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Graduate College
2012-13 Graduate Catalog

First Edition
published July 2012

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College of Education

Dean: Dennis Kear

Acting Associate Dean: to be named

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Academic Units

- [Department of Childhood Education and Family Studies](#)
- [Department of Counseling, Leadership, and Special Education](#)
- [Department of Reading, Foundations, and Technology](#)

Childhood Education and Family Studies

Josephine Agnew-Tally, Department Head

Joanna Cemore, Program Coordinator (Early Childhood and Family Development)

Cynthia Hail, Program Coordinator (Elementary Education)

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, Department Head

Leslie Anderson, Program Coordinator (Counseling)

Kristi Perryman, Field Experience Coordinator (Counseling)

Gilbert O. Brown, Program Coordinator (Student Affairs)

Paris DePaepe, Program Coordinator (Special Education - SEACT)

Linda Garrison-Kane, Program Coordinator (Special Education - ASD)

Ian Shadrack, Program Coordinator (Special Education - B & LV/ O & M)

Kim Finch, MEd Program Coordinator (EAD)

Robert L. 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, Counseling and Assessment

Specialist in Education, Educational Administration

Graduate Certificate in Autism Spectrum Disorders

Graduate Certificate in Orientation and Mobility

Cooperative Doctorate in Educational Leadership (Cooperative program with University of Missouri – Columbia)

Reading, Foundations, and Technology

Cathy Pearman, Department Head

Deanne Camp, Program Coordinator (Literacy)

Chin-Wen CHang, Program Coordinator (Educational Technology)

Steven Hinch, Program Coordinator (MAT)

Master of Arts in Teaching

Master of Science in Education, Educational Technology

Master of Science in Education, Literacy

Graduate Certificate: Instructional Technology Specialist



Last Modified: July 6, 2012

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Department of Childhood Education and Family Studies

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Associate Professor: Joanna J. Cemore Brigden, Sabrina A. Brinson, Denise D. Cunningham, Mary Beth Mann, James A. Meyer, Joan Test

Assistant Professor: Diana Piccolo

Per Course Instructor: Jane F. Pyle

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

Programs

Master of Science, Early Childhood and Family Development

Joanna J. Cemore Bridgen, Program Coordinator

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Program Description

The graduate program in Early Childhood and Family Development is designed for individuals who work with, or who are interested in working with, young children and/or families. This degree is appropriate for a large number of persons working with children and families in a variety of settings. In addition to a core of required courses, students will choose electives that best meet their professional needs. This flexibility allows students to develop a program of study to meet their needs. Although it is not a certification program, some of the courses may be able to be taken for certification credit. This will be done individually for each student. The program has a core set of courses that provide a strong early childhood and child development background. There are also a wide

variety of electives that can be taken to round out the degree according to the individual needs of the student.

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. Students who do not meet the GPA requirement must take the Graduate Record Examination (GRE). GRE minimum scores in all sections as outlined by the Graduate College admission requirements must be 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 appropriate proof of English proficiency. Requirements for TOEFL (minimum 550 -paper or 213 computer); iBT TOEFL (79); IELTS (6); or MSU ELI (Level 5) are required for admission.
3. 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).
4. 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.
5. 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.
6. Students may transfer in no more than 9 credit hours which must be approved by the advisor.

Required Courses

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

Required Core Courses 20 hours

Course Code	Course Title	Credit Hours
<u>CFD 701</u>	Orientation to Early Childhood and Family Development	1 hr
<u>CFD 750</u>	Advanced Human Development Studies	3 hrs
<u>ECE 725</u>	Trends and Issues in Early Childhood Education	3 hrs
<u>CFD 761</u>	Advanced Family Studies	3 hrs
or	or	
<u>ECE 726</u>	Programming and Policy Issues for Early Childhood Settings	3 hrs
<u>ECE 727</u>	Children and Families in a Diverse Society	3 hrs
<u>SFR 780</u>	Educational Research Methodology	3 hrs
<u>ECE 771</u>	Proposal Development	1 hr
<u>ECE 762</u>	Seminar in Early Childhood and Family Development	3 hrs

Elective Courses 12 hours

Courses may be selected with the recommendation and approval of student's advisor. These courses can include:

Course Code	Course Title	Credit Hours
<u>ECE 601</u>	Home/School/Community Relationships with Young Children and Their Families	3 hrs
<u>ECE 705</u>	Field Experiences in Early Childhood Education	1-3 hrs
<u>ECE 724</u>	Foundations of Early Childhood Education	2 hrs
<u>ECE 728</u>	The Educational Role of Play	3 hrs
<u>ECE 729</u>	Literacy in Early Childhood	3 hrs
<u>ECE 730</u>	Family Literacy	3 hrs
<u>CFD 702</u>	Community Engagement	2 hrs
<u>CFD 632</u>	Family Advocacy	3 hrs
<u>CFD 633</u>	Principles of Family Life Education	3 hrs
<u>CFD 662</u>	Prevention of Child Abuse and Neglect	3 hrs
<u>ELE 713</u>	Advanced Theory and Practice in the Teaching of Communication Arts	3 hrs
<u>ELE 720</u>	Advanced Theory and Practice in Student Assessment and Evaluation	3 hrs
<u>RDG 640</u>	Analysis and Correction of Difficulties in Literacy	3 hrs
<u>RDG 700</u>	Relationship of Language to Literacy and Intellectual Development	3 hrs

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.

Accelerated Masters Program in Early Childhood and Family Development

The Accelerated Masters Program option in Early Childhood and Family Development provides an opportunity for outstanding undergraduate Child and Family Development majors and outstanding undergraduate Early Childhood Education majors to begin their graduate course work during their junior or senior year.

If accepted into the accelerated program, up to a maximum of 10 hours of graduate courses taken after admission into the program may be given credit for both undergraduate and graduate programs. Only 3 hours of 600-level courses can be applied to the graduate degree.

Before enrolling in a course to be counted as both undergraduate and graduate credit and to count the course toward the masters degree, an undergraduate students must be accepted into the accelerated program, and receive prior approval from the graduate program advisor, and complete a "Mixed Credit" form. This form can be obtained from the student's department or the Graduate College. Mixed credit registration must be done in person.

Admission requirements for CFD majors include:

1. Junior or Senior standing
2. Overall GPA of 3.25 or higher
3. To be considered for admission to the program, a student must apply to both the Graduate College and the Early Childhood and Family Development Graduate Program

Admission requirements for ECE majors include:

1. Junior or Senior standing
2. Admission into the Early Childhood Education Program
3. Overall GPA of 3.25 or higher
4. To be considered for admission to the program, a student must apply to both the Graduate College and the Early Childhood and Family Development Graduate Program

Master of Science in Education, Elementary Education

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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 combined score of 290 (875 under the old scoring system before August 1, 2011) on the verbal and quantitative sections of the Graduate Record Examination is required 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).

