

COLLEGE OF EDUCATION

DENNIS KEAR, DEAN

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Childhood Education and Family Studies

Rebecca A. Swearingen, Acting Department Head
Joanna Cemore, Program Coordinator
(Early Childhood and Family Development)
Dale G. Range, Program Coordinator
(Elementary Ed.)

*Master of Science, Early Childhood and Family
Development*

*Master of Science in Education, Elementary
Education*

Department of Counseling, Leadership, and Special Education

Tamara J. Arthaud, Acting Department Head
A. Leslie Anderson, Program Coordinator
(Community Agency Counseling)
Paul Blisard, Program Coordinator (School
Counseling)
Gilbert O. Brown, Program Coordinator
(Student Affairs)
Paris DePaepe, Program Coordinator
(Special Education)
Gerald Moseman, MEd Program Coordinator (EAD)
Robert Watson, EdS Program Coordinator (EAD)
Cynthia MacGregor, EdD Program Coordinator (EAD)

Master of Science, Counseling

Master of Science, Student Affairs

*Master of Science in Education, Educational
Administration*

Master of Science in Education, Special Education

Specialist in Education, Educational Administration

Graduate Certificate: Autism Spectrum Disorders

Graduate Certificate: Orientation and Mobility

Cooperative Doctorate in Educational Leadership

*(Cooperative program with University of
Missouri-Columbia)*

Reading, Foundations, and Technology

Fred Groves, Department Head
Deanne Camp, Program Coordinator (Reading)
Fred Groves, Program Coordinator
(Instructional Media Technology)
Emmett Sawyer, Program Coordinator (MAT)

Master of Arts in Teaching

*Master of Science in Education, Instructional Media
Technology*

Master of Science in Education, Reading

*Graduate Certificate: Instructional Technology
Specialist*

MISSOURI STATE UNIVERSITY

DEPARTMENT OF CHILDHOOD EDUCATION AND FAMILY STUDIES

Rebecca A. Swearingen, Acting Department Head

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GRADUATE FACULTY

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M. George, Cynthia K. Hail, John M. Hail, Dale G.
Range

Associate Professor: Sabrina A. Brinson, Joanna J.
Cemore, Mary Beth Mann, James A. Meyer

Assistant Professor: Denise D. Cunningham, Diana
Piccolo

Per Course Instructor: Jane F. Pyle

Emeritus Professor: Haldon D. Funk, John F. Newport,
Peggy S. Pearl, J. Rondo Pope, Barbara A. Sperling,
Roger N. Tipling

MASTER OF SCIENCE, EARLY CHILDHOOD AND FAMILY DEVELOPMENT

Joanna Cemore, Program Coordinator

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JoannaCemore@missouristate.edu

PROGRAM ADMISSION REQUIREMENTS

Admission requires the following minimum criteria:

1. A minimum GPA of 3.00 for courses taken in the last 60 hours of course work in the undergraduate program.
2. Student must take the Graduate Records Examination (GRE). A GRE of 475 or higher on the Verbal or Quantitative section, AND a score of not less than 400 on the remaining section.
3. Applicants for whom English is a second language are required to submit scores on the Test of English as a Foreign Language (TOEFL). Minimum scores of 550 on the paper-based or a comparable score of 213 on the computer-based TOEFL are required for admission.
4. To be considered for admission to this program, a student must apply for both the Early Childhood and Family Development program and the Graduate College (refer to the Graduate College, Admission to Graduate Studies, Admission Requirement).

5. Students must possess a bachelor's degree and must meet the requirements for admission to the graduate school as states under the Admission to Graduate Studies section of the Graduate Catalog.
6. A separate application with the following materials must be submitted to the Early Childhood and Family Development Program.
 - a. A letter of intent containing professional goals, future plans, background information, and professional experiences.
 - b. Submission of two letters of recommendation from professionals familiar with the candidate's academic abilities and potential.
 - c. Completion of any required prerequisite courses or permission from the Director of the Early Childhood and Family Development Program.
7. Students may transfer in no more than 9 credit hours which must be approved by the advisor.

DEGREE REQUIREMENTS

1. Satisfactory completion of a minimum of 32 approved graduate hours with a minimum overall GPA of 3.00.
2. No more than 16 hours of 600-level course work may be applied to the degree program.
3. Comprehensive Examination. A comprehensive examination must be passed by the candidate before a degree will be granted.
4. Research. Completion of one seminar which shall require an extensive paper or major creative work.
5. Transfer Credit. A maximum of 9 credit hours of graduate credit may be accepted toward a master's degree. All transfer credit must be "A" or "B" grade status from a regionally accredited college or university and must be approved by the Department Head or student's advisor.

CHILDHOOD EDUCATION AND FAMILY STUDIES

REQUIRED COURSES

Courses may count only once in meeting the 32 hour program course requirement.

<u>Required Core Courses</u>	18-19 hours
ECE 724 Foundations of Early Childhood Educ. OR	2 hrs
CFD 750 Seminar in Child & Family Development	3 hrs
ECE 725 Trends & Issues in Early Childhood Education	3 hrs
ECE 726 Programming & Policy Issues for Early Childhood Settings	3 hrs
ECE 727 Children & Families in a Diverse Society	3 hrs
SFR 780 Educational Research Methodologies	3 hrs
ECE 771 Proposal Development/Early Childhood & Family Development Seminar	1 hr
ECE 762 Seminar in Early Childhood & Family Development	3 hrs

<u>Elective Courses</u>	13-14 hours
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Courses may be selected with the recommendation and approval of student's advisor. These courses include:

ECE 601 Home/School/Community Relationships with Young Children & Their Families	3 hrs
ECE 705 Field Experiences in Early Childhood Education	1-3 hrs
ECE 728 The Educational Role of Play	3 hrs
ECE 729 Literacy in Early Childhood	3 hrs
ECE 730 Family Literacy	3 hrs
CFD 732 Family Advocacy	3 hrs
CFD 633 Principles of Family Life Education	3 hrs
CFD 662 Prevention of Child Abuse & Neglect	3 hrs
ELE 713 Advanced Theory & Practice in the Teaching of Communication Arts	3 hrs
ELE 720 Advanced Theory & Practice in Student Assessment & Evaluation	3 hrs
RDG 640 Analysis & Correction of Reading Difficulties	3 hrs
RDG 700 The Relationship of Language to Reading & Intellectual Development	3 hrs

MASTER OF SCIENCE IN EDUCATION, ELEMENTARY EDUCATION

Dale G. Range, Program Coordinator

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PROGRAM DESCRIPTION

The graduate program in Elementary Education is designed for teachers who desire to develop advanced knowledge and skills related to successful teaching in the elementary school. Within the program there are opportunities for the student to complete the Masters degree either on campus or online. The Teaching and Learning option has a research/practitioner focus specializing in hands-on experiences and is delivered on campus. The Curriculum and Instruction option has a theoretical/research focus emphasizing diverse approaches to instructional practices and is delivered through online coursework. Additionally, there is a special option for post baccalaureate students to apply graduate courses to Missouri certification.

PROGRAM ADMISSION REQUIREMENTS

Admission to the program requires the following minimum criteria:

1. A minimum GPA of 3.00 for courses taken in the last 60 hours of course work in the undergraduate program. Students who do not meet the GPA requirements must take the Graduate Record Examination (GRE). A GRE score of 475 or higher on either the Verbal or Quantitative section, AND a score of not less than 400 on the remaining section with results from the GRE provided prior to the student's registering for more than 9 hours.
2. Applicants for whom English is a second language are required to submit scores on the Test of English as a Foreign Language (TOEFL). A minimum score of 550 on the paper-based or a comparable score of 213 on the computer-based TOEFL are required for admission.
3. Students applying for the graduate program in the Teaching Certification Credit Option must complete a transcript analysis with the Teacher Certification and Compliance Office before being admitted.
4. A student who does not meet all the above criteria, but who demonstrates outstanding potential, may be fully admitted by the Director of the Elementary Graduate Program and the Director of the School of Teacher Education on the basis of individual merit and successful completion of the first 9 hours (3.00 GPA or higher).

MISSOURI STATE UNIVERSITY

PROGRAM ADMISSION PROCEDURE

Following admission to graduate study and prior to the completion of 9 graduate hours of master's degree course work at Missouri State University, the student must submit the following to the Director of the Elementary Graduate Program or the Director of the School of Teacher Education to continue in the program:

To be considered for admission to this program, a student must apply to both the Department of Childhood Education and Family Studies and the Graduate College (refer to the Graduate College, Admission to Graduate Studies, Admission Requirements).

