

POST-BACCALAUREATE PROGRAMS

Central Methodist University offers three post-baccalaureate, non-degree programs:

- **MORENET** provides teacher education workshops designed to increase the technology competency of the K-12 classroom teacher. These workshops range from 2-7 hours in length.
- **Project Construct** is a long-term education improvement effort developed by the Missouri Department of Elementary and Secondary Education (DESE).
- The **Temporary Authorization Certificate (TAC) program** assists prospective teachers who have a baccalaureate degree from an accredited college or university in acquiring the Temporary Authorization Certificate, which can lead to Missouri's Initial Professional Certificate.

POST-BACCALAUREATE TUITION & FEES	PER CREDIT HOUR
Note: Some fees are based on vendor quotes and are subject to change.	
Project Construct—undergraduate credit)	\$180.00
Project Construct (graduate credit)	\$210.00
MORENET courses (for graduate credit)	\$75.00
Student Services Fee (per credit hour)	\$5.00
Transcript (Requests to Registrar must be written and signed)	\$7.50 per release
<ul style="list-style-type: none"> • FAX • Overnight delivery (where available) • Priority service 	<ul style="list-style-type: none"> • \$7.50 • Add \$20.00 • Add \$15.00
Returned Check	\$20.00

MORENET WORKSHOP COURSES FOR GRADUATE CREDIT

For CMU program information, contact information, and an online application, visit <http://www.centralmethodist.edu/cmgrad/education/morenet.html>.

MORENET provides teacher education workshops designed to increase the technology competency of the K-12 classroom teacher. These workshops range from 2-7 hours in length.

Graduate students desire to increase their knowledge and application of technology in the classroom. These workshops from MORENET will provide this opportunity and allow the provision of graduate credit.

Policy Governing Earning of Graduate Credit for MORENET Workshops:

1. Students may earn one (1) graduate credit hour for every one (1) day of workshop programming completed through MORENET.
2. Students may combine two $\frac{1}{2}$ day workshops for one (1) graduate credit.
3. Students must apply to CMU for the graduate credit. Applications are available by mail, fax, or online.
4. Payment and applications may be made by check, cash, or credit card. (Do not send cash by mail.)

Send completed information to:

Dr. Shirley Peterson
Associate Dean
College of Graduate and Extended Studies
411 CMU Square
Fayette MO 65248
660-248-6384
(Fax) 660-248-6392

5. Students must submit a completed application, an undergraduate transcript indicating receipt of the baccalaureate degree, and a \$75 per credit hour graduate fee plus a \$5 per credit hour service fee.
6. Students must submit a two page reflective summary of the workshop content for each credit earned. Include in the summary
 - a. title of course(s)
 - b. summary of content
 - c. ways in which the participant intends to use the information to improve classroom teaching
7. Students are enrolled in ED790 and receive a grade of pass or fail.
8. Further information may be obtained from the Director of Graduate Studies at CMU.

Project Construct: Pathways to School Improvement

Project Construct is a long-term education improvement effort developed by the Missouri Department of Elementary and Secondary Education (DESE). The following is excerpted from an informational leaflet distributed by the *Project Construct National Center* (see Contacts).

Project Construct is a process-oriented curriculum and assessment framework for working with children ages three through seven. *Project Construct* is based on constructivist theory, which states that children construct their own knowledge and values as a result of interactions with the physical and social world. The project design provides for a variety of resources, including curriculum material and assessment instruments, support pieces for educators and parents that address a range of theoretical and practical concerns, and guidelines for teacher evaluation and professional development. Instruction is provided through thirty-hour-long institutes, with continuing education made available through a series of follow-up workshops and advanced institutes. In addition, experienced *Project Construct* consultants, including classroom teachers and administrators, are available to provide guidance for those who are new to the project.

In cooperation with Project Construct, Central Methodist University offers graduate-level credit for participants in institutes and workshops offered through the year.

Students enroll in ED390 and ED590 Topics in Early Childhood Education and receive 1-2 hours of college credit, depending on student selection of coursework. Students pay \$180.00 per credit hour for undergraduate courses and \$210.00 per credit hour for graduate courses. In addition there is a \$5 per credit hour service fee.

Students must submit an application and an undergraduate transcript.

Upon completion of the course, a letter grade is awarded.

For more information, contact

Janet Rinehart
Coordinator, Educational Services
Project Construct National Center
27 S. Tenth Street, Suite 202
Columbia, MO 65201
amerrima@columbia.k12.mo.us
573-886-4995

TEMPORARY AUTHORIZATION CERTIFICATE (Education)

For CMU program information, contact information, and an application, visit <http://www.centralmethodist.edu/cmgrad/education/tempcert.html>.