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:
 1. A letter of intent containing teaching and professional goals, future plans, background information, teaching experiences, and option area (see Course Requirements, No. 3).
 2. 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.
 3. Submission of three letters of recommendation from professionals familiar with the candidate's academic abilities and teaching potential.
 4. 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](#) Contemporary Issues in Elementary Curriculum OR
 - [ECE 725](#) Trends and Issues in Early Childhood
 - [ELE 720](#) Advanced Theory and Practice in Student Assessment and Evaluation
 - [SFR 780](#) Educational Research Methodology
 - [ELE 772](#) Research 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

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

- [ECE 726](#) Programming and Policy Issues for Early Childhood Settings
- [ELE 710](#) Elementary School Curriculum
- [ELE 713](#) Advanced Theory and Practice in the Teaching of Communication Arts
- [ELE 714](#) Advanced Theory and Practice in the Teaching of Social Studies
- [ELE 715](#) Advanced Theory and Practice in the Teaching of Mathematics
- [ELE 716](#) Advanced Theory and Practice in the Teaching of Science
- [ELE 717](#) Advanced Theory and Practice in the Teaching of Economic Education
- [ELE 722](#) Differentiated Instruction for Early Childhood, Elementary and Middle School

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

- CFD ([632](#), [660](#), [662](#))
- ECE ([724](#), [725](#), [726](#), [727](#))
- EEM ([606](#), [607](#), [608](#), [676](#), [796](#))
- EDT ([650](#), [662](#))
- MID ([725](#), [810](#))
- PSY ([614](#), [703](#), [705](#))
- RDG ([640](#), [660](#), [700](#), [710](#), [730](#))
- SFR ([647](#), [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 Instruction for Early Childhood, Elementary, and Middle School
- [RDG 770](#) Curriculum Design in Literacy

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

- EEM ([606](#), [796](#))
- EDT ([650](#))
- RDG ([673](#), [720](#), [740](#))
- 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 Coordinator 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

1. 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

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

ELE ([600](#), [605](#), [717](#))

ECE ([601](#))

SPE ([715](#))

RDG ([700](#), [730](#))

PSY ([703](#))

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

Accelerated Master of Science in Education, Elementary Education 6-12 hrs

The MEd-ELE accelerated program master's option provides exceptional Missouri State University students the opportunity to enroll in a combined baccalaureate and master's degree program.

Eligible BSEd majors may apply for preliminary acceptance into the MEd-ELE program after admission requirements for the accelerated master's option have been satisfied. Once accepted, students will be able to take 6-12 hours of graduate-level education courses that apply to both their undergraduate and graduate programs. Before enrolling in a course to count for both undergraduate and graduate credit and to count the course towards the master's degree, an undergraduate students must be accepted into the accelerated master's program and receive prior approval from the MEd-ELE Coordinator, CEFS Department Head and the Dean of the Graduate College. Acceptance into the program and all approvals must be completed prior to the end of the Change of Schedule period for the course(s). A student will be fully admitted to the Graduate College upon completion of the requirements for the baccalaureate degree, provided the student meets all other requirements for admission to the Graduate College. See the Graduate Catalog for further information.

Admission Requirements for the Accelerated Master's:

1. Junior or Senior standing with an overall GPA of 3.25 or higher
2. BSEd major in progress
3. Admitted to Teacher Education
4. Recommendation of a faculty member in teacher education

Students admitted to the Accelerated Master's option may take 6-12 hours from the following courses or a course in consultation with the MEd-ELE Coordinator/advisor:

- [PSY 703](#) Human Growth and Development
- [SPE 715](#) Foundations in Special Education
- [EDT 650](#) Selection and Utilization of Instructional Technology
- [ELE 717](#) Advanced Theory and Practice in Economics Education
- [RDG 640](#) Analyses and Correction of Difficulties in Literacy
- [MID 725](#) Advanced Theory and Practice in the Teaching of Early Adolescents
- [MID 810](#) The Middle School-The Junior High School

Child and Family Development Courses

CFD 600 Issues in Child and Family Development

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. 1-3 D

CFD 632 Family Advocacy

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. 3(3-0) D

CFD 633 Principles of Family Life Education

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. 4(4-0) D

CFD 660 Family Involvement in Early Childhood Programs

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. 3(2-2) F,S

CFD 662 Prevention of Child Abuse and Neglect

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. 3(3-0) F,S

CFD 701 Orientation to Early Childhood and Family Development

Orientation to the program and examination of seminal reading in the field. 1(1-0) F,S

CFD 702 Community Engagement

Analysis of service-learning/community engagement. The main tenets of community engagement/service learning are analyzed, the community need, the academic enhancement, and reflection. The roles of all involved in community engagement/service learning, the teachers, the students, and the community partners are studied. Ethical, moral, and civic implications of community engagement/service-learning are also explored. 2(2-0) D

CFD 750 Advanced Human Development Studies

Analysis of theories and trends in human development. 3(3-0) F

CFD 761 Advanced Family Studies

Provides students with an understanding of theories used in the study of families; awareness of current demographics and trends of today's families; examines characteristics of various family structures and social influences impacting family functioning. 3(3-0) D

Early Childhood Education Courses

ECE 601 Home/School/Community Relationships with Young Children and Their Families

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. 3(3-0) D

ECE 705 Field Experiences in Early Childhood Education

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. 1-3 D

ECE 724 Foundations of Early Childhood Education

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. 2(2-0) D

ECE 725 Trends and Issues in Early Childhood Education

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. 3(3-0) F

ECE 726 Programming and Policy Issues for Early Childhood Settings

Analysis of programs, policies and theories appropriate for young children and their families in a variety of early childhood settings. 3(3-0) S

ECE 727 Children and Families in a Diverse Society

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. 3(3-0) D

ECE 728 The Educational Role of Play

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. 3(3-0) D

ECE 729 Literacy in Early Childhood

Develops awareness of and support for children's literacy knowledge as it grown 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. 3(3-0) D

ECE 730 Family Literacy

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. 3(3-0) D

ECE 762 Seminar in Early Childhood and Family Development

Prerequisite: SFR 780 and permission. Guided development of research paper focused on field of Early Childhood and Family Development. 3(3-0) F,S

ECE 771 Proposal Development

Development of proposal for seminar paper. Proposal must be approved prior to data collection. Human subjects review will also be completed. 1(1-0) F,S

Early Childhood, Elementary, and Middle School Courses

EEM 601 Introduction to Technology-Based Inquiry Instruction

Introduction to eMINTS philosophy and instructional model for teachers, emphasis on constructivist-based pedagogies, questioning strategies and critical thinking; use of educational software, internet resources and classroom web site design and development. Eight clock hours field experience embedded. May be taught concurrently with EEM 501. Cannot receive credit for both EEM 601 and EEM 501. 3(3-0) F

EEM 602 Applications of Technology-Based Inquiry Instruction

Prerequisite: EEM 601 with grade of C or better. Application of eMINTS philosophy, instructional model and teaching strategies; emphasis on cooperative learning, instructional use of interactive whiteboards, information literacy and modes of classroom communication, digital file management, webquest development and multimedia project design and development. Eight clock hours field experience embedded. May be taught concurrently with EEM 502. Cannot receive credit for both EEM 602 and EEM 502. 3(3-0) S

EEM 603 Implementing Technology-Based Inquiry Instruction

Prerequisite: EEM 601 and EEM 602 with grades of C or better. Third course in eMINTS 3-course sequence. Emphasis on building a learning community, classroom management, instructional planning and implementation in a technology enriched classroom, interdisciplinary teaching methods, technology-assisted assessment, collaborative reflection to improve student performance. Eight clock hours field experience embedded. May be taught concurrently with EEM 503. Cannot receive credit for both EEM 603 and EEM 503. 3(3-0) F

