curriculum and materials appropriate for early education will be emphasized, as will the planning and executing activities for the young child. The growth, development and special needs of preschool children with disabilities are discussed. Students will discuss developmentally appropriate practices, assessment, and material and curriculum adaptation that may be necessary when working with this population. Course includes a 30-hour practicum.~~ Graduate students are expected to complete different and additional assignments (e.g. additional reading and writing intensity), student assessments for learning, and student assessments of media compilation, self-directed learning project learning (exams, quizzes, papers, and projects) designed for increased outcome and rigor. Graduate teacher candidates complete higher-level

questions on the pre/post assessment quizzes. Teacher Candidates research a minimum of 20 different early childhood/early childhood special social media sites incorporating a description, analysis, and reflection (DAR) format as compared to 10 required for Undergraduate students. Teacher candidates selecting to complete a self-directed learning project will first complete a learning contract approved by the professor prior to implementing the project.

EDU 51900 - Elementary School Science Methods (3)

~~This course is designed to explore various methods, materials, strategies, and processes used in early childhood and elementary science programs. Students are expected to plan, develop, and teach several science lessons using a variety of science instruction formats. Lab fee required.~~ This course includes the theoretical and practical aspects of the early childhood and elementary Science Methods and curriculum. Methodology, techniques, strategies, and materials appropriate to the area are investigated. Teacher candidates are expected to plan, teach, and develop a variety of Science appropriate instructional formats, aligned to the Missouri Learning (Science) Standards and relevant Next Generation Science standards including STEM relationships and tools for science inquiry, global awareness and interdependence. A lab fee and one Saturday field trip are required.

Prerequisite: ~~EDU 51500 and EDU 52100~~ or EDU 52110 or EDU 52210.

EDU 52110 - Middle/High School Classroom Teaching and Technology (3)

This course will enable ~~students~~ teacher candidates to examine the specific techniques and procedures for effective teaching at the secondary level. ~~Students~~ Teacher candidates will examine ~~what is required~~ requirements to design logical, engaging, and rigorous lessons that meet the needs of all learners. ~~This course will promote~~ In class collaboration and consultation with colleagues ~~to explore~~ will encourage exploration of several approaches for planning lessons including but not limited to: ~~the~~ direct teaching model, student-centered model, technology integration, and the co-teaching model. ~~Students~~ Teacher candidates will apply Blooms Taxonomy and Depth of Knowledge as related to lesson plan objectives, questions, and assessments ~~in planned lessons~~. The teacher candidate will examine and implement appropriate instructional strategies within demonstration lessons and review current peer-reviewed literature. ~~The technology examined will review and/or introduce the application of instructional technologies, including but not limited to Microsoft Word, Power Point, Microsoft Excel, Smart Board, and smart phone and tablet applications.~~ The teacher candidate will learn to evaluate appropriate technology for their instructional purpose. The teacher candidates will also examine and implement educational technologies in written and demonstration lessons. Teacher candidates are strongly encouraged to obtain Level 1 Google certification.

Prerequisite: EDU 51500.

EDU 52210 - Elementary ~~School Classroom~~ Teaching and Technology (3)

This course will allow ~~students~~ teacher candidates to examine the specific techniques and procedures for effective teaching at the elementary level. ~~Students~~ Teacher candidates will examine what is required to design and prepare logical, engaging, and rigorous lessons that meet the needs of all learners. This course will ~~promote collaboration and consultation with colleagues to~~ explore several various approaches for planning lessons including the direct teaching and co-teaching models. ~~Students~~ Teacher candidates will apply Blooms Taxonomy as related to lesson plan objectives and assessments in planned lessons. The technology examined will review and/or introduce the ~~application of use of~~ instructional technologies as teaching tools, including but not limited to Microsoft Word, Power Point, Microsoft Excel, Smart Board, and smart phone and tablet applications. Students will focus on the use of technology integration in instruction and lesson design and will be assigned several technology-driven assignments to demonstrate understanding instructional technology. The instructor will demonstrate various technology tools. Students will be strongly encouraged to obtain level 1 Google Certification in this course and will be provided information and access to the training.