1. Students must possess a bachelor's degree and must meet the requirements for admission to graduate school as stated under the Admission to Graduate Study section of the Graduate Catalog.
2. In addition, the following materials must be submitted to the Department of Childhood Education and Family Studies:
 - a. A letter of intent containing teaching and professional goals, future plans, background information, teaching experiences, and option area (see Course Requirements, No. 3).
 - b. A copy of an appropriate teacher certification or eligibility for teacher certification by a state agency. Application without certification or eligibility may be accepted with permission from the Director of Elementary Graduate Program or the Department Head of Childhood Education and Family Studies.
 - c. Submission of three letters of recommendation from professionals familiar with the candidate's academic abilities and teaching potential.
 - d. Completion of any required prerequisite courses or permission from the Director of the Elementary Graduate Program or the Department Head of Childhood Education and Family Studies.

DEGREE REQUIREMENTS

1. Satisfactory completion of a minimum of 33 approved graduate hours with a minimum overall GPA of 3.00.
2. No more than 16 hours of 600-level course work may be applied to the degree program.
3. Comprehensive Examination. A comprehensive examination must be passed by the candidate before a degree will be granted.
4. Research
 - Option I:* Completion of one research seminar which shall require an extensive paper or major creative work.
 - Option II:* Completion of a satisfactory thesis in the candidate's discipline. This credit shall be not more than 6 hours of the minimum 33 required for the degree.

5. Transfer credit. A maximum of 30% of the 33 hours of graduate credit may be accepted toward the master's degree. All transfer credit must be "A" or "B" grade status from an accredited college or university and must be approved by the Director of the Elementary Graduate Program or the Department Head of Childhood Education and Family Studies.

COURSE REQUIREMENTS

Courses may count only once in meeting the 33 hour program course requirements.

- 1. Required Core Courses** **12 hrs**
 - ELE 711 Cont. Issues in Elem. Curriculum **OR**
 - ECE 725 Trends and Issues in Early Childhood
 - ELE 720 Advanced Theory & Practice in Student Assessment & Evaluation
 - SFR 780 Educational Research Methodologies
 - ELE 772 Seminar in Elementary Education (Research Option I) **OR**
 - EEM 799 Thesis (Research Option II)
- 2. Select Option Area.** Course work to be selected in consultation with advisor to bring the total to not less than 33 hours. Student should select from either Teaching and Learning (on campus option) **OR** Curriculum and Instruction (online option) **OR** Teaching Certification Credit Option (certification students only).

Teaching and Learning Option (on campus) **21 hrs**

A. Teaching Methods (select 4 to total 12 hrs)

- ECE 726 Programming & Policy Issues for Early Childhood Settings
- ELE 710 Elementary School Curriculum
- ELE 713 Adv. Theory & Practice in the Teaching of Communication Arts
- ELE 714 Adv. Theory & Practice in the Teaching of Social Studies
- ELE 715 Adv. Theory & Practice in the Teaching of Mathematics
- ELE 716 Adv. Theory & Practice in the Teaching of Science
- ELE 717 Adv. Theory & Practice in the Teaching of Economics
- ELE 722 Differentiated Instruction for Early Childhood, Elementary & Middle School Classrooms

CHILDHOOD EDUCATION AND FAMILY STUDIES

B. Electives: (select with advisor to total 9 hrs)

CFD (632, 660, 662)
ECE (724, 725, 726, 727)
EEM (606, 607, 608, 676, 796)
IMT (650, 662)
MID (725, 810)
PSY (614, 703, 705)
RDG (660, 640, 700, 710, 730)
SFR (647, 680, 750, 793, 858)
SPE (613, 656, 660, 715, 780)

Other electives may be added at the discretion of the program advisor

Curriculum and Instruction Option (online) 21 hrs

A. Teaching Theory (select 4 to total 12 hrs)

ELE 710 Elementary School Curriculum
ELE 721 Standard-based Integrated Curriculum,
Learning and Teaching
ELE 722 Differentiated Inst. for Early Childhood,
Elem. & Middle School Classrooms
RDG 770 Curriculum Design in Reading

B. Electives: (select with advisor to total 9 hrs)

EEM (606, 796)
IMT (650, 652)
RDG (720, 740, 750)
SPE (715, 780)
PSY (703)

Other electives may be added at the discretion of the program advisor

Teaching Certification Credit Option 21 hrs

The Master of Science in Education, Teaching Certification Credit Option is intended for mid-career change students or individuals beginning a second career. Students must hold a baccalaureate degree from an accredited college/university. The program includes course work that satisfies Missouri Department of Elementary and Secondary Education certification requirements for elementary (grades 1-6) while also working on a master's degree. Students must work closely with the Certification Office in the College of Education and with the Director of the MSED, Elementary Education program. Prerequisite courses at the undergraduate level will be required before certification compliance is met according to Missouri Department of Elementary and Secondary Education and program standards. These undergraduate level courses will not count toward the minimum required hours for the master's degree.

A. Teaching Methods (select 4 to total 12 hrs)

ELE 601 Communication Arts Instruction in the
Elementary School
ELE 602 Social Studies Instruction in the
Elementary School
ELE 603 Mathematics Instruction in the
Elementary School
ELE 604 Science Instruction in the Elementary
School

B. Electives: (select with advisor to total 9 hrs)

ELE (600, 605, 717)
ECE (601)
SPE (715)
RDG (700, 730)
IMT (725)
PSY (703)

Other electives may be added at the discretion of the program advisor.

CHILD AND FAMILY DEVELOPMENT COURSES

CFD 600 Issues in Child and Family Development. 1-3, D. Prerequisite: permission. Advanced inquiry into specialized areas of study in Child and Family Development. May be repeated to a total of 6 hours when topics change. Variable content course. May be taught concurrently with CFD 500. Cannot receive credit for both CFD 500 and CFD 600.

CFD 632 Family Advocacy. 3(3-0), D. A study of the advocacy process in both the public and private sectors for directing change to benefit families and children. The course involves field trips to locations where decisions are being made that impact families and children. May be taught concurrently with CFD 532. Cannot receive credit for both CFD 532 and CFD 632.

CFD 633 Principles of Family Life Education. 4(4-0), D. A study of the philosophical and methodological considerations in facilitating family life education programs. Field experiences are a part of this course. May be taught concurrently with CFD 533. Cannot receive credit for both CFD 533 and CFD 633.

CFD 660 Family Involvement in Early Childhood Programs. 3(2-2), F,S. A study of family involvement programs including family education, volunteerism, leadership development, and advocacy. Students are involved in practicums working with families in a variety of community settings. Family Care Safety Registry required. May be taught concurrently with CFD 560. Cannot receive credit for both CFD 560 and CFD 660.

CFD 662 Prevention of Child Abuse and Neglect. 3(3-0), F. The primary and secondary prevention of physical, emotional, and sexual abuse and neglect of children. Designed for professionals who work with children and families and are required by law to report suspected incidences of child abuse and neglect. May be taught concurrently with CFD 562. Cannot receive credit for both CFD 562 and CFD 662.

CFD 750 Seminar in Child and Family Development. 3(3-0), S. Analysis of theories and trends in child and family development.

MISSOURI STATE UNIVERSITY

EARLY CHILDHOOD EDUCATION COURSES

ECE 601 Home/School/Community Relationships with Young Children and Their Families. 3(3-0), D. This course offers a transdisciplinary approach designed to enhance the student's understanding of the transactional relationship between the school, child and family. Particular emphasis is placed on family development and dynamics within a pluralistic society including the role that family functioning has on the child's total educational experience. May be taught concurrently with ECE 501. Cannot receive credit for both ECE 501 and ECE 601.

ECE 705 Field Experiences in Early Childhood Education. 1-3, D. Students participate in field experiences in area schools and other educational settings. This course will provide field experiences with three different age groups (birth-3; 3-5; 5-8). Course is designated for graduate students needing field experiences to meet certification requirements in Early Childhood Education. Students will attend weekly scheduled class discussion sessions on campus in addition to the required field work of 15 clock hours for every credit hour. May be repeated for a maximum of three hours of credit.

ECE 724 Foundations of Early Childhood Education. 2(2-0), D. Course will focus on the historical, psychological, philosophical, and social foundations of early childhood education. Theories and research are integrated with practical knowledge. Students will examine philosophy, curriculum, methodology, service delivery systems, and family involvement issues.