EEM 606 Orientation for Intensive Language and Cultural Experience for Educators

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. 1(1-0) S

EEM 607 Intensive Language and Cultural Experience for Educators

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 conducted 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. 4(3-2) Su

EEM 608 Post-Travel Seminar for Intensive Language and Cultural Experience for Educators

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. 1(1-0) F

EEM 676 Topical Issues in Education

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. 1-5 D

EEM 796 Problems in Education

Specific problems in education related to needs and interests of the student. May be repeated to a total of 3 hours. 1-3 D

EEM 799 Thesis

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

Elementary Education Courses

ELE 600 Current Issues and Applications in Elementary Education

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. Supplemental course fee. 3-5 F,S

ELE 601 Communication Arts Instruction in the Elementary School

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. 3(3-0) F,S

ELE 602 Social Studies Instruction in the Elementary School

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. 3(3-0) F,S

ELE 603 Mathematics Instruction in Elementary Schools

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. 3(3-0) F,S

ELE 604 Science Instruction in the Elementary School

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. 3(3-0) F,S

ELE 605 The Reflective Practitioner

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. 2(2-0) F,S

ELE 710 Elementary School Curriculum

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. 3(3-0) F

ELE 711 Contemporary Issues in Elementary Curriculum

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. 3(3-0) S,Su

ELE 713 Advanced Theory and Practice in the Teaching of Communication Arts

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. 3(3-0) F

ELE 714 Advanced Theory and Practice in the Teaching of Social Studies

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. 3(3-0) S

ELE 715 Advanced Theory and Practice in the Teaching of Mathematics

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. 3(3-0) S

ELE 716 Advanced Theory and Practice in the Teaching of Science

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. 3(3-0) F

ELE 717 Advanced Theory and Practice in the Teaching of Economic Education

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. 3(3-0) F

ELE 720 Advanced Theory and Practice in Student Assessment and Evaluation

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. 3(3-0) S

ELE 721 Standards-Based Integrated Curriculum, Learning, and Teaching

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. 3(3-0) F

ELE 722 Differentiated Instruction for Early Childhood, Elementary, and Middle School

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. 3(3-0) S

ELE 772 Research Seminar in Elementary Education

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



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Graduate College
2012-13 Graduate Catalog

First Edition
published July 2012



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Department of Counseling, Leadership, and Special Education

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Programs

Specialist in Education, Counseling and Assessment

Program Description

The Specialist in Counseling and Assessment degree is designed to provide the graduate with the following benefits: School Psychologist Examiner and Elementary School Counselor; or School Psychologist Examiner and Secondary School Counselor; or School Psychological Examiner and K-12 School Counselor. The first two degree options require a total of 72 credit hours (or 24 beyond the MSU 48 hour MS, Counseling degree). Students earning the Ed,S degree are prepared for certification by DESE as a School Psychological Examiner and as a School Counselor (Elementary, Secondary, or both) and for licensure as an LPC and the earned degree reduces the number of post-degree supervision hours required from the LPC from 3000 to 1500.

Admission Requirements

Admission requires:

1. Completed Graduate College Application form (all sections except statement of goals and purpose). This form is available at the Graduate College website at <http://graduate.missouristate.edu>.
2. Submission of official transcripts showing all previous college course work.
3. Graduate Record Examination (GRE) scores from the NEW GRE (Verbal, Quantitative and Analytical). The test may be taken at Sylvan Learning Center - - Springfield location is 417-882-0740 or 1-800-300-0740. There are also study guides available for the GRE either in bookstores or online. (Hint: It takes approximately 3 weeks to get results -available first online and then by mail – so we strongly encourage you to take it at least 2-3 months in advance of our deadline). This test must have been completed after August 1, 2011 to be valid for admission. A combines Verbal/Quantitative of 288 is preferred; an analytical writing score of 3.5 or above required.
4. For those students coming from a Bachelor's level, you will need to provide the following information and participate in the following activities:
 - o Letter of interest (addressing the Counseling and Assessment EdS program).
 - o EDS application (available from the Counseling and Assessment program)
 - o Current official transcripts
 - o Three official letters of recommendation (at least two of which are from faculty familiar with your academic work)
 - o GRE scores as described above in requirements #3.
 - o Participation in and favorable faculty recommendation from the group interview process for the MS in Counseling.
 - o Participation in EdS on-site essays and interview
5. For those students applying with a Counseling or related Master's degree, you will need to provide the following information and participate in the following activities.
 - o Letter of interest (addressing why you want to pursue this degree).
 - o EdS Application (available from the Counseling and Assessment program)
 - o Current official transcripts
 - o Three official letters of recommendation (at least two of which are from faculty familiar with your academic work)
 - o GRE scores as described above in requirements #3.
 - o Students requiring more than 12 credit hours of Counseling courses (based on transcript analysis) will be required to participation in and receive favorable faculty recommendation from the group interview process for the MS in Counseling.
 - o Students requiring less than 12 credit hours of Counseling courses (based on transcript analysis) will require participation in EdS on-site essays and interviews

6. Writing samples will be evaluated for both the quality of the applicant's written communication skills and for evidence of qualities like multi-cultural awareness, self-awareness, curiosity, investigative propensities, and similar characteristics.
7. The deadline for receipt of all application materials (includes application forms, official test scores, transcripts and references) for admission in the Fall semester is February 1.

Mailing address for MSU application, test scores and official transcripts:

Graduate College
901 S National Ave
Springfield MO 65897

Send all other application materials and recommendation letters directly to:

EdS Program Admissions
Department of Counseling, Leadership and Special Education
901 S National Ave
Springfield MO 65897

The EdS Admissions Committee will review all completed applications, and select a group to be interviewed on site. Applicants selected for interview will be contacted by email and/or phone. Following interviews, applicant's selected for admission will be notified by mail. Following acceptance of admissions offers, new students will be assigned an advisor and provided with information about enrollment.

Degree Requirements

Total credit hours required for graduation is 72-84. At least 24 of the hours must be completed at Missouri State University.

Common Core – 54 hours

Course Code	Course Title	Credit Hours
<u>COU 701</u>	Tests and Measurements for Counselors	3 hrs
<u>COU 710</u>	The Helping Relationship	2 hrs
<u>COU 711</u>	The Helping Relationship Lab	1 hr
<u>COU 733</u>	Couple and Family Counseling	3 hrs
<u>COU 752</u>	Career Development	3 hrs
<u>COU 765</u>	Research Seminar in Counseling	3 hrs
<u>SPE 715</u>	Foundations of Special Education	3 hrs
<u>PSY 703</u>	Human Growth and Development	3 hrs
<u>PSY 720</u>	Individual Intelligence Testing	3 hrs
<u>COU 753</u>	Analysis of Childhood Learning and Adjustment	3 hrs
<u>COU 702</u>	School Counseling Foundations and Ethics	3 hrs
<u>COU 705</u>	Orientation to Personal and Professional Development	3 hrs
<u>COU 707</u>	Human Development and Personality	3 hrs
<u>COU 714</u>	Diversity and Multicultural Issues in Counseling	3 hrs
<u>COU 794</u>	Introduction to Research in Counseling	3 hrs
<u>COU 724</u>	Appraisal and Clinical Interviewing	3 hrs
<u>COU 786</u>	School Psychological Examiner Practicum	3 hrs
<u>PSY 710</u>	Psychology of Education	3 hrs
<u>COU 788</u>	Supervision, Consultation and Leadership	3 hrs

