



**MILD/MODERATE CROSS-CATEGORICAL DISABILITIES, GRADES K-12**

EDUCATOR PREPARATION PROGRAM NAME <b>MISSOURI STATE UNIVERSITY</b>	EDUCATOR PREPARATION PROGRAM CODE <b>119119</b>
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**INSTRUCTIONS**

Please complete Educator Preparation Program (EPP) Name & EPP Code above.

Certification Requirements:

- Course Number – List the course number(s) for the course(s) or groups of competencies that align with the specific section of the requirements. It is possible to have more than one course or group listed.
- Course Title – List the course title(s) for the course(s) or groups of competencies that align with the specific section of the requirements. It is possible to have more than one course or group listed.
- Semester Hours – List the number of semester hours for each specific section. It is possible to use decimals (to the nearest tenth) to indicate partial use of a course to meet a requirement. The total number of semester hours must meet or exceed the minimum required number of semester hours.

Email the completed cover sheet, curriculum matrix, and advising/program information to [DESE.MoSPETransition@dese.mo.gov](mailto:DESE.MoSPETransition@dese.mo.gov) on or before the date established in the Transition Plan.

QUESTIONS: Contact Educator Preparation, 573-751-1668 or [DESE.MoSPETransition@dese.mo.gov](mailto:DESE.MoSPETransition@dese.mo.gov)

**A. Professional Requirements (Minimum of 60 semester hours)**

**1. Content Planning and Delivery**

	Course Number	Course Title	Semester Hours
a. Curriculum and Instructional Planning	SPE320	Introduction to Teaching Cross-Categorical Special Education	.5(3)
	SPE519/619	Methods I: Cognitive and Behavioral Teaching Approaches for Exceptional Learners	.5(3)
	SPE521/621	Methods II: Functional Living Skills and Health Issues	.5(3)
b. Instructional Strategies and Techniques in Content Area Specialty	SPE320	Introduction to Teaching Cross-Categorical Special Education	.5(3)
	SPE 517/617	Direct Instruction in Reading and Language Arts	0(3)
	SPE 450	Methods of Teaching Mathematics to Exceptional Individuals	0(3)
	SPE519/619	Methods I: Cognitive and Behavioral Teaching Approaches for Exceptional Learners	.5(3)
	SPE521/621	Methods II: Functional Living Skills and Health Issues	1(3)
c. Assessment, Student Data, and Data-Based Decision-Making	SPE345 and	Educational Evaluation of Exceptional Students	1(4)
	SPE346	Educational Evaluation of Exceptional Students Lab	1(2)
	SPE496	Seminar: Supervised Teaching-Special Education	1.5(3)
	SPE516/618 (both)	Application of Applied Behavior Analysis and Interventions for Teachers in Applied Settings	.5(3)
d. Strategies for Content Literacy	RDG318	Foundations of Literacy Instruction	1.5(3)
	RDG420 and	Methods of Assessing and Personalizing Reading and Writing	1.5(3)
	RDG421	Practicum-Methods of Assessing and Personalizing Reading and Writing	.5(2)
e. Critical Thinking and Problem Solving	SPE496	Seminar: Supervised Teaching-Special Education	1.5(3)
	SPE519/619	Methods I: Cognitive and Behavioral Teaching Approaches for Exceptional Learners	.5(3)
	SPE521/621	Methods II: Functional Living Skills and Health Issues	.5(3)
f. English Language Learning	Choose one SPE584/664	Choose one (1) Language Development of Exceptional Students	.5(2)
	CSD312	Normal Language Acquisition	1.5(3)

g. Evaluation of Abilities and Achievement	SPE345 and SPE346	Educational Evaluation of Exceptional Students Educational Evaluation of Exceptional Students Lab	3(4) 1(2)
h. Transition Processes, including Career Education or Career Readiness	SPE550	Career/Vocational Education and Transition	3
<b>2. Individual Student Needs</b>			
	<b>Course Number</b>	<b>Course Title</b>	<b>Semester Hours</b>
a. Psychological Development of the Child and Adolescent	PSY360	Educational Psychology	1(3)
b. Psychology/Education of the Exceptional Child	SPE310	Introduction to Special Education	2(3)
c. Differentiated Learning	SPE519/619	Methods I: Cognitive and Behavioral Teaching Approaches for Exceptional Learners	.5(3)
	SPE521/621	Methods II: Functional Living Skills and Health Issues	.5(3)
d. Classroom Management	SPE515/616	Foundations of Applied Behavior Analysis and Interventions for Teachers in Applied Settings	3
e. Behavior Intervention Strategies	SPE516/618	Application of Applied Behavior Analysis and Interventions for Teachers in Applied Settings	2.5(3)
f. Cultural Diversity	EDC345	Introduction to Multicultural Education and Diversity	3
g. Educational Psychology	PSY360	Educational Psychology	2(3)
h. Language Development of the Exceptional Child	Choose one SPE584/664	Choose one (1) Language Development of Exceptional Students	1.5(2)
	CSD312	Normal Language Acquisition	1.5(3).