ECE 725 Trends and Issues in Early Childhood Education. 3(3-0), F. A study of current trends, issues and theories related to early childhood education. Emphasis will be given to major developmental theories and research findings related to the education of young children. Included will be the application of theory and research to current practices in early childhood education.

ECE 726 Programming and Policy Issues for Early Childhood Settings. 3(3-0), S. Analysis of programs, policies and theories appropriate for young children and their families in a variety of early childhood settings.

ECE 727 Children and Families in a Diverse Society. 3(3-0), F. Examination of diverse cultures in American society. An analysis of racism, sexism, and other diversity issues within the school and community. Discussion of child development within different cultures and identifying changing family and community structures.

ECE 728 The Educational Role of Play. 3(3-0), D. A study of the social, emotional, cognitive, and language development of young children through play. Attention is given to the use of play in the organization and development of the early childhood classroom and curriculum. Current models of early childhood curriculum and their relationship to support of play will be explored.

ECE 729 Literacy in Early Childhood. 3(3-0), D. Develops awareness of and support for children's literacy knowledge as it grows and changes in the years from birth through early elementary school. This course emphasizes the supportive nature of the adult's role in young children's literacy learning. Descriptions of relevant, meaningful literacy events and suggestions for classroom or home support will be presented. Current research that has a bearing on methodology will be explored.

ECE 730 Family Literacy. 3(3-0), D. Introduction to the philosophy and theory behind family literacy, as well as discussion on the development and implementation of a family literacy program. The four-component model of adult education, early childhood education, parent and child together (PACT), and parenting will be covered, both in theory and practical application. Explores the rationale for and characteristics of comprehensive family literacy, focusing upon the families being served, services being provided, outcomes being achieved, and the role and responsibilities of individuals, organizations, and communities involved.

ECE 762 Seminar in Early Childhood and Family Development. 3 (3-0), F,S. Prerequisite: ELE 711 and SFR 780. Guided development of research paper focused on field of Early Childhood and Family Development.

ECE 771 Proposal Development/Early Childhood and Family Development Seminar. 1(1-0), F,S. Development of proposal for seminar paper. Proposal must be approved prior to data collection. Human subjects review will also be completed.

EARLY CHILDHOOD, ELEMENTARY, AND MIDDLE SCHOOL COURSES

EEM 606 Orientation for Intensive Language and Cultural Experience for Educators. 1(1-0), S. Prerequisite: permission. Students selected by application and interview process. Prepare for international travel and exposure to the people, cultures and primary language of the host country. Students develop an introspective case study proposal to be carried out during and/or after the experience abroad. Field trips outside class are required. May be taught concurrently with EEM 596. Cannot receive credit for both EEM 596 and EEM 606.

EEM 607 Intensive Language and Cultural Experience for Educator. 4(3-2), Su. Prerequisite: EEM 606 and permission. Experience three weeks of exposure to the educational system, culture and language of the host country while reflecting on their own learning. Students will conduct an introspective case study, keep a journal, and create a portfolio. May be taught concurrently with EEM 597. Cannot receive credit for both EEM 597 and EEM 607.

EEM 608 Post-Travel Seminar for Intensive Language and Cultural Experience for Educators. 1(1-0), F. Prerequisite: EEM 606 and EEM 607 and permission. Post-travel seminar deconstructs experience abroad. Students discuss strategies used as a learner and analyze effective teaching techniques. Participants compare cultural and language differences that teachers need to consider in teaching students in a new language. Introspective case study research and portfolios will be shared. May be taught concurrently with EEM 598. Cannot receive credit for both EEM 598 and EEM 608.

EEM 676 Topical Issues in Education. 1-5, D. Prerequisite: permission. To develop further understanding and skills in the improvement of teaching procedures, curriculum, supervision, or administration. Each course is concerned with a single topic. Number of class hours determined by semester hours of credit. A maximum of 3 hours may be used on a degree program. Variable Content Course. Approved recurring course topic:

B.E.A.R.S. Seminars. 1(1-0) F.A series of seven (7) seminars with different topics designed to enhance and develop further understanding and skills in the improvement of teaching procedures for beginning educators. Seminars are offered monthly, with the exception of December, beginning in September and ending in April. Participation in at least six (6) of these seminars is required for credit. Participants will receive an "I" grade for the course due to the course extending through the spring semester. Grades will be changed at the end of the spring semester as requirements are met. This course is available to both beginning and veteran educators and satisfies the initial certification requirement of attending a beginning teacher assistance program with a college or university. Variable Content Course. May be taught concurrently with EEM 576. Cannot receive credit for both EEM 576 and EEM 676.

EEM 796 Problems in Education. 1-3, D. Specific problems in education related to needs and interests of the student. Repeatable to a total of 3 hours.

EEM 799 Thesis. 1-6, D. Prerequisite: ELE 711 and SFR 780 and permission. May be repeated to a maximum of 6 hours credit.

CHILDHOOD EDUCATION AND FAMILY STUDIES

ELEMENTARY EDUCATION COURSES

ELE 600 Current Issues and Applications in Elementary Education. 4-5, F,S. Prerequisite: permission. Application of current innovations and examination of contemporary issues facing elementary teachers including classroom management, inclusion, English language learners, integrated planning and instruction with art, music, health and physical education. A comprehensive field experience in area school classrooms is required. May be taught concurrently with ELE 500. Cannot receive credit for both ELE 500 and ELE 600.

ELE 601 Communication Arts Instruction in the Elementary School 3(3-0), F,S. Prerequisite: ELE 302 and permission of Director of Graduate Program in consultation with the Teacher Certification and Compliance Office. Study of the development of language and communication abilities, procedures and instruments for assessing language development, and techniques and materials for promoting development in communication skills for elementary and middle school programs. Critical review of current research-based practices will be required as well as application of those strategies in lesson planning. Course limited to certification students only.

ELE 602 Social Studies Instruction in the Elementary School 3(3-0), F,S. Prerequisite: ELE 302 and permission of Director of Graduate Program in consultation with the Teacher Certification and Compliance Office. Current issues and approaches in teaching elementary school social studies to children including exceptional children who are mainstreamed in the regular classroom. Critical review of current research-based practices will be required as well as application of those strategies in lesson planning and teaching. Course limited to certification students only.

ELE 603 Mathematics Instruction in Elementary Schools 3(3-0), F,S. Prerequisite: ELE 302 and permission of Director of Graduate Program in consultation with the Teacher Certification and Compliance Office. Emphasis upon diagnosis of skill level development, teaching basic mathematical skills, and individualizing instruction in mathematics for elementary and middle school programs. Critical review of current research-based practices will be required as well as application of those strategies in lesson planning. Course limited to certification students only.

ELE 604 Science Instruction in the Elementary School 3(3-0), F,S. Prerequisite: ELE 302; and 10 hours of science (one course in biology, one course in physical science and one course in earth science); and permission of Director of Graduate Program in consultation with Teacher Certification and Compliance Office. Current issues and approaches in teaching elementary school science to children including exceptional children who are mainstreamed in the regular classroom. Critical review of current research-based practices will be required as well as application of those strategies in lesson planning and teaching. Course limited to certification students only.

ELE 605 The Reflective Practitioner. 2(2-0), F,S. Prerequisite: permission; and concurrent enrollment in ELE 600. Introduces students to action research as reflection on their own teaching and learning, and their students' learning and achievement. Requires an intensive field experience in area elementary school. May be taught concurrently with ELE 510. Cannot receive credit for both ELE 510 and ELE 605.

ELE 710 Elementary School Curriculum. 3(3-0), F. The purpose of this course is to analyze the philosophical and theoretical frameworks that guide elementary curriculum for the assumptions that each makes with regard to teaching and learning. Students will be introduced to the development of curriculum and curriculum materials for use in elementary educational settings. Students will examine the social, political and institutional contexts in which curriculum is developed and used, curriculum development methods and process, and various methods for the implementation, evaluation and distribution of curriculum materials.

ELE 711 Contemporary Issues in Elementary Curriculum. 3(3-0), S,Su. Contemporary issues confronting the modern elementary school; current problems, innovations and proposed changes which affect the total elementary school program. Trends and issues that are developing at the national level.

ELE 713 Advanced Theory and Practice in the Teaching of Communication Arts. 3(3-0), F. Materials, methods and procedures for effective classroom presentation of communication arts. Selection, organization and development of content materials; current issues and trends in the field.

ELE 714 Advanced Theory and Practice in the Teaching of Social Studies. 3(3-0), S. Materials, methods and procedures for effective classroom presentation of social studies. Selection, organization and development of content materials; current issues and trends in the field.