EDU 52500 – Introduction to Perceptual and Motor Development (2)

~~This course examines the complex relationship between sensory perception and the development of gross and fine motor skills. The student will analyze, evaluate and apply research in this field, the methods and tools of assessment, materials and activities used to enhance and/or remediate the development of perceptual motor skills.~~ This course examines the complex relationship between systems of the body and how they change over the life span. The interdependence of developmental domains (cognitive, language, physical, social development), culture, prior experiences, and individual constraints will be addressed. All teacher candidates pursuing an Early Childhood teacher certificate are required to take this course.

Prerequisite: EDU 51500 and EDU 50200 ~~or PE 15000.~~

EDU 52700 - ~~Early Childhood Cognitive Curriculum Concepts~~ Concepts of Cognitive Curriculum in Early Childhood Education (3)

~~This course will provide the student with techniques, methods and materials used in the curriculum areas of science and social studies for the young child (ages 3-8). Students will review relevant child development issues, learn the rationale for teaching these curriculum areas, and the importance of integrating them into the entire curriculum. Development and implementation of lesson plans are a part of this course. Teacher candidates will correlate theoretical concepts with teaching principles related to the foundation of cognitive development through developmentally appropriate and evidence-based practices. Cross-curricular lesson plans will be introduced and developed.~~

Prerequisite: EDU 51500.

EDU 52900 - Creative Curriculum Materials for Early Childhood/Early Childhood Special Education Programs (4)

~~This course is designed to familiarize students with innovative curricula and materials which support art, music and movement in developmentally appropriate early childhood and early childhood special education programs. Students will construct and evaluate their own curriculum and materials. Techniques for integrating best practices throughout the curriculum and implementing adaptations for children with special needs will be emphasized. Teacher Candidates will correlate theoretical concepts with teaching principles to support early development in the fine arts, dramatic play and movement through developmentally appropriate and evidence-based practices. The teacher candidate will create a unit plan appropriate for implementation in early childhood and/or early childhood special education settings.~~

EDU 53530 - Secondary Methods of Teaching Science (3)

This graduate level course examines a variety of teaching methods of ~~teaching Science~~ in middle schools and high schools, including but not limited to: inquiry, cooperative learning, differentiation, and interdisciplinary instruction, classroom simulations as well as specific teaching strategies unique to the subject area. ~~ete. as well as specific strategies unique to Science instruction.~~ Students As a culminating project, teacher candidates will also develop a Unit Plan of ~~i~~nstruction. ~~Lab fee required.~~ During the semester, teacher candidates will be expected to evaluate the objectives of the class as a comparison to the state standards. Teacher candidates will also be expected to evaluate several academic sources and create a culminating graduate project over the various methodologies of the subject area, including an annotated bibliography.

~~Prerequisite: EDU 51500 and EDU 52100 or EDU 52110 or concurrent enrollment in EDU 52110.~~

EDU 53531 - Secondary Methods of Teaching Mathematics (3)

This graduate level course examines a variety of teaching methods of ~~teaching Mathematics~~ in middle schools and high schools, including but not limited to: inquiry, cooperative learning, differentiation, and interdisciplinary instruction, classroom simulations as well as specific teaching strategies unique to the subject area. ~~ete. as well as specific strategies unique to Mathematics instruction.~~ As a culminating project, teacher candidates ~~Students~~ will also develop a Unit Plan of ~~i~~nstruction. During the semester, teacher candidates will be expected to evaluate the objectives of the class as a comparison to the state standards. Teacher candidates will also be expected to evaluate several academic sources and create a culminating graduate project over the various methodologies of the subject area, including an annotated bibliography.

~~Prerequisite: EDU 51500 and EDU 52100 or EDU 52110 or concurrent enrollment in EDU 52110.~~

EDU 53532 - Secondary Methods of Teaching Modern Languages (3)

This graduate level course examines a variety of teaching methods of ~~teaching Modern Languages~~ in middle schools and high schools, including but not limited to: inquiry, cooperative learning, differentiation, and interdisciplinary instruction, classroom simulations as well as specific teaching strategies unique to the subject area. ~~etc. as well as specific strategies unique to Modern Languages instruction.~~ As a culminating project, teacher candidates ~~Students~~ will also develop a Unit Plan of ~~i~~Instruction. During the semester, teacher candidates will be expected to evaluate the objectives of the class as a comparison to the state standards. Teacher candidates will also be expected to evaluate several academic sources and create a culminating graduate project over the various methodologies of the subject area, including an annotated bibliography.