The Temporary Authorization Certificate (TAC) program at CMU assists prospective teachers who have a baccalaureate degree from an accredited college or university in acquiring the Temporary Authorization Certificate, which can lead to Missouri's Initial Professional Certificate. Prospective teachers must have a GPA of 2.5 (or greater) and a teaching contract with a Missouri school district prior to entry into the TAC program.

After admission process is complete, a Plan of Study will be developed which will include the necessary class work. The required courses are designed to meet the Department of Elementary and Secondary Education's required competency areas for alternative certification. Full and complete explanations of the Temporary Authorization Certificate can be found on DESE's website: <http://dese.mo.gov/divteachqual/teachcert/temporarya.html>.

GENERAL CERTIFICATION (21 HOURS)

- ED513 Classroom Assessment (3)
- ED516 Exceptional & Diverse Learners (3)
- ED533 Classroom & Behavior Management (3)
- ED561 Instructional Strategies (3)
- ED564 Beginning Teacher Assistance (3)
- ED572 Teaching Reading in the Content Area (3)
- PY523 Human Growth & Development (3)

SPECIAL EDUCATION CERTIFICATION (32 HOURS)

- ED516 Exceptional & Diverse Learners (3)
- ED518 Reading Assessment and Instruction (3)
- ED524 Methods of Teaching Mathematics in Elementary Schools (3)
- ED533 Classroom & Behavior Management (3)
- SE203 Introduction to Special Education—Mild-Moderate Disabilities K-12 (3)
- SE213 Curriculum Methods Mild-Moderate Elementary (3)
- SE301 Curriculum Methods Mild-Moderate Secondary (3)
- SE313 Counseling in Special Education (2)
- SE321 Diagnostic & Prescriptive Procedures (3)
- SE340 Remedial Mathematics (3)
- SE341 Literacy Instruction for Special Needs Students (3)

TAC COURSES (ED, PY, SE)

ED513 Classroom Assessment. 3 hours. Classroom observation, interpretation, and research are the focus of this course. Students will be expected to practice and implement various techniques discussed in class as well as prepare documentation for explorations undertaken.

ED516 Exceptional and Diverse Learners. 3 hours. Basic concepts of multicultural education, with an emphasis on students from diverse cultural and ethnic backgrounds, as well

the gifted and special needs student. Instruction includes a review of instructional strategies for the diverse classroom, a personal examination of one's bias and stereotypes, and the role of personal professional responsibility within a global society. Also addressed are the Missouri Standards for Teacher Education Programs and provisions of the No Child Left Behind Act.

ED518 Reading Assessment and Instruction. 3 hours. This course focuses on the study of formal and informal assessment as

it relates to individual needs. Developing instructional plans with an emphasis on personalized reading strategies and continuous evaluation is included. Prerequisites: Coursework in Reading Foundations and Assessment preferred.

ED524 Methods of Teaching Mathematics in Elementary Schools. 3 hours. This course presents methods of teaching mathematical concepts recommended by the National Council of Teachers of Supervisors of mathematics as basic to an elementary curriculum. Coursework is based upon research, learning theories, and successful class procedures. This course includes a mini-teaching experience.

ED533 Classroom and Behavior Management. 3 hours. Organization, procedures, and management of the classroom including approaches to disciplinary problems.

ED561 Instructional Strategies. 3 hours. Designed to assist the student in recognizing person instructional strategies and selecting strategies appropriate to the student population. Various instructional strategies are explored.

ED564 Beginning Teacher Assistance. 3 hours. Designed to assist the beginning teacher through the first year of teaching. Assistance is provided in building and maintaining certification and/or school district professional development requirements. Students must enroll for at least three (3) credit hours of the combined courses. (Temporary Authorization Certificate students only)

ED572 Teaching Reading in the Content Area. 3 hours. This course provides a study of teaching and learning situations in the elementary and secondary schools with the application of reading and writing strategies in various content areas and specialties, including core contents, electives, and library sciences. Learners extend their content area reading as they engage in the language arts practice of reading, writing, speaking, and listening.

PY523 Human Growth and Development. 3 hours. This course explores the biological, psychological, and sociological factors that impact the individual throughout the human life span—from birth to death.

SE203 Introduction to Special Education—MMD K-12. 3 hours. This course is an introduction to the profession of special education. The course explores the history, theoretical foundations, and practices related to the social, emotion, health, and learning characteristics of the individuals with mild-moderate disabilities. 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.

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.

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.

SE 313 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.

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.

SE341 Literacy Instruction for Special Needs Students. 3 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.