ELE 715 Advanced Theory and Practice in the Teaching of Mathematics. 3(3-0), S. Materials, methods and procedures for effective classroom presentation of elementary mathematics. Selection, organization and development of content materials; current trends and issues in the field.

ELE 716 Advanced Theory and Practice in the Teaching of Science. 3(3-0), F. Materials, methods and procedures for effective classroom presentation of elementary science. Emphasis is placed on teaching science as inquiry and experimentation. Selection, organization and development of content materials; current trends and issues in science education.

ELE 717 Advanced Theory and Practice in the Teaching of Economic Education. 3(3-0), F. Materials, methods, and procedures for effective classroom presentation of economic education. Selection, organization, and development of curriculum materials, current issues and trends in the field of economics. Presents students with a framework for proper scope and sequencing of economics concepts to develop an awareness of appropriate benchmarks for economic education instruction.

ELE 720 Advanced Theory and Practice in Student Assessment and Evaluation. 3(3-0), S. Materials, methods, and procedures for effective assessment and evaluation of students. Planning, selection, construction, use, and analysis of a variety of assessment practices including formal and informal approaches. Application of knowledge learned throughout course will help students make judicious and reflective decisions while teaching.

ELE 721 Standards-Based Integrated Curriculum, Learning, and Teaching. 3(3-0), F. Analysis and application of current theories and research on integrated curriculum and learning, performance assessment, and standards-based education. Develop classroom, school-wide and/or district-wide curricula based on state standards. Focus is on deciding what is essential to teach and on improving learners' math and literacy skills across the curriculum.

ELE 722 Differentiated Instruction for Early Childhood, Elementary, and Middle School. 3(3-0), S. Materials, methods, and procedures for effective differentiation of instruction and evaluation of students. Planning, selection, construction, use and analysis of a variety of differentiate instructional practices across grade levels and disciplines, paying close attention to elementary and middle school learners. Application of knowledge learned throughout course will help students made judicious and reflective decisions while teaching.

ELE 772 Research Seminar in Elementary Education. 3(1-4), F,S. Prerequisite: ELE 711 and SFR 780. Guided development of a research paper or a creative project.

MISSOURI STATE UNIVERSITY

DEPARTMENT OF COUNSELING, LEADERSHIP, AND SPECIAL EDUCATION

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GRADUATE FACULTY

Professor: Paris A. DePaepe, Jane E. Doelling, Linda Garrison-Kane, Scott B. Wegner

Associate Professor: William J. Agnew, Angela Leslie Anderson, Tamara J. Arthaud, Paul D. Blisard, O. Gilbert Brown, , Jeffrey Cornelius-White, Joseph F. Hulgus, Cynthia J. MacGregor, Gerald H. Moseman, Robert L. Watson

Assistant Professor: Paul M. Ajuwon, Kristi Perryman

Instructor: Julie Anderson-Ituarte, Marci Dowdy

Adjunct, Per Course Instructor: Don A. Aripoli, Denise Baumann, Larry R. Beckett, John Black, Calvin L. Churchwell, Heidi K. Depue, Earle F. Doman, Judy Doran, Paul Ehesman, Robin E. Farris, Diana Garland, Susan Gettys, N. Gaye Griffin-Snyder, Donald W. Hamby, Neva Hilton, Jeffrey D. Lindsey, James C. Matthews, Stacey McKenzie, Craig Phillips, Bret G. Range, Aundrayah Shermer, Ken Southard, Jennifer Turner, Vickie L. Wisdom, Michael A. Wutke

Emeritus Professor: Lonnie J. Barker, Jr., Imon D. Bartley, O. Leon Bradshaw, Ruth V. Burgess, Harold L. Chappell, Paul D. Enochs, Fred F. Esser, Shirley J. Hendricks, Kenneth C. Holloway, C. Don Keck, Robert L. Musgrave, Billy D. Rippee, Leonila P. Rivera, Hugh L. Strawn, Gary E. Wilson

COUNSELING PROGRAMS

MASTER OF SCIENCE, COUNSELING

A. Leslie Anderson, Program Coordinator, Community Agency Counseling

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Paul D. Blisard, Program Coordinator, School Counseling

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Phone (417) 836-6518; pblisard@missouristate.edu

PROGRAM DESCRIPTION

The Counseling program grants the Master of Science degree in Counseling with options in elementary school counseling, secondary school counseling and community agency counseling. Students interested in public school settings must either have a valid Missouri teaching certificate, or complete additional teaching course work, to be eligible for state certification as professional school counselors. The elementary (EL) and secondary (SE) school counseling option program requirements fulfill the professional counseling course requirements for permanent school counselor certification in the State of Missouri. The community agency (CA) counseling option requirements fulfill the professional counseling course work requirements for licensure as a Licensed Professional Counselor (LPC) in the State of Missouri (The LPC also requires 3000 hours of additional post-master's supervised experience). Students may elect to complete either the ELE or SEC school counseling program and also qualify for LPC licensure by completing additional electives.

Ten components of the Counseling Knowledge Base:

1. **Orientation.** Knowledge of personal attributes (self-understanding) and professional identity and issues.
2. **Foundations.** Knowledge of psychological and educational foundations of the profession.
3. **Assessment.** Competence in measuring, assessing, and diagnosing psychological and educational attributes.
4. **Information.** Knowledge about personal-social and educational-career issues, research and resources.
5. **Facilitation.** Competence in interpersonal communication, counseling, educating, and consulting with individuals and groups.
6. **Intervention.** Competencies in the counseling process.
7. **Diversity.** Knowledge about differences in cultures, competence in working with diverse clients.
8. **Management.** Competence in planning, developing and implementing counseling programs.
9. **Technology.** Knowledge of technological resources and competence in their use.
10. **Ethics.** Knowledge, understanding and practice of ethical standards for the profession.

COUNSELING, LEADERSHIP, AND SPECIAL EDUCATION

ADMISSION REQUIREMENTS

Admission to the Counseling program is selective. Minimum admission requirements and application materials include the following.

1. Completed Bachelor's degree from an accredited institution.
2. Cumulative undergraduate GPA of 2.75 or higher, or 3.00 for the last 60 hours of course work.
3. Completed Application for Graduate Admission.
4. Completed Counseling Admission Application.
5. Official MAT or GRE test score reports (no cutoff scores).
6. Three letters of reference, on department forms.
7. Two official copies of transcripts showing your bachelor's degree and any course work taken since then (transcripts must include the last 60 hours of credit).

Applications will be reviewed by a committee of faculty, after which a subset of applicants, selected upon the basis of credentials and references, will be invited for an interview on campus, after which applicants will be selected for admission. Applicants will be ranked by the admissions committee within their specified option area.

There are two admission reviews annually, one in the Spring for admission in the Fall semester; one in the Fall for admission in the Spring semester. Approximately 30-40 new students will be selected for admission each semester, distributed among the three option areas. Students who do not meet the minimum admission standards may still apply, and if ranked highly, may be admitted conditionally, at the discretion of the department.

Selection for admission is not based solely on academic credentials, but also upon the faculty's assessment of candidates' personal development, interpersonal relationship skills, emotional and psychological maturity, and potential for professional growth and success. These include the following professional dispositions: Open to diversity, non-judgmental, comfortable with ambiguity, open to feedback, open to change, self-aware, and empathetic. Though subjective, the small group interview interactions provide opportunities for this assessment.

Early in the program, and no later than after completing 15 credits, students should submit a completed Program of Study to the department for approval. An advisor will review the student's academic record, performance in the program, and plan of study, and recommend approval of the Program of Study to the Graduate College.

RETENTION REQUIREMENTS

All Counseling students must obtain a 3.00 GPA in all courses required for the Master of Science degree in Counseling. In addition to academic standards, students are expected to conform to the professional and ethical standards of the profession throughout their programs. Each student's academic and professional performance and progress in the program will be reviewed periodically by the faculty, who will provide feedback to the student. Students whose performance or progress is unsatisfactory may be allowed to continue under a remedial, probationary status, or dismissed from the program. Students may appeal unsatisfactory review outcomes or dismissal through the department, college and university grievance procedure.

To enroll in Practicum courses, students must apply for and receive Departmental approval and permission. Upon completion of prerequisites (COU 705, COU 702 or 703, COU 710/711, and COU 708 or COU 751), students may apply for approval to enroll in Practicum (COU 780 or COU 782 or COU 784). This is a review of progress checkpoint, during which faculty will review each student's performance in prerequisites, and determine his/her readiness to take Practicum. If students are not considered to be ready, faculty will provide specific feedback concerning what is needed to further prepare them. Upon approval, students may enroll in Practicum, by permission only. Students are also required to obtain and maintain their own professional liability insurance while enrolled in Practicum and during Field Experience and/or Internships.