<b>3. Schools and the Teaching Profession</b>			
	<b>Course Number</b>	<b>Course Title</b>	<b>Semester Hours</b>
a. Consultation and Collaboration	SPE560	Working with Families of Exceptional Individuals	.5(3)
b. Legal/Ethical Aspects of Teaching	SPE310	Introduction to Special Education	1(3)
c. Tiered Systems for Supporting Instruction and Behavior	SPE320	Introduction to Teaching Cross Categorical Special Education	1(3)
	SPE519/619	Methods I: Cognitive and Behavioral Teaching Approaches for Exceptional Learners	.5(3)
	SPE521/621	Methods II: Functional Living Skills and Health Issues	.5(3)
d. Families as Educational Partners	SPE560	Working with Families of Exceptional Individuals	1(3)
e. Family Engagement	SPE560	Working with Families of Exceptional Individuals	1(3)
f. Linking Families with Resources	SPE560	Working with Families of Exceptional Individuals	.5(3)
g. Individualized Education Plans and the Special Education Process	SPE310	Introduction to Special Education	0(3)
	SPE320	Introduction to Teaching Cross Categorical Special Education	1(3)
	SPE519/619	Methods I: Cognitive and Behavioral Teaching Approaches for Exceptional Learners	.5(3)
	SPE521/621	Methods II: Functional Living Skills and Health Issues	0(3)

<b>4. Teaching and Learning Strategies</b>			
	<b>Course Number</b>	<b>Course Title</b>	<b>Semester Hours</b>
a. Literacy (three courses required, minimum of nine semester hours)			
i. Reading	RDG318	Foundations of Literacy Instruction	1.5(3)
	RDG420 and RDG421	Methods of Assessing and Personalizing Reading and Writing Practicum-Methods of Assessing and Personalizing Reading and Writing	1.5(3) .5(2)
	SPE517/617	Direct Instruction in Reading and Language Arts	1(3)
ii. Writing	SPE517/617	Direct Instruction Reading and Language Arts	1.5(3)
iii. Instructional Interventions for Students with Reading Deficits	ENG334	Literature for Children	3

c. Language Arts	SPE517/617	Direct Instruction Reading and Language Arts	.5(3)
d. Science	SPE320	Introduction to Teaching Cross-Categorical Special Education	0(3)
	SPE519/619	Methods I: Cognitive and Behavioral Teaching Approaches for Exceptional Learners	0(3)
	SPE497	Practicum: K-12 Cross-Categorical Special Education	0(4)
e. Social Science	SPE320	Introduction to Teaching Cross-Categorical Special Education	0(3)
	SPE519/619	Methods I: Cognitive and Behavioral Teaching Approaches for Exceptional Learners	0(3)
	SPE497	Practicum: K-12 Cross-Categorical Special Education	0(4)
f. Instructional and Assistive Technology	SPE579/779	Application of Technology in Special Education	3
	EDT365	Educational Applications of Technology and Media	3
g. Mathematics to include Instructional Interventions for Students with Mathematics Deficits (two courses required, minimum of six semester hours)	SPE320	Introduction to Teaching Cross-Categorical Special Education	0(3)
	MTH320	Foundations of Mathematics for Teachers	3
	SPE450	Methods of Teaching Mathematics to Exceptional Individuals	3
<b>Professional Requirements - Total Semester Hours</b>			<b>66-68</b>
<b>B. Field and Clinical Experiences (Minimum of ten semester hours)</b>			
	<b>Course Number</b>	<b>Course Title</b>	<b>Semester Hours</b>
1. Early Field Experiences (Minimum of one semester hour with a minimum of 30 clock hours)	SPE322 or SPE 517/617 and RDG421	Introduction to Cross Categorical Special Education-Practicum or Direct Instruction in Reading and Language Arts  Practicum-Methods of Assessing and Personalizing Reading and Writing	1  0(3)  1(2)
2. Mid-Level Field Experiences (Minimum of one semester hour with a minimum of 45 clock hours)	SPE497 or SPE 520 and SPE 522	Practicum: K-12 Cross-Categorical Special Education Practicum: -Teaching Individuals with Learning and Behavioral Disorders Practicum: Instruction of Students with Developmental Disabilities and Other Health Impairments	4 or 2 2
3. Culminating Clinical Experiences (Minimum of eight semester hours with a minimum of 12 weeks in one placement)	SPE495	Supervised Teaching-Special Education	9
<b>Field and Clinical Experiences - Total Semester Hours</b>			<b>15</b>

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator – Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6<sup>th</sup> Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966 email [civilrights@dese.mo.gov](mailto:civilrights@dese.mo.gov).