Special Education: Mild-Moderate Disabilities

**Special Education Degree**

The undergraduate programs provided by the Division of Professional Education at Central Methodist University offers a rigorous and comprehensive initial educator preparation program in Mild-Moderate Disabilities. The program reflects the most recent Council for Exceptional Children and State of Missouri professional standards. Please note that courses with the SE discipline code are offered only online.

The standards-based curriculum features:

1. a commitment to the preparation of reflective education practitioners to serve in both rural and urban environments;
2. a commitment to a curriculum that is inculcated with a global perspective that values and appreciates the contributions of a multicultural student population;
3. a common core of courses for all Special Education majors;
4. a series of fieldwork experiences that provide opportunities for early application of performance standards concurrent with courses containing related knowledge standards;
5. a series of fieldwork experiences that provide opportunities for early and on-going investigation of the needs and opportunities for teaching in rural and urban environments;
6. a full semester capstone student teaching experience;
7. a performance-based evaluation system.

CMU has a chapter of the Student Missouri State Teachers Association (SMSTA). All students who are interested in a career in education must join a professional organization by their senior year. The Missouri State Teachers Association is the sponsoring organization (advisor: Prof. Barb Thurmon).

**Special Education Courses**

See related course listings under Education and Physical Education.

**SE203 Introduction to Special Education – MMD K-12.** 3 hours. This course is an introduction to the profession of special education. History, theoretical foundations and practices related to the social, emotion, health, and learning characteristics of the individuals with mild-moderate disabilities are explored. The course includes an introduction to the educational and psychological characteristics (cognitive, emotional, and social) of school age individuals with mild-moderate disabilities and the implications these characteristics have for educational practice. Problems of definitions, screening, diagnosis, classification systems, transition, future planning, classroom management, and multicultural issues are introduced. Fall.

**SE204 Diversity Experience for Special Education Majors.** 1 hour. Students from CMU will visit an urban school, spending two school days in a special education classroom, preferably at two different grade levels since their certification will be K-12. Immediately following these visits, students will write about their experiences, connecting the practices and behaviors they observed with Missouri Standards for Teacher Education programs (MoSTEP) and grade-level expectations (GLE) they have discussed in their classes. These papers will be evaluated by the CMU instructor of the practicum, who will accompany the students to the schools.

**SE213 Curriculum Methods – MMD Elementary.** 3 hours. This course provides an introduction to the educational and psychological characteristics (cognitive, emotional, and social) of elementary age individuals with mild-moderate disabilities and the implications that these characteristics have for educational practice. Problems of definitions, screening, diagnosis, classification systems, transition, future planning, classroom management, and multicultural issues are addressed. Information useful for selecting and developing intervention programs for elementary age students with mild disabilities including physical and other health impairments are addressed. Included is an overview of research in the field with emphasis on the study of instructional approaches emphasizing specific methods and materials. Prerequisite: Concurrent enrollment in SE214. Spring.

**SE214 Curriculum Methods – Practicum.** 1 hour. The practicum will be a supervised clinical and school based experience with students with mild-moderate disabilities including physical and other health related impairments for a total of 32 clock hours. The student observes and uses strategies and techniques demonstrated by the classroom teacher and/or university supervisor. Prerequisite: Concurrent enrollment in SE213. Spring.

**SE223 Career Development.** 2 hours. This course will explore a variety of theories, concepts, principles, curriculums, and service delivery models utilized when planning and implementing effective career development and transition programs for the exceptional individual. Issues related to family dynamics and resources available in the community to support families and their children.
as they transition into adulthood will be explored. Students will learn techniques for interacting with parents/professionals and examine collaborative strategies for interdisciplinary efforts. Spring.

**SE233 Special Education Processes.** 2 hours. This course focuses on the legally mandated process involved in special education assessment, diagnosis, placement, and intervention. An analysis of federal, state, and local requirements is included. Emphasis is placed on the development of Individual Education Plan (IEP) with information provided on the development of Individual Family Service Plans (IFSP) and Individualized Transition Plans (ITP). Spring.

**SE301 Curriculum Methods—MMD Secondary.** 3 hours. This course provides an introduction to the educational and psychological characteristics (cognitive, emotional, and social) of secondary age individuals with mild-moderate disabilities and the implications that these characteristics have for educational practice. Problems of definitions, screening, diagnosis, classification systems, transition, future planning, classroom management, and multicultural issues are addressed. Information useful for selecting and developing intervention programs for secondary age students with mild disabilities including physical and other health impairments are addressed. Included is an overview of research in the field with emphasis on the study of instructional approaches emphasizing specific methods and materials. Prerequisite: Successful passing of MoGEA exam and concurrent enrollment in SE309. Fall.

**SE309 Curriculum Methods – Practicum.** 1 hour. The practicum will be a supervised clinical and school based experience with students with mild-moderate disabilities including physical and other health related impairments for a total of 32 clock hours. The student observes and uses strategies and techniques demonstrated by the classroom teacher and/or university supervisor. Prerequisite: Concurrent enrollment in SE301. Fall.

**SE311 Curriculum Methods MMD K-12.** 4 hours. This course provides an introduction to the educational and psychological characteristics (cognitive, emotional, and social) of K-12 individuals with mild-moderate disabilities and the implications that these characteristics have for educational practice. Problems of definitions, screening, diagnosis, classification systems, transition, future planning, classroom management, and multicultural issues are addressed. Information useful for selecting and developing intervention programs for students with mild disabilities including physical and other health impairments are addressed. Included is an overview of research in the field with emphasis on the study of instructional approaches emphasizing specific methods and materials. This course includes 20 hours of practicum experience.

**SE313 Counseling in Special Education.** 2 hours. This course presents approaches to working with school students, both with and without disabilities, in the home, school, and community environment. Students will focus on understanding, developing, and implementing approaches to interact with school students. Students will explore theories and practical methods to enhance positive relationships with families of school-aged children. Spring.

**SE321 Diagnostic & Prescriptive Procedures.** 3 hours. This course is an introduction to principles and practices in evaluation procedures in education and special education (preschool through adolescence). Students are also introduced to securing case histories and test administration and interpretation in basic development and skill areas. Fall.

**SE340 Mathematics Instruction for Special Needs Students.** 2 hours. This course focuses on the methods for diagnosis and remediation of mathematical skills and concepts of the special needs learner. The students will review, evaluate, develop, and provide individual and/or classroom trials of instructional components prepared for teaching remedial mathematics. The course will develop a greater depth of preparation and development of programs for exceptional children. Prerequisites: Successful passing of MoGEA exam and ED324.

**SE341 Literacy Instruction for Special Needs Students.** 2 hours. This course builds upon the foundation provided by the previous reading and literacy coursework included in the elementary certification program. Students will learn how to adapt literacy instruction for the needs of individual students, small groups, and/or classroom settings. Prerequisite: Successful passing of MoGEA exam.

**SE345 Classroom & Behavior Management.** 3 hours. This course is designed to acquaint pre-service and in-service teachers with genuine issues of classroom and behavior management and organization. Participants engage with information that will provide a clear view of the knowledge and skills to be internalized in order to maximize instructional opportunities and insure a successful professional career in Education.