Additional Courses for Secondary School Track – 18 hrs

Course Code	Course Title	Credit Hours
<u>COU 751</u>	Theories and Techniques of Counseling	3 hrs
<u>COU 756</u>	Group Counseling	3 hrs
<u>COU 780</u>	Secondary School Counseling Practicum	3 hrs
<u>COU 781</u>	Secondary School Counseling Internship	6 hrs
	One Elective Course	3 hrs

Additional Courses for Elementary Track – 18 hrs

Course Code	Course Title	Credit Hours
<u>COU 708</u>	Child Counseling Theories and Techniques	3 hrs
<u>COU 757</u>	Elementary Group Counseling Through Play	3 hrs
<u>COU 782</u>	Elementary School Counseling Practicum	3 hrs
<u>COU 783</u>	Elementary School Counseling Internship	6 hrs
	One Elective Course	3 hrs

Additional Courses for K-12 Track – 30 hours

Course Code	Course Title	Credit Hours
<u>COU 751</u>	Theories and Techniques of Counseling	3 hrs
<u>COU 756</u>	Group Counseling	3 hrs
<u>COU 708</u>	Child Counseling Theories and Techniques	3 hrs
<u>COU 757</u>	Elementary Group Counseling Through Play	3 hrs
<u>COU 782</u>	Elementary School Counseling Practicum	3 hrs
<u>COU 783</u>	Elementary School Counseling Internship	6 hrs
<u>COU 780</u>	Secondary School Counseling Practicum	3 hrs
<u>COU 781</u>	Secondary School Counseling Internship	6 hrs

Comprehensive Examination and Research Requirement

Students will complete a comprehensive examination upon completion of the Specialist Core. Students will be required to have completed a thesis or seminar project in their Master's degree. For those not meeting this requirement, a completion of a thesis/seminar equivalent project will be required prior to completion of the EdS degree.

Master of Science, Counseling

Leslie Anderson, Program Coordinator, Counseling

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Kristi Perryman, Field Experience Coordinator

Park Central Office Building, Room 113;

Phone (417) 836-6516; KPerryman@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 mental health 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 mental health (MH) 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.

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.

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	48 hrs
Secondary School Counseling	48 hrs
Mental Health Counseling	54 hrs

Counseling Core

Course Code	Course Title	Credit Hours
<u>COU 701</u>	Tests and Measurements for Counselors	3 hrs
<u>COU 705</u>	Orientation to Personal and Professional Development	3 hrs
<u>COU 707</u>	Human Development and Personality	3 hrs
<u>COU 710</u>	The Helping Relationship	2 hrs
<u>COU 711</u>	The Helping Relationship Lab	1 hr
<u>COU 714</u>	Diversity and Multicultural Issues in Counseling	3 hrs
<u>COU 752</u>	Career Development	3 hrs
<u>COU 756</u>	Group Counseling	3 hrs
or	or	
<u>COU 757</u>	Elementary Group Counseling Through Play	

<u>COU 794</u>	Introduction to Research in Counseling	3 hrs
<u>COU 765</u>	Research Seminar in Counseling	3 hrs
	Total	27 hrs

Elementary School Counseling Option

Course Code	Course Title	Credit Hours
	Core Credit Hours	27 hrs
<u>COU 702</u>	School Counseling Foundations and Ethics	3 hrs
<u>COU 708</u>	Child Counseling Theories and Techniques	3 hrs
<u>COU 733</u>	Couple and Family Counseling	3 hrs
<u>COU 753</u>	Analysis of Childhood Learning and Adjustment	3 hrs
<u>COU 782</u>	Elementary School Counseling Practicum	3 hrs
<u>COU 783</u>	Elementary School Counseling Internship	6 hrs
	Total	48 hrs

Secondary School Counseling Option

Course Code	Course Title	Credit Hours
	Core Credit Hours	27 hrs
<u>COU 702</u>	School Counseling Foundations and Ethics	3 hrs
<u>COU 724</u>	Appraisal and Clinical Interviewing	3 hrs
<u>COU 733</u>	Couple and Family Counseling	3 hrs
<u>COU 751</u>	Theories and Techniques of Counseling	3 hrs
<u>COU 780</u>	Secondary School Counseling Practicum	3 hrs
<u>COU 781</u>	Secondary School Counseling Internship	6 hrs
	Total	48 hrs

Mental Health Counseling Option

Course Code	Course Title	Credit Hours
	Core Credit Hours	27 hrs
<u>COU 703</u>	Mental Health Counseling Foundations and Ethics	3 hrs
<u>COU 724</u>	Appraisal and Clinical Interviewing	3 hrs
<u>COU 733</u>	Couple and Family Counseling	3 hrs
<u>COU 751</u>	Theories and Techniques of Counseling	3 hrs
<u>COU 784</u>	Community Agency Counseling Practicum	3 hrs
<u>COU 785</u>	Community Agency Counseling Internship	6 hrs
	Electives	6 hrs
	Total	54 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 and Classroom Management. These courses are not part of the degree program, but are required for certification in Missouri.

DEGREE REQUIREMENTS

Research Requirement

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. »

Degree Requirements

Master of Science in Education, Educational Administration

Kim Finch, MEd Program Coordinator

Park Central Office Building, Room 115

Phone (417) 836-5192; KimFinch@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.
 1. A separate application must be submitted with the following materials to the Education Administration program
 2. 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).
 3. A copy of appropriate teacher certificate or eligibility for certification by a state agency.
 4. Submission of three *Applicant Reference Forms*. (Two of the three must be completed by the applicant's current administrators or supervisors).
 5. Completion of Technology Skills Checklist (see department).
 6. Access to the internet and an active e-mail address.
3. 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.
4. 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 minimum of 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*.

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.

Required Courses

Course Code	Course Title	Credit Hours
<u>EAD 751</u>	Foundations of Educational Leadership	3 hrs
<u>EAD 753</u>	The Elementary School Principal	3 hrs
<u>EAD 780</u>	Administration of Instructional Programs	3 hrs
<u>EAD 781</u>	Organizational Management	3 hrs
<u>EAD 786</u>	School Supervision and Performance Enhancements	3 hrs
<u>SFR 780</u>	Educational Research Methodology	3 hrs
or	or	
<u>EAD 788</u>	Action Research in Educational Leadership	
<u>EAD 759</u>	Leadership Capstone	3 hrs
<u>EAD 787</u>	Administration of Special Programs	3 hrs
<u>EAD 784</u>	Human Relations and Collaborative Processes	3 hrs
<u>EAD 785</u>	Legal and Ethical Contexts of Schooling	3 hrs
<u>EAD 782</u>	Internship-On Site	2 hrs
<u>EAD 783</u>	Internship-Related Agencies	1 hr
<u>ELE 710</u>	Elementary School Curriculum	3 hrs

Total

36 hrs

Middle School certification is included with K-8 principal certification.