~~Prerequisite: EDU 51500 and EDU 52100 or EDU 52110 or concurrent enrollment in EDU 52110.~~

EDU 53533 - Secondary Methods of Teaching Art (3)

This graduate level course examines a variety of teaching methods of ~~teaching Art~~ in middle schools and high schools, including but not limited to: inquiry, cooperative learning, differentiation, and interdisciplinary instruction, classroom simulations as well as specific teaching strategies unique to the subject area. ~~etc. as well as specific strategies unique to Art instruction.~~ As a culminating project, teacher candidates ~~Students~~ will also develop a Unit Plan of ~~i~~Instruction. During the semester, teacher candidates will be expected to evaluate the objectives of the class as a comparison to the state standards. Teacher candidates will also be expected to evaluate several academic sources and create a culminating graduate project over the various methodologies of the subject area, including an annotated bibliography.

~~Prerequisite: EDU 51500 and EDU 52100 or EDU 52110 or concurrent enrollment in EDU 52110.~~

EDU 53534 - Secondary Methods of Teaching English (3)

This graduate level course examines a variety of teaching methods of ~~teaching English~~ in middle schools and high schools, including but not limited to: inquiry, cooperative learning, differentiation, and interdisciplinary instruction, classroom simulations as well as specific teaching strategies unique to the subject area. ~~etc. as well as specific strategies unique to English instruction.~~ As a culminating project, teacher candidates ~~Students~~ will also develop a Unit Plan of ~~i~~Instruction. During the semester, teacher candidates will be expected to evaluate the objectives of the class as a comparison to the state standards. Teacher candidates will also be expected to evaluate several academic sources and create a culminating graduate project over the various

methodologies of the subject area, including an annotated bibliography.

~~Prerequisite: EDU 51500 and EDU 52100 or EDU 52110 or concurrent enrollment in EDU 52110.~~

EDU 53535 - Secondary Methods of Teaching Social Sciences (3)

This graduate level course examines a variety of teaching methods of ~~teaching Social Sciences~~ in middle schools and high schools, including but not limited to: inquiry, cooperative learning, differentiation, and interdisciplinary instruction, classroom simulations as well as specific teaching strategies unique to the subject area. ~~etc. as well as specific strategies unique to Social Sciences instruction.~~ As a culminating project, teacher candidates ~~Students~~ will also develop a Unit Plan of ~~i~~Instruction. During the semester, teacher candidates will be expected to evaluate the objectives of the class as a comparison to the state standards. Teacher candidates will also be expected to evaluate several academic sources and create a culminating graduate project over the various methodologies of the subject area, including an annotated bibliography.

~~Prerequisite: EDU 51500 and EDU 52100 or EDU 52110 or concurrent enrollment in EDU 52110.~~

EDU 53536 - Secondary Methods of Teaching Business Education (3)

This graduate level course examines a variety of teaching methods of ~~teaching Business Education~~ in middle schools and high schools, including but not limited to: inquiry, cooperative learning, differentiation, and interdisciplinary instruction, classroom simulations as well as specific teaching strategies unique to the subject area. ~~etc. as well as specific strategies unique to Business Education instruction.~~ As a culminating project, teacher candidates ~~Students~~ will also develop a Unit Plan of ~~i~~Instruction. During the semester, teacher candidates will be expected to evaluate the objectives of the class as a comparison to the state standards. Teacher candidates will also be expected to evaluate several academic sources and create a culminating graduate project over the various methodologies of the subject area, including an annotated bibliography.

~~Prerequisite: EDU 51500 and EDU 52100 or EDU 52110 or concurrent enrollment in EDU 52110.~~

EDU 53537 - Secondary Methods of Teaching Speech and Theatre (3)

This graduate level course examines a variety of teaching methods of ~~teaching Speech and Theatre~~ in middle schools and high schools, including but not limited to: inquiry, cooperative learning, differentiation, and interdisciplinary instruction, classroom simulations as well as specific teaching strategies unique to the subject area. ~~etc. as well as specific strategies unique to Speech and Theatre instruction.~~ As a culminating project, teacher candidates ~~Students~~ will also develop a Unit Plan of ~~i~~Instruction. During the semester, teacher candidates will be expected to evaluate the objectives of the class as a

comparison to the state standards. Teacher candidates will also be expected to evaluate several academic sources and create a culminating graduate project over the various methodologies of the subject area, including an annotated bibliography.