Beginning early in the program, students should start saving all course work products (papers, exams, tapes, transcripts, projects). These will become the basis for the creation of a required Professional Portfolio, to be completed during the COU 765; Research Seminar in Counseling course. The Portfolio is compiled and developed as a web-based e-Portfolio, so saving electronic versions of course products is recommended.

MISSOURI STATE UNIVERSITY

DEGREE REQUIREMENTS

All students are required to complete a 27 hour professional counseling core. Students in each option will complete additional requirements as specified below and may complete additional courses as electives. Students interested in K-12 School Counseling certification should complete the Elementary School Counseling option requirements, and three electives (COU 733, COU 751 and COU 781), which may be completed during or after the masters degree program itself. School Counseling option students who also wish to be eligible for national NBCC counselor certification and Missouri LPC licensure should add COU 785 Internship (3) as an elective to their programs.

Total required hours for each option area are:

Elementary School Counseling	45 hrs
Secondary School Counseling	45 hrs
Community Agency Counseling	48 hrs

Counseling Core

COU 701 Tests & Measures	3 hrs
COU 705 Orientation to Personal/Professional Development	3 hrs
COU 707 Human Development & Personality	3 hrs
COU 710 The Helping Relationship	2 hrs
COU 711 The Helping Relationship Lab	1 hr
COU 714 Diversity & Multicultural Issues in Counseling	3 hrs
COU 752 Career Development	3 hrs
COU 756 Group Counseling	3 hrs
SFR 780 Educational Research Methodologies	3 hrs
COU 765 Research Seminar in Counseling	<u>3 hrs</u>
Total	27 hrs

Elementary School Counseling Option

Core Credit Hours	27 hrs
COU 702 School Counseling Foundations/Ethics	3 hrs
COU 708 Child Counseling Theories & Techniques	3 hrs
COU 733 Couple and Family Counseling	3 hrs
COU 753 Analysis of Childhood Learning and Adjustment	3 hrs
COU 782 Elementary School Counseling Practicum	3 hrs
COU 783 Elementary School Counseling Field Experience	<u>3 hrs</u>
Total	45 hrs

Secondary School Counseling Option

Core Credit Hours	27 hrs
COU 702 School Counseling Foundations/Ethics	3 hrs
COU 724 Appraisal and Clinical Interviewing	3 hrs
COU 733 Couple and Family Counseling	3 hrs
COU 751 Theories & Techniques of Counseling	3 hrs
COU 780 Secondary School Counseling Practicum	3 hrs
COU 781 Secondary School Counseling Field Experience	<u>3 hrs</u>
Total	45 hrs

Community Agency Option

Core Credit Hours	27 hrs
COU 703 Community Agency Counseling Foundations and Ethics	3 hrs
COU 724 Appraisal and Clinical Interviewing	3 hrs
COU 733 Couple and Family Counseling	3 hrs
COU 751 Theories & Techniques of Counseling	3 hrs
COU 784 Community Agency Counseling Practicum	3 hrs
COU 785 Community Agency Counseling Internship	<u>6 hrs</u>
Total	48 hrs

For students interested in school counselor certification who do not have a teaching degree and certificate, additional course work in teaching will be required in the following areas: Psychology of the Exceptional Child, Teaching Methods/Practices, Classroom Management, and Psychology of Education. These courses are not part of the degree program, but are required for certification in Missouri.

RESEARCH REQUIREMENTS

The research requirement is met through completion of one seminar (during COU 765 Research Seminar in Counseling) which shall require an extensive paper or major creative work.

COMPREHENSIVE REQUIREMENTS

A four-hour, standardized, national Counselor Preparation Comprehensive Examination must be passed before a degree will be granted. Students should have completed the majority of course work, and all courses in 8 content areas specified, prior to taking the exam. The Counseling Program will determine passing scores, based on national and local norms, for each administration. If permission is obtained, students who fail the exam may retake it when next offered. Students failing the comprehensive examination three times may be dismissed from the program, upon a vote of the program faculty.

EDUCATIONAL ADMINISTRATION PROGRAMS

MASTER OF SCIENCE IN EDUCATION, EDUCATIONAL ADMINISTRATION

Gerald Moseman, MEd Program Coordinator
Park Central Office Building, Room 119
Phone (417) 836-5490; GeraldMoseman@missouristate.edu

PROGRAM ADMISSION REQUIREMENTS

Following admission to graduate study and prior to the completion of 9 graduate hours of master's degree course work at Missouri State University, the student must submit the following to the Master's Degree Program Coordinator or Department Head to continue in the program.

1. To be considered for admission to the program, a student must apply to both the program of Educational Administration and the Graduate College (refer to the Graduate College, Admission to Graduate Studies, Admission Requirement).
2. Students must possess a bachelor's degree and must meet the requirements for admission to graduate school as stated under the Admission to Graduate Study section of the Graduate Catalog.
3. A separate application must be submitted with the following materials to the Education Administration program
 - a. A written "Statement of Purpose" containing long-term professional or personal goals including how this degree will contribute to the applicant's long-term goals (minimum of 300 words).
 - b. A copy of appropriate teacher certificate or eligibility for certification by a state agency.
 - c. Submission of three *Applicant Reference Forms*. (Two of the three must be completed by the applicant's current administrators or supervisors).
 - d. Completion of Technology Skills Checklist (see department).
 - e. Access to the internet and an active e-mail address.
4. Upon achieving a 3.50 GPA or higher in the first 12 hours of graduate study, the applicant will gain full acceptance into the program.
5. Applicant's for whom English is a second language are required to submit scores on the Test of English as a Foreign Language (TOEFL). Minimum scores of 550 on the paper-based or a comparable score of 213 on the computer-based TOEFL are required for admission.

Applicants who are pursuing a master's degree in administration which does not lead to administrative certification may be approved. This program would consist of all stated requirements for the degree.

DEGREE REQUIREMENTS

1. Satisfactory completion of a minimum of 36 approved graduate hours with a minimum overall GPA of 3.00.
2. No more than 16 semester hours of 600-level course work may be applied to the degree program.
3. Two years (minimum) of successful teaching experience.
4. Research. Three semester hours toward completion of the Leadership Capstone paper.
5. Comprehensive Examination. A three-hour period of time will be scheduled during the last semester of the student's course work. The time and nature of the written examination will be determined by the Advisory Committee.
6. Students will be required to present an acceptable Leadership Capstone project.
7. Transfer Credit. A maximum of 30% of the total hours may be accepted in as transfer credit toward a master's degree. All transfer credit must be "A" or "B" grade status from a regionally accredited college or university and must be approved by the program coordinator.
8. Submission of a Program Portfolio.

MISSOURI STATE UNIVERSITY

MASTER OF SCIENCE IN EDUCATION, EDUCATIONAL ADMINISTRATION (ELEMENTARY)

PROGRAM DESCRIPTION

Persons completing this option should acquire the necessary competencies to gain initial certification to serve as an elementary principal in Missouri schools. Even though a research component is required, emphasis is on the practical aspects of the elementary principalship.

INTERNSHIP

The intern experience (EAD 782 and EAD 783) is an integral part of this major and should be planned for, with the advisor, in advance of the semester in which the student desires to register for the experience. Application deadlines for EAD 782 and EAD 783 are: fall semester - April 1; spring semester - November 1; summer - February 1. Applications are available from CLSE and should be returned to CLSE.

REQUIRED COURSES

EAD 751	Foundations in Educational Leadership	3 hrs
EAD 753	The Elementary School Principal	3 hrs
EAD 780	The Administration Of Instructional Programs	3 hrs
EAD 781	Organizational Management	3 hrs
EAD 786	School Supervision & Performance Enhancements	3 hrs
SFR 780	Educational Research Methodologies OR	
EAD 788	Action Research in Ed. Leadership	3 hrs
EAD 795	Leadership Capstone	3 hrs
EAD 787	Administration of Special Programs	3 hrs
EAD 784	Human Relations & Collaborative Processes	3 hrs
EAD 785	Legal & Ethical Contexts of Schooling	3 hrs
EAD 782	Internship - On Site	2 hrs
EAD 783	Internship - Related Agencies	1 hr
ELE 710	Elementary School Curriculum	<u>3 hrs</u>

Total 36 hrs

For Middle School Principal's certification endorsement, one must have either elementary or secondary principal's certification and complete MID 810 (The Middle School-Jr. High School) and PSY 705 (Psychology of Adolescence) or the graduate-level equivalency. Additionally, the elementary principal must have earned undergraduate or graduate credit as follows: (1) Reading - two courses and a minimum of five hours with one course to be Teaching Reading in the Content Fields, and (2) Mathematics - one course of at least 2 semester hours in the Methods of Teaching Elementary Mathematics.