Master in Science in Education, Educational Administration (Secondary)

Program Description

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

Required Courses

Course Code	Course Title	Credit Hours
<u>EAD 751</u>	Foundations of Educational Leadership	3 hrs
<u>EAD 752</u>	The Secondary School Principal	3 hrs
<u>EAD 780</u>	Administration of Instructional Programs	3 hrs
<u>EAD 781</u>	Organizational Management	3 hrs
<u>EAD 786</u>	School Supervision and Performance Enhancements	3 hrs
<u>SFR 780</u>	Educational Research Methodology	3 hrs
or	or	
<u>EAD 788</u>	Action Research in Educational Leadership	
<u>EAD 759</u>	Leadership Capstone	3 hrs
<u>EAD 787</u>	Administration of Special Programs	3 hrs
<u>EAD 784</u>	Human Relations and Collaborative Processes	3 hrs
<u>EAD 785</u>	Legal and Ethical Contexts of Schooling	3 hrs
<u>EAD 782</u>	Internship-On Site	2 hrs
<u>EAD 783</u>	Internship-Related Agencies	1 hr
<u>SEC 701</u>	Secondary School Curriculum	3 hrs
	Total	36 hrs

Middle School certification is included with K-8 principal certification.

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. A signed completed internship application is to be on file in the CLSE Department Office prior to enrolling in the class. Tb test and clearance through Family Registry is required prior to enrolling in [EAD 782](#), [EAD 783](#) and [EAD 882](#). Applications are available from CLSE and should be returned to CLSE.

Master of Science, Student Affairs in Higher Education

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 at Missouri State 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.

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 grade point average of at least 2.75 on a 4.00 scale, OR at least a 2.75 grade point average on a 4.00 scale for the last 60 hours of academic course work.
2. A GRE (Graduate Record Examination) score of 290 combined on the verbal and quantitative (875 under the old scoring system before August 1, 2011).
3. 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.
4. Submission of three "Applicant Reference Forms" available online, or from the Departmental office (417-836-5392);
5. Completion of the "Technology Skills Checklist" available online or from the Departmental office.
6. Access to the Internet and an active e-mail address.

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.

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 by February 1 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 42 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 is the Comprehensive Examination for SAHE program. This project has a written and oral component. Successful completion of a portfolio project in [SAE 771](#), Capstone Seminar. The time and nature of the portfolio submission and oral examination will be determined by the program faculty.
4. Research. Successful completion of [SAE 729](#), [SAE 756](#) and [SAE 757](#).
5. 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 February 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.

Required Courses

Course Code	Course Title	Credit Hours
SAE 721	Introduction to Student Affairs	3 hrs
SAE 723	Student Development Theory	3 hrs
SAE 726	Higher Education in the United States	3 hrs
SAE 729	Foundations of Research	3 hrs
SAE 732	Leadership and Administration in Higher Education	3 hrs
SAE 735	Governance and Finance in Higher Education	3 hrs
SAE 738	Legal and Ethical Issues in Student Affairs	3 hrs
SAE 747	Supervised Practice	6 hrs
or	or	
SAE 748*	Special Projects: Reflective Moments in Higher Education and Student Affairs	
SAE 749	Student Outcomes	3 hrs
SAE 756	Qualitative Research in Higher Education	3 hrs
SAE 757	Quantitative Methods in Educational Leadership	3 hrs
SAE 771	Capstone Seminar	3 hrs
COU 710	The Helping Relationship	2 hrs
COU 711	The Helping Relationship Lab	1 hrs
	Total	42 hrs

*Full time employees at Missouri State University or area institutions may substitute this class to meet their Supervised Practice requirement for their degree.

Program Admission Requirements

Specialist in Education, Educational Administration

Robert Watson, EdS Program Coordinator
 Park Central Office Building, Room 121;
 Phone (417) 836-5177; RobertWatson@missouristate.edu

Program Admission 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:
 - 1. A personal philosophy statement describing the student's background, work experience, interests, and professional goals.
 - 2. A copy of an appropriate teacher certificate or eligibility for certification by a state agency.
 - 3. 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.
 - 4. Access to the internet and an active e-mail address.
 - 5. Submission of professional resume.
 - 6. Completion of a structured interview with the EAD Department members.
- 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.

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 minimum of a three-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.

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 700-level courses 30 hrs

Course Code	Course Title	Credit Hours
EAD 751	Foundations of Educational Leadership	3 hrs

<u>EAD 753</u>	The Elementary School Principal	3 hrs
<u>EAD 780</u>	Administration of Instructional Programs	3 hrs
<u>EAD 781</u>	Organizational Management	3 hrs
<u>EAD 782</u>	Internship-On Site	2 hrs
<u>EAD 783</u>	Internship-Related Agencies	1 hrs
<u>EAD 784</u>	Human Relations and Collaborative Processes	3 hrs
<u>EAD 785</u>	Legal and Ethical Contexts of Schooling	3 hrs
<u>EAD 786</u>	School Supervision and Performance Enhancements	3 hrs
<u>EAD 787</u>	Administration of Special Programs	3 hrs
<u>ELE 710</u>	Elementary School Curriculum	3 hrs

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

Course Code	Course Title	Credit Hours
<u>EAD 861</u>	Human Relations	3 hrs
<u>EAD 863</u>	Curriculum Design and Evaluation	3 hrs

Research Sequence 9 hrs

Course Code	Course Title	Credit Hours
<u>SFR 780</u> or <u>EAD 788</u>	Educational Research Methodology Action Research in Educational Leadership	3 hrs
<u>SFR 890</u> or <u>EAD 895</u>	Field Research and Evaluation Research in Administrative Practices	3 hrs
<u>EAD 860</u>	Field Study	3 hrs
	Special Topics (<u>EAD 870</u> or other courses with Advisor approval)	4 hrs
	Total (Minimum)	61 hrs

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 700-level courses 30 hrs

Course Code	Course Title	Credit Hours
<u>EAD 751</u>	Foundations of Educational Leadership	3 hrs
<u>EAD 752</u>	The Secondary School Principal	3 hrs

<u>EAD 780</u>	Administration of Instructional Programs	3 hrs
<u>EAD 781</u>	Organizational Management	3 hrs
<u>EAD 782</u>	Internship-On Site	2 hrs
<u>EAD 783</u>	Internship-Related Agencies	1 hrs
<u>EAD 784</u>	Human Relations and Collaborative Processes	3 hrs
<u>EAD 785</u>	Legal and Ethical Contexts of Schooling	3 hrs
<u>EAD 786</u>	School Supervision and Performance Enhancements	3 hrs
<u>EAD 787</u>	Administration of Special Programs	3 hrs
<u>SEC 701</u>	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

Course Code	Course Title	Credit Hours
<u>EAD 861</u>	Human Relations	3 hrs
<u>EAD 863</u>	Curriculum Design and Evaluation	3 hrs

Research Sequence 9 hrs

Course Code	Course Title	Credit Hours
<u>SFR 780</u>	Educational Research Methodology	3 hrs
or	or	
<u>EAD 788</u>	Action Research in Educational Leadership	
<u>SFR 890</u>	Field Research and Evaluation	3 hrs
or	or	
<u>EAD 895</u>	Research in Administrative Practices	
<u>EAD 860</u>	Field Study	3 hrs
	Special Topics (<u>EAD 870</u> or other courses with Advisor approval)	4 hrs
	Total (Minimum)	61 hrs

Specialist in Education, Educational Administration (Superintendent)

Program Description

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

Required 700-level courses 30 hrs

Course Code	Course Title	Credit Hours
<u>EAD 751</u>	Foundations of Educational Leadership	3 hrs
<u>EAD 752</u>	The Secondary School Principal	3 hrs
<u>EAD 780</u>	Administration of Instructional Programs	3 hrs