~~Prerequisite: EDU 51500 and EDU 52100 or EDU 52110 or concurrent enrollment in EDU 52110.~~

EDU 53538 - Secondary Methods of Teaching Music (3)

This graduate level course examines a variety of teaching methods of ~~teaching Music in~~ middle schools and high schools, including but not limited to: inquiry, cooperative learning, differentiation, and interdisciplinary instruction, classroom simulations as well as specific teaching strategies unique to the subject area. ~~ete. as well as specific strategies unique to Music instruction.~~ As a culminating project, teacher candidates ~~Students~~ will also develop a Unit Plan of ~~i~~Instruction. During the semester, teacher candidates will be expected to evaluate the objectives of the class as a comparison to the state standards. Teacher candidates will also be expected to evaluate several academic sources and create a culminating graduate project over the various methodologies of the subject area, including an annotated bibliography.

~~Prerequisite: EDU 51500 and EDU 52100 or EDU 52110 or concurrent enrollment in EDU 52110.~~

EDU 53539 - Secondary Methods of Teaching Technology and Engineering (3)

This graduate level course examines a variety of teaching methods of ~~teaching Technology and Engineering in~~ middle schools and high schools, including but not limited to: inquiry, cooperative learning, differentiation, and interdisciplinary instruction, classroom simulations as well as specific teaching strategies unique to the subject area. ~~ete. as well as specific strategies unique to Technology and Engineering instruction.~~ As a culminating project, teacher candidates ~~Students~~ will also develop a Unit Plan of ~~i~~Instruction. During the semester, teacher candidates will be expected to evaluate the objectives of the class as a comparison to the state standards. Teacher candidates will also be expected to evaluate several academic sources and create a culminating graduate project over the various methodologies of the subject area, including an annotated bibliography.

~~Prerequisite: EDU 51500 and EDU 52100 or EDU 52110 or concurrent enrollment in EDU 52110.~~

EDU 53540 - Secondary Methods of Teaching Physical Education (3)

This graduate level course examines a variety of teaching methods ~~strategies unique to the teaching of Physical Education~~ in middle schools and high schools, including ~~skills of team sports, skills of individual sports, safety issues, law issues, effective lesson planning, etc.~~ but not limited to: inquiry, cooperative learning, differentiation, and interdisciplinary instruction, classroom simulations as

well as specific teaching strategies unique to the subject area. As a culminating project, teacher candidates ~~Students~~ will also develop a Unit Plan of ~~i~~Instruction. During the semester, teacher candidates will be expected to evaluate the objectives of the class as a comparison to the state standards. Teacher candidates will also be expected to evaluate several academic sources and create a culminating graduate project over the various methodologies of the subject area, including an annotated bibliography.

~~Prerequisite: EDU 51500 and EDU 52100 or EDU 52110 or concurrent enrollment in EDU 52110.~~

EDU 53541 - Secondary Methods of Teaching Health Education (3)

This graduate level course examines a variety of teaching methods of ~~teaching Health Education in~~ middle schools and high schools, including but not limited to: inquiry, cooperative learning, differentiation, and interdisciplinary instruction, classroom simulations as well as specific teaching strategies unique to the subject area. ~~ete. as well as specific strategies unique to Health Education instruction.~~ As a culminating project, teacher candidates ~~Students~~ will also develop a Unit Plan of ~~i~~Instruction. During the semester, teacher candidates will be expected to evaluate the objectives of the class as a comparison to the state standards. Teacher candidates will also be expected to evaluate several academic sources and create a culminating graduate project over the various methodologies of the subject area, including an annotated bibliography.

~~Prerequisite: EDU 51500 and EDU 52100 or EDU 52110 or concurrent enrollment in EDU 52110.~~

EDU 53572 - Secondary Methods of Teaching Dance (3)

This graduate level course examines a variety of teaching methods of ~~teaching Dance in~~ middle schools and high schools, including but not limited to: inquiry, cooperative learning, differentiation, and interdisciplinary instruction, classroom simulations as well as specific teaching strategies unique to the subject area. ~~ete. as well as specific strategies unique to Dance instruction.~~ As a culminating project, teacher candidates ~~Students~~ will also develop a Unit Plan of ~~i~~Instruction. During the semester, teacher candidates will be expected to evaluate the objectives of the class as a comparison to the state standards. Teacher candidates will also be expected to evaluate several academic sources and create a culminating graduate project over the various methodologies of the subject area, including an annotated bibliography.