MASTER OF SCIENCE IN EDUCATION, EDUCATIONAL ADMINISTRATION (SECONDARY)

PROGRAM DESCRIPTION

Persons completing this option should acquire the necessary competencies to gain initial certification to serve as an elementary principal in Missouri schools. Even though a research component is required, emphasis is on the practical aspects of the secondary principalship.

INTERNSHIP

The intern experience (EAD 782 and EAD 783) is an integral part of this major and should be planned for, with the advisor, in advance of the semester in which the student desires to register for the experience. Application deadlines for EAD 782 and EAD 783 are: fall semester - April 1; spring semester - November 1; summer - February 1. Applications are available from CLSE and should be returned to CLSE.

REQUIRED COURSES

EAD 751	Foundations in Educational Leadership	3 hrs
EAD 752	The Secondary School Principal	3 hrs
EAD 780	The Administration Of Instructional Programs	3 hrs
EAD 781	Organizational Management	3 hrs
EAD 786	School Supervision & Performance Enhancements	3 hrs
SFR 780	Educational Research Methodologies OR	
EAD 788	Action Research in Ed. Leadership	3 hrs
EAD 759	Leadership Capstone	3 hrs
EAD 787	Administration of Special Programs	3 hrs
EAD 784	Human Relations & Collaborative Processes	3 hrs
EAD 785	Legal & Ethical Contexts of Schooling	3 hrs
EAD 782	Internship - On Site	2 hrs
EAD 783	Internship - Related Agencies	1 hr
SEC 701	Secondary School Curriculum	<u>3 hrs</u>

Total 36 hrs

For Middle School Principal's certification endorsement, one must have either elementary or secondary principal's certification and complete MID 810 (The Middle School-Jr. High School) and PSY 705 (Psychology of Adolescence) or the graduate-level equivalency. Additionally, the elementary principal must have earned undergraduate or graduate credit as follows: (1) Reading - two courses and a minimum of five hours with one course to be Teaching Reading in the Content Fields, and (2) Mathematics - one course of at least 2 semester hours in the Methods of Teaching Elementary Mathematics.

MASTER OF SCIENCE, STUDENT AFFAIRS

Gilbert Brown, Program Coordinator

Hill Hall, Room 205; Phone (417) 836-5287

GilbertBrown@missouristate.edu

<http://education.missouristate.edu/edadmin/MSEDSA.htm>

PROGRAM DESCRIPTION

The Student Affairs program has been developed to meet the staffing needs of colleges and universities throughout the nation. Our goal is the development of individuals to successfully enter the field of student affairs administration in higher education. Individuals who participate in this program will have both a theoretical understanding of the history and traditions of higher education, and the practical experience needed to address current issues which face campuses in the 21st Century.

PROGRAM ADMISSION REQUIREMENTS

To be considered for admission to the program, a student must apply to both the Student Affairs program and the Graduate College (refer to the Graduate College, Admission to Graduate Studies, Admission Requirements).

In addition to the Graduate College admission requirements, the Student Affairs program requires the following:

1. A written "Statement of Purpose" containing long-term professional or personal goals, a statement regarding how this degree will contribute to the applicant's long-term goals (minimum of 300 words) and an indication of what has been done to prepare for this profession;
2. Submission of three "Applicant Reference Forms" available online, or from the Departmental office (417-836-5392);
3. Completion of the "Technology Skills Checklist" available online or from the Departmental office.
4. Access to the Internet and an active e-mail address.

Applicants for whom English is a second language are required to submit Test of English as a Foreign Language (TOEFL) scores. Minimum scores of 550 on the paper-based or a comparable score of 213 on the computer-based TOEFL are required for admission. Candidates who meet the Graduate College minimum requirements will be placed in the pool from which applicants will be selected. Prospective students' applications will be reviewed on an ongoing basis. Early submission may enhance an applicant's opportunities to obtain a graduate assistantship position. Credential review will continue until the available spaces are filled.

STANDARDS

The program follows the Council for Advancement of Academic Standards in Higher Education (CAS) and meets the American College Personnel Association (ACPA) Professional Preparation Commission Standards.

DEGREE REQUIREMENTS

1. Satisfactory completion of a minimum of 36 approved graduate hours with a minimum overall GPA of 3.00.
2. No more than 9 semester hours of 600-level course work may be applied to the degree program as approved by advisor.
3. Portfolio Project. Successful completion of a portfolio project. The time and nature of the portfolio submission will be determined by the Advisory Committee.
4. Comprehensive Examination. Successful completion of comprehensive oral examination. The time and nature of the oral examination will be determined by the Advisory Committee.
5. Research. Successful completion of EAD 729, Research in Student Affairs.
6. Transfer Credit. A maximum of 30% of the total hours may be accepted in as transfer credit toward a master's degree. All transfer credit must be "A" or "B" grade status from a regionally accredited college or university and must be approved by the program director.

GRADUATE ASSISTANTSHIPS

There is a strong possibility that candidates admitted into the student affairs program by April 1 will be offered employment as a graduate assistant within the Division of Student Affairs. Students admitted by this date with at least a 3.00 GPA will receive priority consideration. Students admitted to the student affairs program should have either a graduate assistantship or a full-time employment position with Missouri State University or a local post-secondary educational institution.

MISSOURI STATE UNIVERSITY

REQUIRED COURSES

EAD 721	Introduction to Student Affairs	3 hrs
EAD 723	Student Development Theory	3 hrs
EAD 726	Higher Education in the United States	3 hrs
EAD 729	Research in Student Affairs	3 hrs
EAD 732	Leadership & Administration in Higher Education	3 hrs
EAD 735	Governance & Finance in Higher Educ.	3 hrs
EAD 738	Legal & Ethical Issues in Stdnt Affairs	3 hrs
EAD 747	Practicum in Student Affairs	3 hrs
EAD 749	Current Issues in Higher Education	3 hrs

Electives 9 hrs

Nine elective hours may be taken in the following areas to best meet the student's career objectives; business administration, education, counseling and/or humanities and public affairs. A student will need a minimum of 36 hours to complete the program. Students are required to complete one (1) semester-long practicum in Student Affairs.

Total 36 hrs

SPECIALIST IN EDUCATION, EDUCATIONAL ADMINISTRATION

Robert Watson, EdS Program Coordinator

Park Central Office Building, Room 121

Phone (417) 836-5177; RobertWatson@missouristate.edu

PROGRAM ADMISSIONS REQUIREMENTS

Following admission to graduate study and prior to the completion of 9 graduate hours of specialist degree course work at Missouri State University, the student must complete the following to continue in the program.

1. To be considered for admission to this program, a student must apply to both the Education Administration program and the Graduate College (refer to the Graduate College, Admission to Graduate Studies, Admission Requirements).
2. Students must possess a master's degree from an accredited institution with an overall GPA of 3.50.
3. Applicants for whom English is a second language are required to submit scores on the Test of English as a Foreign Language (TOEFL). Minimum scores of 550 on the paper-based or a comparable score of 213 on the computer-based TOEFL are required for admission.
4. A separate application must be submitted with the following materials to the Specialist Degree Program coordinator or Department head:
 - a. A personal philosophy statement describing the student's background, work experience, interests, and professional goals.
 - b. A copy of an appropriate teacher certificate or eligibility for certification by a state agency.
 - c. Submission of five *Application Reference Forms*. At least three of these references must be from current administrators or supervisors who know the applicant. Two references must be from present or former professors.
 - d. Access to the internet and an active e-mail address.
 - e. Submission of professional resume.
 - f. Completion of a structured interview with the Department.
5. Upon achieving a 3.50 GPA or higher in the first 12 hours of graduate study, the applicant will gain full acceptance into the program.

Any course work completed prior to program admittance may be unacceptable for the program.