<u>EAD 781</u>	Organizational Management	3 hrs
<u>EAD 782</u>	Internship-On Site	2 hrs
<u>EAD 783</u>	Internship-Related Agencies	1 hrs
<u>EAD 784</u>	Human Relations and Collaborative Processes	3 hrs
<u>EAD 785</u>	Legal and Ethical Contexts of Schooling	3 hrs
<u>EAD 786</u>	School Supervision and Performance Enhancements	3 hrs
<u>EAD 787</u>	Administration of Special Programs	3 hrs
<u>SEC 701</u>	Secondary School Curriculum	3 hrs
or	or	
<u>ELE 710</u>	Elementary School Curriculum	
	Advanced Level Courses (Advisor approval required)	26 hrs
<u>EAD 850</u>	Politics of Education	3 hrs
<u>EAD 858</u>	School Personnel	3 hrs
<u>EAD 862</u>	The Superintendency	3 hrs
<u>EAD 863</u>	Curriculum Design and Evaluation	3 hrs
<u>EAD 864</u>	School and Community Relations	3 hrs
<u>EAD 865</u>	School Law	3 hrs
<u>EAD 866</u>	Public School Finance	3 hrs
<u>EAD 867</u>	School Plant Planning and Maintenance	3 hrs
<u>EAD 882</u>	Superintendency Internship	2 hrs

Research Sequence 8-9 hrs

Course Code	Course Title	Credit Hours
<u>SFR 780</u>	Educational Research Methodology	3 hrs
or	or	
<u>EAD 788</u>	Action Research in Educational Leadership	
<u>SFR 890</u>	Field Research and Evaluation	3 hrs
or	or	
<u>EAD 895</u>	Research in Administrative Practices	
<u>EAD 860</u>	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 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.

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 three emphases areas, blindness and low vision (B&LV), mild/moderate disabilities (Special Education Alternative Certification track), and autism spectrum disorders (ASD track), with each 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. An accelerated Masters option is available in the emphasis area of autism spectrum disorders for students seeking a BSEd, Special Education (Mild/Moderate Cross-Categorical K-12) degree. 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 SEACT program is available online. 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 (all emphasis areas) should submit the required three letters of reference and a letter of intent per the application guidelines to:

Lisa Monkres

Teacher Certification Office
901 S. National Ave
Springfield MO 65897

Graduate Special Education Faculty:

Dr. Paul Ajuwon
Park Central Office Building, Room 122, Phone (417) 836-5397
PaulAjuwon@missouristate.edu

Dr. Tamara Arthaud
Park Central Office Building, Room 117, Phone (417) 836-6951
TamaraArthaud@missouristate.edu

Dr. Paris DePaepe
Hill Hall, Room 214C, Phone (417) 836-4761
parisdepaepe@missouristate.edu

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

Mr. James Matthews

Pummill Hall, Room 01 B-C, Phone (417) 836-5256

JamesMatthews@missouristate.edu

Mrs. Linda Robbins

Pummill Hall, Room 01 H-J, Phone (417) 836-8708

LindaRobbins@missouristate.edu

Prerequisite Course Requirements

Bachelor of Science degree from an accredited University.

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 Lisa Monkres, Teacher Certification Office, 901 S. National Ave, Springfield, MO 65897. 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.

All applicants to the Graduate Program will be required to complete a Family Care Safety Registry (FCSR) background check (or other approved systems for out-of-state students) 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. 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 contact 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 on this FCSR 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.

Program Requirements

Core Requirements

9 hrs

Course Code	Course Title	Credit Hours
SFR 780*	Educational Research Methodology	3 hrs

<u>SPE 782*</u>	Advanced Diagnosis and Remediation of Students with Mild to Moderate Disabilities	3 hrs
or	or	
<u>SPE 783*</u>	Advanced Assessment to Support Individuals with Developmental and Sensory Disabilities	
<u>SPE 788</u>	Research Seminar in Special Education	3 hrs
or	or	
<u>SPE 799</u>	Thesis Option	
or	or	
<u>SPE 787</u>	Advanced Behavioral Analysis and Intervention	

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

Comprehensive Examination. Degree candidates must pass a comprehensive exam. Students completing the thesis option will complete an oral defense of their thesis for their comprehensive exam. Other masters students will complete a written exam using a computer. Students who live in another state who need to take the written comprehensive exam may be allowed to take the exam at an approved proctored site. Confer with faculty advisor regarding this option.

Emphasis Area Requirements

Blindness and Low Vision (B&LV) Emphasis

The Blindness and Low Vision (B&LV) 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. Required coursework in addition to the core follows:

Course Code	Course Title	Credit Hours
<u>SPE 605*</u>	Braille Reading and Writing I	3 hrs
<u>SPE 606*</u>	Principles of Orientation and Mobility	3 hrs
<u>SPE 607*</u>	Introduction to Visual Impairments, Autism and Severe/Multiple Disabilities	3 hrs
<u>SPE 608*</u>	Low Vision, Anatomy, and Physiology of the Eye	3 hrs
<u>SPE 709*</u>	Methods of Teaching Students with Visual Impairments and Multiple Disabilities	3 hrs
<u>SPE 711*</u>	Braille Reading and Writing II	3 hrs
<u>SPE 750</u>	Practicum-Visual Impairment	3 hrs
<u>SPE 780*</u>	Contemporary Issues in Special Education	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.

Course Code	Course Title	Credit Hours
<u>SPE 715</u>	Foundations in Special Education	3 hrs
<u>SPE 792</u>	Advanced Diagnosis and Remediation of Students with Disabilities Lab	2 hrs
<u>SPE 784</u>	Advanced Procedures in Teaching Students with Mild to Moderate Disabilities	3 hrs
<u>SPE 789</u>	Practicum-The Exceptional Child	3 hrs
<u>PSY 703</u>	Human Growth and Development	3 hrs
<u>SPE 617</u>	Effective Practices in Special Education	5 hrs
<u>SPE 780*</u>	Contemporary Issues in Special Education	3 hrs
<u>SPE 664</u>	Language Development of Exceptional Students	3 hrs
<u>SPE 616</u> or <u>PSY 614</u>	Foundations of Behavioral Analysis and Interventions in Applied Settings or Behavior Management and Change	3 hrs
<u>SPE 613*</u>	Physical and Health Needs of Students With Disabilities	3 hrs
<u>SFR 750</u>	Philosophies of Education	3 hrs
	To Total	43 hours

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

Orientation and Mobility Emphasis

The MSED Program in Orientation and Mobility is available to individuals seeking a degree with emphasis in Orientation and Mobility. The Master's degree program in Orientation and Mobility (O&M) is designed to meet regional and national needs and is aligned to the standards set by the Association of Education and Rehabilitation of the Blind and Visually Impaired (AER) and Academy of Certification of Vision REhabilitation and Education Professionals (ACVREP). The program prepares specialists who teach individuals who have blindness or low vision to travel independently, safely, and efficiently in their homes and communities. Individuals who desire to pursue a degree and subsequent certification in O&M will be identified based upon geographic need and individual qualifications. Prerequisites may be required based on transcript analysis.

Required course work in addition to the core follows.