~~Prerequisite: EDU 51500 and EDU 52100 or EDU 52110 or concurrent enrollment in EDU 52110.~~

EDU 54310 - Middle School/High School Differentiation and Classroom Management (3)

This course will ~~enable the student~~ require teacher candidates to examine and implement ~~the specific demands required for~~ differentiated instruction in the

diverse middle school and high school classroom settings. The ~~student~~ teacher candidate will examine co-teaching models, including the roles ~~of each instructor including consulting and collaborating for cooperative teaching situations~~ and responsibilities of each participant. ~~This student will also explore the demands and techniques of classroom management.~~ The teacher candidate will examine different classroom management strategies and the importance of building classroom community and culture. Teacher candidates will create and teach multiple differentiated lesson plans. Teacher candidates will also create a classroom management plan. ~~Students will create lesson plans that use technology to enhance student learning. Legal and ethical issues that control the use of technology in the classroom will be investigated.~~ This course ~~has~~ requires a 45-hour ~~practicum~~ mid-level field experience. Teacher candidates will investigate student behaviors, research-based methodologies, and create management plans based on simulated classrooms.

Prerequisite: ~~EDU 51500 and EDU 52100 or EDU 52110 or EDU 52210.~~

EDU 54410 - Elementary Differentiation and Classroom Management (3)

~~This course will enable the student to examine the specific demands required for differentiated instruction in the diverse elementary classroom settings. The student will examine the roles of each instructor including consulting and collaborating for cooperative teaching situations. This student will also explore the demands and techniques of classroom management. Students will create lesson plans that use technology to enhance student learning. Legal and ethical issues that control the use of technology in the classroom will be investigated. This course has a 45-hour practicum.~~ This course examines the specific demands required for differentiated instruction in diverse elementary classroom settings. Teacher candidates in this course will identify specific strategies necessary for creating a productive environment for academic achievement. Teacher candidates will examine the process of consulting and collaborating with other professionals for cooperative teaching situations. This course will explore techniques of classroom management and identify best practices in managing the needs of multiple students with a range of ability and need. Teacher candidates will create lesson plans aligned to the Missouri Learning Standards and incorporate the use of technology to enhance student learning and demonstrate effective teaching pedagogy. Legal and ethical issues that control the use of technology in the classroom will be investigated. This course has a 45-hour practicum.

Prerequisite: ~~EDU 51500 and~~ EDU 52110 or EDU 52210.

EDU 55100 - Early Childhood Screening, Diagnosing and Prescribing Instruction (3)

This course examines developmentally appropriate methods in screening and assessing the development of young children. Students will develop skills to interpret and share assessment results with families and initiate the referral process. Students will learn methods and

strategies of effective communication to ensure curriculum accommodations for the best interest of a young child's development. Methods and materials for prescribing instruction are utilized.

Prerequisite: EDU 51500.

EDU 55300 - Elementary ~~School~~ Social Studies Methods (3)

~~This course includes the theoretical and practical aspects of the early childhood and elementary social studies curriculum. Methodology, techniques, strategies, and materials appropriate to the area are investigated. Students are expected to plan and develop a variety of social studies instruction formats and content including community helpers, civics and government, multicultural awareness, and economics at the state level. Lab fee required.~~ This course includes the theoretical and practical aspects of the early childhood and elementary social studies curriculum. Methodology, techniques, strategies, and materials appropriate to the area are investigated. Teacher candidates are expected to plan and develop a variety of social studies appropriate instruction formats, aligned to the Missouri Learning Standards (Social Studies) and National Curriculum for Social Studies (NCSS) themes including culture, change, geography and the environment, local and state civics and government, economics, STEM relationships and tools for social science inquiry, and global awareness and interdependence. Lab fee required.

Prerequisite: ~~EDU 51500, EDU 52100 or~~ EDU 52110/~~or~~ EDU 52210.