COUNSELING, LEADERSHIP, AND SPECIAL EDUCATION

DEGREE REQUIREMENTS

1. Satisfactory completion of a minimum of 61-64 approved graduate hours with a minimum overall GPA of 3.00.
2. No more than 16 semester hours of 600-level course work may be applied to the degree program.
3. A minimum of two years supervisory and/or teaching experience.
4. Research. A minimum of three semester hours field study assignment.
5. Comprehensive Examination. A four-hour period of time will be scheduled for all students who have not previously passed a comprehensive examination in educational administration at Missouri State University. In addition, students will be required to present an acceptable oral review of their field study.
6. Transfer Credit. A maximum of 12 semester hours of graduate credit beyond the master's degree or a total of 46 hours may be accepted toward the 61-64 hours required for the Specialist in Education Degree. All transfer credit must be "A" or "B" grade status from a regionally accredited college or university and must be approved by the program coordinator.
7. The last 32 hours of course work for the degree must be completed within a period of 8 years. Any credit more than 10 years old may be disallowed.
8. Submission of a Program Portfolio.

SPECIALIST IN EDUCATION, EDUCATIONAL ADMINISTRATION (ELEMENTARY PRINCIPAL)

PROGRAM DESCRIPTION

The program fulfills the standards established by the Missouri Department of Elementary and Secondary Education for elementary principals and directors of elementary education. Practical aspects of the principalship are emphasized. A research component is required.

REQUIRED COURSES

Required 700-level courses		30 hrs
EAD 751	Foundations of Educational Leadership	3 hrs
EAD 753	The Elementary School Principal	3 hrs
EAD 780	The Admin. of Instructional Programs	3 hrs
EAD 781	Organizational Management	3 hrs
EAD 782	Internship - On Site	2 hrs
EAD 783	Internship - Related Agencies	1 hrs
EAD 784	Human Relations & Collab. Processes	3 hrs
EAD 785	Legal & Ethical Contexts of Schooling	3 hrs
EAD 786	School Supervision/Perf. Enhancements	3 hrs
EAD 787	Administration of Special Programs	3 hrs
ELE 710	Elementary School Curriculum	3 hrs

Advanced Level Courses (hours must include the following 2 courses and Advisor-approval for remaining 12 hours)		18 hrs
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EAD 861	Human Relations	3 hrs
EAD 863	Curriculum Design & Evaluation	3 hrs

Research Sequence		9 hrs
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SFR 780	Educational Research Methodologies	OR
EAD 788	Action Research in Educ. Leadership	3 hrs
SFR 890	Field Research and Evaluation	OR
EAD 895	Research in Administration Practices	3 hrs
EAD 860	Field Study	3 hrs

Special Topics (EAD 870 or other courses with Advisor approval)		4 hrs
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Total (Minimum) 61 hrs

MISSOURI STATE UNIVERSITY

SPECIALIST IN EDUCATION, EDUCATIONAL ADMINISTRATION (SECONDARY PRINCIPAL)

PROGRAM DESCRIPTION

The program fulfills the standards established by the Missouri Department of Elementary and Secondary education for secondary principals. Practical aspects of the principalship are emphasized. A research component is required.

REQUIRED COURSES

Required 700-level courses **30 hrs**

EAD 751	Foundations of Educational Leadership	3 hrs
EAD 752	The Secondary School Principal	3 hrs
EAD 780	The Admin. of Instructional Programs	3 hrs
EAD 781	Organizational Management	3 hrs
EAD 782	Internship - On Site	2 hrs
EAD 783	Internship - Related Agencies	1 hrs
EAD 784	Human Relations & Collab. Processes	3 hrs
EAD 785	Legal & Ethical Contexts of Schooling	3 hrs
EAD 786	School Supervision/Perf. Enhancements	3 hrs
EAD 787	Administration of Special Programs	3 hrs
SEC 701	Secondary School Curriculum	3 hrs

Advanced Level Courses (hours must include the following 2 courses and advisor approval for the remaining 12 hours) **18 hrs**

EAD 861	Human Relations	3 hrs
EAD 863	Curriculum Design & Evaluation	3 hrs

Research Sequence **9 hrs**

SFR 780	Educational Research Methodologies OR	
EAD 788	Action Research in Educ. Leadership	3 hrs
SFR 890	Field Research and Evaluation OR	
EAD 895	Research in Administration Practices	3 hrs
EAD 860	Field Study	3 hrs

Special Topics (EAD 870 or other courses with Advisor approval) **4 hrs**

Total (Minimum) 61 hrs

SPECIALIST IN EDUCATION, EDUCATIONAL ADMINISTRATION (SUPERINTENDENT)

PROGRAM DESCRIPTION

The program meets the standards for superintendents established by the Missouri Department of Elementary and Secondary Education for schools. Practical aspects of the superintendency are emphasized. A research component is required.

REQUIRED COURSES

Required 700-level courses **30 hrs**

EAD 751	Foundations of Educational Leadership	3 hrs
EAD 752	The Secondary School Principal OR	
EAD 753	The Elementary School Principal	3 hrs
EAD 780	The Admin. of Instructional Programs	3 hrs
EAD 781	Organizational Management	3 hrs
EAD 782	Internship - On Site	2 hrs
EAD 783	Internship - Related Agencies	1 hrs
EAD 784	Human Relations & Collaborative Processes	3 hrs
EAD 785	Legal & Ethical Contexts of Schooling	3 hrs
EAD 786	School Supervision & Performance Enhancements	3 hrs
EAD 787	Administration of Special Programs	3 hrs
SEC 701	Secondary School Curriculum OR	
ELE 710	Elementary School Curriculum	3 hrs

Advanced Level Courses (Advisor approval required) **26 hrs**

EAD 850	Politics of Education	3 hrs
EAD 858	School Personnel Administration	3 hrs
EAD 862	Superintendency	3 hrs
EAD 863	Curriculum Design and Evaluation	3 hrs
EAD 864	School & Community Relations	3 hrs
EAD 865	School Law	3 hrs
EAD 866	Public School Finance	3 hrs
EAD 867	School Plant Planning & Maintenance	3 hrs
EAD 782	Superintendency Internship	2 hrs

Research Sequence **8-9 hrs**

SFR 780	Educational Research Methodologies OR	
EAD 788	Action Research in Educ. Leadership	3 hrs
SFR 890	Field Research and Evaluation OR	
EAD 895	Research in Administration Practices	3 hrs
EAD 860	Field Study	2-3 hrs

Total (Minimum) 64 hrs

**UNIVERSITY OF MISSOURI - COLUMBIA
COOPERATIVE DOCTORATE IN
EDUCATIONAL LEADERSHIP**

Cynthia MacGregor, Program Coordinator

Park Central Office Building, Room 120

Phone (417) 836-6046; CMacgregor@missouristate.edu

Missouri State University collaborates in a cooperative program with the University of Missouri-Columbia (UMC) leading to an Ed.D. in Educational Leadership. The degree is conferred by UMC. This is an advanced study in educational leadership for administrators, program leaders and teachers/ researchers desiring a variety of leadership positions in education, government, and industry. This degree program does not provide credentials for certification in K-12 school settings.

The Doctorate in Educational Leadership is a 46 credit-hour program with students moving through the program in a cohort. The two-year cycle of course work (34 hours) begins in the summer of odd-numbered years and continues in sequential semesters. Dissertation research (12 hours) will extend beyond this time frame. The fall and spring semester courses in the program are offered at the Springfield campus and students take 7 hours each summer on the UMC campus.

The deadline for submission of application materials to UMC is December 1st in the even numbered years. For more information, contact the Department of Counseling, Leadership and Special Education at Missouri State University at 417-836-5392. Students may also contact the Department of Educational Leadership and Policy Analysis at UMC (573-882-8221) for application, admission, and program details.

MISSOURI STATE UNIVERSITY

SPECIAL EDUCATION PROGRAMS

MASTER OF SCIENCE IN EDUCATION, SPECIAL EDUCATION

PROGRAM DESCRIPTION

The Master of Science in Education, Special Education may be obtained by following a course of study specific to multiple areas of interest and certification needs with four emphases areas leading to a Master of Science in Education degree. Graduate Certificates in Autism Spectrum Disorders or Orientation and Mobility may be pursued as a component of a degree, or as options for non degree seeking students. The Special Education Program is designed to include a mixture of on-line course delivery options, arranged supervised practica, and on-site methods. All course work in the area of Visual Impairment and some course work required for the Autism Spectrum Disorder Graduate Certificate is available online. Careful attention to advisement will facilitate completion of the majority of course work for the Developmental Disabilities Emphasis over summer semesters, or via online, or supervised clinical experiences. Alternative delivery systems such as intersession and week-end courses may also be offered to support completion of course work. **You must contact your advisor to obtain consent to enroll each semester.**

Applicants to the Master of Science in Education, Special Education program (Visual Impairment and SEACT tracks should submit the required three letters of reference and a letter of intent per the application guidelines to:

Teacher Certification Office
901 S. National Ave
Springfield MO 65897

NOTE: Dr. Paris DePaepe (417-836-4761) will assist all candidates with global inquiries regarding the Special Education Graduate Program.