Program Requirements

Required Course work in addition to the core:

Course Code	Course Title	Credit Hours
<u>SPE 605*</u>	Braille Reading and Writing I	3 hrs

<u>SPE 606*</u>	Principles of Orientation and Mobility	3 hrs
<u>SPE 607*</u>	Introduction to Visual Impairments, Autism and Severe/Multiple Disabilities	3 hrs
<u>SPE 608*</u>	Low Vision, Anatomy, and Physiology of the Eye	3 hrs
<u>SPE 712</u>	Instructional Techniques and Strategies of Orientation and Mobility	6 hrs
<u>SPE 714*</u>	Professional Issues and Assessment Related to Orientation and Mobility with Diverse Populations	3 hrs
<u>SPE 780*</u>	Contemporary Issues in Special Education	3 hrs
<u>SPE 760</u>	Internship in Orientation and Mobility	3 hrs
	To Total	36 hours

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

Developmental Disabilities Emphasis

NOT ACCEPTING APPLICATIONS AT THIS TIME

The Developmental Disabilities (DD) Graduate emphasis is designed to provide candidates with in-depth knowledge and skills to effectively assess and implement research based programs for individuals requiring extensive and pervasive supports and offers course work to enhance expertise in Autism Spectrum Disorders. Missouri Department of Elementary and Secondary Education Teacher Certification in Severely Developmentally Disabled (B-12) and a Missouri State Graduate Certificate in Autism Spectrum Disorders may be obtained through completion of the DD emphasis. Course work specific to certification in Severely Developmentally Disabled is designed to reflect State and National standards with demonstrated master of competencies required through research based projects and the Professional Education Portfolio. The DD emphasis will also support professionals working in agency and clinical settings.

Required courses in addition to the core as follows:

Course Code	Course Title	Credit Hours
<u>SPE 607*</u>	Introduction to Visual Impairments, Autism and Severe/Multiple Disabilities	3 hrs
<u>SPE 626</u>	Applied Behavioral Analysis for Developmental Disabilities and Autism Spectrum Disorders	3 hrs
<u>SPE 625</u>	Introduction to Teaching and Assessing Students with Autism Spectrum Disorders	3 hrs
<u>PSY 703</u>	Human Growth and Development	3 hrs
<u>KIN 645</u>	Perceptual and Motor Development	3 hrs
<u>SPE 613*</u>	Physical and Health Needs of Students with Disabilities	3 hrs
<u>CSD 732**</u>	Speech and Language Assessment and Treatment for Special Populations	3 hrs
<u>CSD 733**</u>	Introduction to Augmentative & Alternative Communication	3 hrs
<u>SPE 623</u>	Curriculum and Methods in Early Childhood Special Education	3 hrs

<u>SPE 627</u>	Seminar in Developmental and Sensory Disabilities	3 hrs
<u>SPE 785</u>	Advanced Procedures in Developmental Disabilities	3 hrs
<u>SPE 791</u>	Clinical Practicum for Special Needs Populations	6 hrs
	Total Hours	48 hours

Students who have not completed an equivalent foundation requirement will also need to take [SPE 715](#), Foundations in Special Education, to be recommended for certification in Severe DD (B-12).

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

** [SPE 664](#) or an equivalent course in language development for the exceptional child is required prior to enrollment in [CSD 733](#) or [CSD 732](#).

Autism Spectrum Disorders Emphasis

The Autism Spectrum Disorders (ASD) Track is designed for individuals who have teacher certification in an area of Mild/Moderate Disabilities who wish to enhance their skills through related and advanced course work in ASD. In-depth analysis of research-based practices specific to assessment, identification, and programming for students with ASD are stressed. Course work in addition to the core follows.

Course Code	Course Title	Credit Hours
<u>SPE 780</u> *	Contemporary Issues in Special Education	3 hrs
<u>SPE 625</u>	Introduction to Teaching and Assessing Students with Autism Spectrum Disorders	3 hrs
<u>SPE 791</u>	Clinical Practicum for Special Needs Populations	4 hrs
<u>SPE 627</u>	Seminar in Developmental and Sensory Disabilities	3 hrs
<u>SPE 626</u>	Applied Behavioral Analysis for Developmental Disabilities and Autism Spectrum Disorders	3 hrs
<u>CSD 733</u>	Introduction to Augmentative and Alternative Communication	2 hrs
	Electives	9 hrs
	To Total	36 hours

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

Accelerated Master's Degree Option - MEd, Special Education, Autism Spectrum Disorders Emphasis

Before enrolling in a course to be counted as both undergraduate and graduate credit and to count a course toward the masters degree, a special education undergraduate student must be accepted into the accelerated program and receive prior approval from the Graduate Program Advisor, the Department Head of the Undergraduate program, and the Dean of the Graduate College. This is done by using a mixed credit form. Acceptance into the program and all approvals must be completed prior to the end of the Change of Schedule Period for the course(s). See the Graduate College for further information.

Admission Requirements for the Accelerated option:

1. Junior standing, with an overall GPA of 3.00 or better;
2. Admission to Teacher Education;
3. Completion of SPE 345 (Educational Evaluation of Exceptional Students) and SPE 346 (Educational Evaluation of Exceptional

Students Lab); and

4.

Acceptance of the applicant by the graduate faculty in Special Education under the accelerated masters option

Mixed Credit Course Options

If accepted to the accelerated program, up to 12 hours of course work may apply to both the undergraduate and graduate degrees, including, but not limited to:

- [SPE 613](#), Physical and Health Needs of Students with Disabilities (would be designated as an elective for BSED)
- [SPE 616](#), Foundations of Applied Behavior Analysis and Interventions for Teachers in Applied Settings
- [SPE 621](#), Methods of Teaching Individuals with Developmental Disabilities and Other Health Impairments
- [SPE 622](#), Practicum-Instruction of Students with Developmental Disabilities and Other Health Impairments
- [SPE 626](#), Applied Behavior Analysis for Developmental Disabilities and Autism Spectrum Disorders
- [SPE 664](#), Language Development of Exceptional Students
- [SPE 650](#), Career/Vocational Education and Transition
- [SPE 660](#), Working with Families of Exceptional Individuals
- [SPE 779](#), Application of Technology in Special Education (would be designated as an elective for BSED)

Graduate Certificate In Orientation and Mobility

Program Description

The Graduate Certificate in Orientation and Mobility is available to non-degree seeking individuals or as a component of the Masters degree in Special Education, Visual Impairment emphasis. The Orientation and Mobility (O&M) certificate is designed to meet regional needs and is aligned to the standards set by the Association of Education and Rehabilitation of the Blind and Visually Impaired (AER) and Academy of Certification of Vision Rehabilitation and Education Professionals (ACVREP). Small cohorts of individuals who desire to pursue certification in O&M will be identified based upon geographic need and individual qualifications. The instructor(s) for SPE 712 and SPE 760 will conduct a very intensive course in which participants will spend several hours each day over eight weeks under the blindfold practicing instructional techniques and strategies of O&M. SPE 760 is the internship course and participants must meet rigid standards set by AER and ACVREP. Prerequisites may be required based on transcript analysis.

Entrance Criteria

To be considered for the program, a student must apply and be admitted to the Graduate College.