EDU 56500 - Coordination of Cooperative Education (3)

This course is designed to prepare the ~~student~~ teacher candidate to plan, organize, deliver, supervise, and evaluate a variety of community-based ~~experiences~~ opportunities within cooperative work experiences. Teacher candidates will leave this course with the knowledge of state and national requirements, documents and contacts needed to supervise and manage an effective work program.

EDU 56700 - Curriculum for Marketing Education (3)

~~This course develops an understanding within the student of the methods of teaching and assessing student learning in a cooperative education setting.~~

This course develops within the teacher candidate an understanding of the curricular standards used in marketing education. Teacher candidates will examine state standards and model curriculums and design their own curriculum documents with supplemental activities and assessments in Marketing Ed. while developing a DECA chapter of events plan that can be embedded into their curriculum document as well as examine available professional development opportunities for Marketing Ed teachers.

EDU 57300 - Implementing Vocational Business Education Programs (3)

This course fulfills the necessary requirements for DESE to become vocationally certified for ~~Business High School~~ teachers. After successful completion of this class, the student will be qualified for Business Vocational Education Certification. This class covers the procedure to begin, expand, and continue vocational business classes within the school. The process of conducting a Vocational Business Education Program class within ~~the middle and~~ a high school setting will be addressed, researched and reflected upon. ~~Extensive use of computer technology, including the Internet, will be required for research and completion of projects.~~

EDU 57600 - Methods of Integrating Art, Music, and Movement in Elementary Education (3)

This course is designed to provide individuals entering the teaching profession with the competencies to teach and integrate art, music, and movement as related to physical education and the performing arts. Additionally, this course will review principles behind integration in relation to the instruction of elementary students from ethnically, culturally, racially, and linguistically diverse backgrounds who are of different genders, from various socioeconomic levels, and with ~~differing handicapping conditions~~ different abilities and/or exceptionalities. Lesson planning, effective teaching techniques, classroom management skills, and evaluation for instructional outcomes will be studied in a unified and thematic approach to curriculum development in art, music, and movement. ~~Graduate level course will require research component.~~ This graduate level course will require teacher candidates to create a cross-curricular lesson plan including movement, art and music around a central theme or genre and a written research component. Lab fee required. ~~Offered: Fall and spring semesters.~~

EDU 58200 - The Integrated Literature Curriculum (3)

~~This course is a study of the history and development of literature suitable for elementary school students. Evaluation of current literature material is included. This course will also examine research on the effectiveness of a literature based integrated curriculum for diverse populations and the materials and methods used in developing and implementing such a curriculum. A variety of literature elements and genres will be explored as well as a variety of approaches to a literature based program including drama, reader's theatre and program components for creating literature based lessons, literature and the guided reading program, organizing materials and instruction, thematic approaches and assessment.~~ This course includes a study of the history and development of children's literature. Current research on the purpose and effectiveness of a literature based integrated curriculum will be examine along with materials, methods, and assessments used in developing and implementing such a curriculum. This course investigates the significance of literature on children and the impact of literature on student achievement as

documented by current research. Evaluation of current literature will examine the efficacy of literature for diverse populations and explore a variety of literature elements and genres. Teacher candidates in this course are expected to plan and develop a unit plan that includes appropriate instruction formats aligned to the Missouri Learning Standards and supports a literature-based program with authentic assessment measures.

EDU 58404 - Advanced Measurement and Evaluation to Enhance Learning (3)

The student will experience practical approaches to ensure that classroom assessment is fair and effective. Curriculum mapping and alignment to standards are explored. Students will develop an understanding of the basic mathematics of measurement, item analysis, test score interpretation, test development, performance assessments, standardized testing, portfolios, grading procedures self-assessment, assessment of diverse student populations, and biases in educational assessment. Student reflection will facilitate an appreciation for the characteristics of an assessment-literate educator. Using data driven decision-making, students will analyze authentic student data and apply research-based strategies to create a plan for instruction to impact student learning. ~~This course is a writing intensity course for the Department of Teacher Education.~~ Teacher candidates will research a self-selected topic and create a scholarly paper.