SPECIAL EDUCATION GRADUATE FACULTY

Dr. Paul Ajuwon

Hill Hall, Room 430, Phone (417) 836-5397
PaulAjuwon@missouristate.edu

Julie Anderson-Ituarte

Hill Hall, Room 442, Phone (417) 836-846
jandersonituarte@missouristate.edu

Dr. Tamara Arthaud

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TamaraArthaud@missouristate.edu

Dr. Paris DePaepe

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parisdepaepe@missouristate.edu

Dr. Jane Doelling

Hill Hall, Room 202J, Phone (417) 836-5834
JaneDoelling@missouristate.edu

Dr. Linda Garrison-Kane

Hill Hall, Room 438, Phone (417) 836-6960
LGKane@missouristate.edu

Mr. James Matthews

Hill Hall, Room 202A, Phone (417) 836-5256
JamvesMatthews@missouristate.edu

COUNSELING, LEADERSHIP, AND SPECIAL EDUCATION

ADMISSIONS CRITERIA

To be admitted to the Master of Science in Education, Special Education degree program, a candidate must complete the graduate school application form and have transcripts showing all previous course work forwarded to the Graduate College. Prior to full admission, all students must submit a letter of intent and three letters of recommendation, including one from the present employer and one from an individual who can attest to the candidate's academic ability, to the Departmental Secretary of Counseling, Leadership and Special Education. The student must have obtained a GPA of 3.0 (on a 4.0 scale) for the last 60 hours of undergraduate course work.

Applicants to the Master of Science in Education, Special Education, should clearly indicate in their letter of intent the master's emphasis area or certificate program to which they are applying.

The Special Education Graduate Faculty may elect to admit the student on a conditional basis if the student does not meet the GPA criteria. If granted, the conditional period shall extend through successful completion (no grade below a B) of a minimum of the first nine hours of graduate course work. In addition, a student must be given approval to proceed further into the program. To receive approval to complete course work beyond nine hours, a conditionally admitted student on probation must complete and submit scores from the GRE. Results must be provided prior to the end of the conditional period. In addition, information gleaned from the three letters of recommendation will be used in making decisions concerning full admittance to the program.

All applicants to the Graduate Program will be required to complete a Missouri Highway Patrol background check prior to admission. In addition, students enrolled in clinical and field experiences must provide proof of a negative TB skin test and proof of professional liability insurance. A TB skin test may be obtained at the University Taylor Health Center and applications for professional liability insurance are available in Hill Hall, Room 200 and must be current within one year of the field or clinical placement. The background check, professional liability insurance, and negative TB skin test will facilitate timely field experience placements necessary for the successful completion of program requirements.

Students seeking admission to the Special Education Program should go to the College of Education Office of Student Services (HILL 200) to complete the paper work for the required background check. A student must receive a satisfactory review of this Missouri Highway Patrol report (as well as meeting all other admission requirements) in order to be admitted to the masters program.

The Special Education Program within the College of Education reserves the right to refuse enrollment or program continuation to any student based on the student's ability to successfully complete required classes and/or to successfully complete any required practica. This refusal will be determined by the judgment of the Special Education graduate faculty and the head of the Department of Counseling, Leadership and Special Education.

All Special Education graduate students are expected to display professional behaviors and dispositions consistent with the International Council for Exceptional Children's Code of Ethics for Educators of Personal with Exceptionalities. Periodic structured assessments of professional behaviors and dispositions will be completed for all graduate students. If a student does not display the required professional behaviors and dispositions as determined by the Special Education graduate faculty and head of the Department of Counseling, Leadership and Special Education, a student may be dismissed from the graduate program.

PREREQUISITE COURSE REQUIREMENTS

Bachelor of Science degree from an accredited University.

PROGRAM REQUIREMENTS

Comprehensive Examination. Degree candidates must pass the comprehensive exam. Students are encouraged to use the computerized option available when taking the exam. Confer with department and/or advisor regarding this option.

Core Requirements		9 hrs
SFR 780*	Educational Research Methodologies	3 hrs
SPE 782*	Advanced Diagnosis & Remediation of Students with Mild to Moderate Disabilities	
OR		
SPE 783*	Advanced Assessment to Support Developmental & Sensory Disabilities	3 hrs
SPE 788	Seminar: Special Education Program	OR
SPE 799	Thesis Option	OR
SPE 787	Advanced Applied Behavioral Analysis and Intervention	3 hrs

* Offered via internet or alternative delivery system based on availability.

MISSOURI STATE UNIVERSITY

Emphasis Area Requirements

Visual Impairment Emphasis

The Visual Impairment (VI) emphasis is designed to provide intensive research based instruction in regard to assessment and programming for individuals identified with low vision or who are blind. Course work will emphasize Braille instruction as well as the use of varied technology options to support individuals with VI across multiple environments. Course work will be offered on-line to support broad delivery and is accredited by the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER). Missouri Department of Elementary and Secondary Education Teacher Certification in Blind and Partially sighted may be obtained upon completion of the VI emphasis. Successful completion of the course work in the area of VI, along with additional course work as outlined, will in part address requirements for National certification and a Missouri State Graduate Certificate in Orientation and Mobility.

SPE 605*	Braille Reading and Writing I	3 hrs
SPE 606*	Principles of Orientation and Mobility	3 hrs
SPE 607*	Introduction to Visual Impairments, Autism & Severe/Multiple Disabilities	3 hrs
SPE 608*	Low Vision, Anatomy, and Physiology of the Eye	3 hrs
SPE 709*	Methods of Teaching Students with Visual Impairments & Multiple Disabilities	3 hrs
SPE 711*	Braille Reading and Writing II	3 hrs
SPE 780*	Contemporary Issues in Special Education	3 hrs
SPE 789	Practicum: The Exceptional Child	3 hrs
		to total 33 hours

NOTE: Additional course work may be required based on the candidate's previous qualifications and previous certifications.

* Offered via internet.

Special Education Alternative Certification Track Emphasis

The Special Education Alternative Certification Track (SEACT) is designed to facilitate Department of Elementary and Secondary Education Teacher Certification in Mild to Moderate Disabilities while acquiring advanced knowledge and skills in the area. Course work is designed to reflect State and National standards with demonstrated mastery of competencies required through research-based projects and the Professional Education Portfolio. In addition to the Master of Science in Education, successful completion of this emphasis will result in teacher certification in the area of Mild to Moderate Disabilities. Required course work in addition to the core follows.

SPE 715*	Foundations in Special Education	3 hrs
SPE 780*	Contemporary Issues in Special Educ.	3 hrs
SPE 792	Advanced Diagnosis & Remediation of Students with Disabilities Lab	2 hrs
SPE 784	Advanced Procedures in Teaching Students With Mild to Moderate Disabilities	3 hrs
SPE 789	Practicum: The Exceptional Child	3 hrs
PSY 703	Human Growth & Development	3 hrs
SPE 617	Effective Practices in Special Education	5 hrs
SPE 664	Language Dev. of Exceptional Students	3 hrs
SPE 616	Foundations of Behavioral Analysis & Interventions in Applied Settings	OR
PSY 614	Behavior Management & Change	3 hrs
SPE 613*	Physical & Health Needs of Students With Disabilities	3 hrs
SFR 750	Philosophies of Education	3 hrs
		to total 43 hours

* Offered via internet or alternative delivery system based on availability.

Orientation and Mobility Emphasis

Required course work in addition to the core follows.

SPE 605*	Braille Reading & Writing I	3 hrs
SPE 606*	Principles of Orientation & Mobility	3 hrs
SPE 607*	Introduction to Visual Impairments, Autism & Severe/Multiple Disabilities	3 hrs
SPE 608*	Low Vision, Anatomy, and Physiology of the Eye	3 hrs
SPE 712	Instructional Techniques & Strategies of Orientation & Mobility	6 hrs
SPE 714*	Professional Issues & Assessment Related To Orientation & Mobility with Diverse Populations	3 hrs
SPE 780*	Contemporary Issues in Special Education	3 hrs
SPE 671	Clinical Practicum in Special Education	3 hrs
		to total 36 hours

* Offered via internet or alternative delivery system based on availability.