~~Prerequisite: EDU 21501 or EDU 51501, and EDU 32100 or EDU 32200 or EDU 52100 or EDU 52110 or EDU 52210.~~

EDU 58700 – Reading and Writing across the Curriculum (3)

~~This course addresses the process of making reading and writing educational activities relevant to adolescents by crossing subject matter lines. Emphasis is placed on integrating basic skills in all subject area instruction.~~ This course explores how reading and writing inter-relate with different content areas, crossing subject matter lines. Teacher candidates investigate how reading and writing skill development are supported in content areas. Teacher candidates will research current best practices in developing comprehension and higher order thinking skills in lesson design aligned to the Missouri Learning Standards.

~~Prerequisite: EDU 51500.~~

EDU 58890 - Adolescent Psychology (3)

~~This online course investigates principles of human learning that specifically address adolescents and reading development. This course is required for those seeking K-12 certification who have previously taken child psychology and is designed for those who already have been teaching and are seeking remedial reading certification. This course does not satisfy DESE requirements for an initial teaching certificate. Participation requires the technological tools and~~

expertise to conduct, analyze, and synthesize online research, problem solve case studies and cooperative learning activities in a chat room format, and contribute critical analysis of findings through a threaded discussion format. Course readings are from current online journal publications.

Adolescence is a transitional period in the human life span, linking childhood and adulthood. Understanding the meaning of adolescence is important because adolescents are the future of any society. This course examines salient issues concerning adolescent development. The focus will be on adolescent development as influenced by diverse contexts. Each student is expected to be ready to discuss the assigned readings with peers on the discussion board.

EDU 58910 - Middle School Philosophy, Curriculum, and Instruction (4)

This course introduces students to examines the philosophy, organization, and curriculum of middle schools model and its implications on organization and curriculum of middle school settings. Students will explore the many aspects of effectively educating diverse middle school students, focusing especially on positive teacher-student relationships. Students will also learn instructional strategies and programs best suited for middle school students. Students will identify and examine societal influences and their effects on the middle school setting. This course requires a 20-hour practicum to be completed in a middle school setting. During the practicum, the teacher candidate is required to teach at least one direct instruction lesson in the middle school setting. Students will explore development of middle level learners and will determine effective instructional and affective curriculum goals for these diverse learners. Students will examine societal influences and their effects on the middle school model. Students will research and determine professional opportunities for growth as a middle level educator. Students will actively participate in a chosen professional opportunity. This course requires a 20-hour practicum in a middle school setting. The student will use data from the host school to create and teach a lesson and self-assess the presentation of this lesson in their practicum setting.

Prerequisite: EDU-52110.

EDU 60599 - Field Experience, Student Teaching (12)

This course consists of observation, individual conferences, and supervised teaching in an early childhood setting, elementary middle and/or secondary school and a weekly student teaching seminar. This course is designed to be the culminating experience in a student's teacher preparation program; thus students should have completed all of the courses necessary for the degree and certification prior to this course. The student is responsible for arranging and paying the expense of transportation to and from the assigned school. Students

seeking K-12 certification must teach at both the elementary and secondary levels. Students must also participate in a pre-teaching experience prior to the official start of the student teaching semester. Students must complete student teaching applications through Foliotek on time in order to be successful during student teaching. Complete student teaching applications, including passing assignments and all other requirements are due July 1 for guaranteed fall placement and November 1 for spring placement. Incomplete applications will not be accepted or processed for student teaching placement. Students must successfully complete the Missouri Content Assessment prior to a student teaching placement being sought. Please see School of Education website for complete information on student teaching application process. A student teaching lab fee is required. Course enrollment must be approved by the Council of Teacher Education. This course can only be applied to the Master of Arts in Teaching (MAT) degree. This course is designed to be the culminating experience in a teacher candidate's educator preparation program; thus, students should have completed all the courses and assessments necessary for the degree and certification prior to this course. A weekly seminar is required. Teacher candidate must successfully assume responsibilities of the cooperating teacher including, but not limited to: planning and implementing lessons, assessing students, and analyzing performance data to improve instruction. Teacher candidates will be expected to participate in vertical and horizontal team meetings at the placement site. Graduate level rigor will be expected when completing assignments and activities supporting Missouri Educator Evaluation System standards and indicators. Additional professional development experiences and reflections will be required of the graduate level teacher candidate. The teacher candidate is responsible for arranging and paying the expense of transportation to and from the assigned placement. A student teaching lab fee is required. Course enrollment must be approved by the Council of Teacher Education. The course begins prior to the regular university schedule.

Prerequisite: EDU-21501/EDU-51500 and EDU-40400/EDU-58404

HP - Human Performance

HP 65000 – Thesis (3-6)

A research project developed, written, and presented under the supervision and guidance of a faculty committee member and a minimum of two other experts in their field of study. This course is repeatable and six credit hours are required for the thesis option. This is a graduate research course. Prerequisite: HP 54000, HP 54200, and last semester of the master's program.

BOARD OF TRUSTEES

Officers

J. Michael Conoyer, Chairman

Physician, Midwest ENT Centre, P.C., St. Peters, Mo.

Vice Chairman (Vacant)

~~Christopher Lissner, Vice Chairman~~

~~President, Aeropolis Investment Management, L.L.C., St. Louis, Mo.~~

Doug Mueller, Treasurer

President and Founding Shareholder, Mueller Prost, P.C., St. Louis, Mo.

~~Kevin Bray, Treasurer~~

~~Senior Vice President and Group Manager, Commerce Bank, St. Peters, Mo.~~

Patricia Penkoske, Secretary

Alumna '69, Physician, Washington University St. Louis, Mo.

Ex Officio

Michael D. Shonrock

President

Members

Patricia A. Ahrens

President, Ahrens Contracting, Inc., St. Louis, Mo.

~~Ben F. Blanton~~

~~Chairman, Ben F. Blanton Construction Co., St. Peters, Mo. (Retired)~~

Kevin Bray

Senior Vice President and Group Manager, Commerce Bank, St. Peters, Mo.

Jacqueline Brock

Community Leader, St. Charles, Mo.

Gaspere Calvaruso

President, Capital Region Medical Center, Jefferson City, Mo.

David G. Cosby

Boardchair of SSM Health Corporation, St. Louis, Mo.

Ron Gorgen

Alumnus '98, Retired General Partner, Edward Jones, St. Louis, Mo.

John W. Hammond

Retired Business Owner, Chesterfield, Mo.

~~Grace Harmon~~

~~Community Leader, Chesterfield, Mo.~~

Art W. Johnson

Principal, A.J. Consulting, LLC, Chesterfield, Mo.

Joseph G. Mathews

Broker, Mathews and Associates, Lake Saint Louis, Mo.

~~Doug Mueller~~

~~President and Founding Shareholder, Mueller Prost, P.C., St. Louis, Mo.~~

Don C. Musick

President, Musick Construction Company, St. Louis, Mo.

Ronald W. Ohmes

Community Leader, Roach, Mo.

Ronnie D. Osborn

Minister of Word and Sacrament, St. Charles Presbyterian Church, St. Charles, Mo.

Harry H. (Chip) Peterson

President, Insight Partners, Inc., Farmington, Mo.

~~Lucy Rauch~~

~~Retired Circuit Judge, St. Charles County, Mo. St. Charles, Mo. (Retired)~~

Herb Roach

Mayor, City of O'Fallon, Il, O'Fallon, Il.

David Sabino

Managing Member, Sabino & Company LLC, Chesterfield, Mo.

Jerry E. Scheidegger

Board Chairman, Corporate Group, Inc., St. Charles, Mo.

William C. Schoenhard

Community Leader, Kirkwood, Mo.

Gary N. Shaw

Senior Vice President, Morgan Stanley, Chesterfield, Mo.

Donald Tuttle

Managing Partner and Owner, Top Gun Ventures, LLC, Godfrey, Il.

Life Members

~~Ben F. Blanton~~

~~Chairman, Ben F. Blanton Construction Co., St. Peters, Mo. (Retired)~~

Nancy Calvert

Alumna '61, Communications Consultant, Naperville, Ill.

Jane Calvert Rogers

Alumna '67, President, Preston/Rogers Assoc., Inc., Medfield, Mass.

Jonathan Ford

Community Leader, Indio, Ca.

Grace Harmon

Community Leader, Chesterfield, Mo.

Elizabeth Huss

Community Leader, St. Charles, Mo.

Larry G. Kelley

Community Leader, St. Louis, Mo.

Dale Rollings

Attorney, Rollings Family Trust Services L.L.C., St. Charles, Mo.

Patrick S. Sullivan

Community Leader, St. Charles, Mo.