Required Courses

Course Code	Course Title	Credit Hours
<u>SPE 606*</u>	Principles of Orientation and Mobility	3 hrs
<u>SPE 608*</u>	Low Vision, Anatomy and Physiology of the Eye	3 hrs
<u>SPE 712</u>	Instructional Techniques and Strategies of Orientation and Mobility	6 hrs
<u>SPE 714*</u>	Professional Issues Related to Orientation and Mobility with Diverse Populations	3 hrs
<u>SPE 760</u>	Internship in Orientation & Mobility	3 hrs
	Total (Minimum)	18 hrs

*Offered via internet.

GPA Requirements

Attain a grade point average of at least 3.00 on all graduate course work at Missouri State University.

Graduate Certificate In Autism Spectrum Disorders

Program Description

An 18 credit hour Missouri State University Graduate Certificate in Autism Spectrum Disorders (ASD) is available to non-degree seeking individuals or as a component of the Masters degree in Special Education, ASD emphasis. Students pursuing a program of study in other areas of education may also complete these courses as electives or in addition to requirements on the respective program of study. The certificate is also offered to support professionals in the fields of psychology, communication disorders, social work, medicine, and other related specialties. The certificate will not lead to teacher certification in autism; however, it is offered to support educators and other professionals who desire greater expertise in the area of ASD. Emphasis is placed on supporting individuals with challenging behavior through positive behavioral supports and supporting communication, learning and sensory deficits through validated, data-based programming. Required course work for the ASD Graduate Certificate follows.

Entrance Criteria

To be considered for the program, a student must apply and be admitted to the Graduate College.

Required Courses

Course Code	Course Title	Credit Hours
<u>SPE 625</u>	Introduction to Teaching and Assessing Students with Autism Spectrum Disorders	3 hrs
<u>SPE 616</u>	Foundations of Applied Behavior Analysis and Intervention for Teachers in Applied Settings	3 hrs
<u>SPE 626</u>	Applied Behavioral Analysis for Developmental Disabilities and Autism Spectrum Disorders	3 hrs
<u>SPE 791</u>	Clinical Practicum for Special Needs Populations	4 hrs
<u>CSD 733</u>	Introduction to Augmentative and Alternative Communication	2 hrs
<u>SPE 627</u>	Seminar in Developmental and Sensory Disabilities	3 hrs

Total (Minimum)

18 hrs

GPA Requirements

Attain a grade point average of at least 3.00 on all graduate course work at Missouri State University.

Counseling Courses

COU 700 Problems in Counseling

Individual investigation into a problem or problems of concern to the student and deemed of significance by the instructor. Written report required. May be repeated to 9 credit hours. 1-3 F,S

COU 701 Tests and Measurements for Counselors

A comprehensive study of instruments for measuring psychological traits, including group devices suitable for use in elementary and secondary schools, as well as individual instruments for use in both school and community agency settings. Basic statistical concepts and common terminology related to measurement are taught as a functional part of the course. 3(3-0) D

COU 702 School Counseling Foundations and Ethics

Philosophy, organization, and practices of a counseling program in the elementary and secondary school. The school counselor's role as counselor, consultant, and coordinator, professional identity, and legal issues are included. Includes a significant focus on ethical standards and issues. 3(3-0) D

COU 703 Mental Health Counseling Foundations and Ethics

An introduction and overview of the history, philosophy, and function of the counselor in mental health and other community agency settings. Includes an examination of service population characteristics and treatment needs, intervention modalities and approaches, professional identity, and related topics. Includes a significant focus on ethical standards and issues. 3(3-0) D

COU 705 Orientation to Personal and Professional Development

This course is an experience in personal and group encountering and sensitivity. Its purpose is to assist students in discovering a more complete awareness, understanding, and acceptance of themselves and others as human beings. Primary emphasis will be upon students exploring self, values, needs, and personal characteristics. Graded Pass/Not Pass only. 3(3-0) D

COU 707 Human Development and Personality

Study of child, adolescent and adult psychological development theories, normal adjustment processes, personality structure, and abnormal behavior. 3(3-0) D

COU 708 Child Counseling Theories and Techniques

Prerequisite: admission to the Counseling program; and COU 702 or COU 703; and COU 705 and COU 710 and COU 711. A consideration of major theories of counseling as they are related to counseling with elementary school-aged children. Emphasis is placed upon the counseling process as it affects the educational, personal, and social adjustment of children. 3(3-0) D

COU 710 The Helping Relationship

Prerequisite: admission to Counseling program; and concurrent enrollment in COU 711. Two training components are integrated to provide an intensive pre-practicum experience. The didactic component introduces basic skills of effective interpersonal communication and counseling. Participation in co-requisite laboratory (COU 611) provides supervised practice in the practical application of those skills in simulated counseling interviews. 2(2-0) D

COU 711 The Helping Relationship Lab

Prerequisite: admission to Counseling program. First enrollment must be concurrent with COU 710. Designed to accompany COU 710, this lab provides an opportunity for graduate students in counseling to practice basic counseling skills in role-played sessions with live observation, video-taped review and supervisory feedback. Repeatable to 3 credit hours. Graded Pass/Not Pass only. 1(0-3) D

COU 714 Diversity and Multicultural Issues in Counseling

Prerequisite: admission to Counseling program. An introduction to counseling theories, interventions and issues in working with clients from diverse, minority and ethnic cultures. Values, beliefs and norms of various cultures, including the student's, will be examined as they pertain to the counseling process. 3(3-0) D

COU 724 Appraisal and Clinical Interviewing

Prerequisite: admission to Counseling program; and COU 710 and COU 711. Study of and practice in conducting clinical interviews, appraising and assessing level of functioning and mental status, and developing diagnoses of psychoemotional disorders. Includes assessment of learning and functioning of children. An introduction to counseling theories, interventions and issues in working with clients from diverse, minority and ethnic cultures. Values, beliefs and norms of various cultures, including the student's, will be examined as they pertain to the counseling process. 3(3-0) D

COU 733 Couple and Family Counseling

Prerequisite: admission to Counseling program; and COU 710 and COU 711. An introduction to the major theories of couple and family counseling and their associated interventions. An integrated combination of lecture, discussion, demonstration and role-play lab sessions will be used. 3(2-2) D

COU 751 Theories and Techniques of Counseling

Prerequisite: admission to Counseling program; and COU 705; and either COU 702 or COU 703. Examination of various theoretical approaches to counseling; significance of theories in counseling practice. Overview of interventions and techniques associated with each theory. Students make an intensive investigation of a problem to be selected in counseling theory and methods. Report of the investigation required. 3(3-0) D

COU 752 Career Development

Prerequisite: admission to Counseling program. A consideration of the various theories of career development and their implications in counseling for vocational career development and their implications in counseling for vocational adjustment. A study of the work ethic, the labor force, and the concept of career education. Designed to give students competence in collecting and using occupational and educational information in counseling related to career development and in developing career education programs. 3(3-0) F,S

COU 753 Analysis of Childhood Learning and Adjustment

Prerequisite: admission to Counseling program and COU 701. Acquaints student with various assessment and diagnostic procedures in evaluation of learning and adjustment problems. 3(3-0) D

COU 756 Group Counseling

Prerequisite: admission to Counseling program. Acquaints counselors with group counseling theories and techniques. Includes an experiential group component. 3(3-0) D

COU 757 Elementary Group Counseling Through Play

Prerequisite: admission to Counseling program or permission of instructor; and COU 705 and COU 708 and COU 710 and COU 711

and COU 782. Introduction to group therapy methods and techniques appropriate to an elementary school setting. Emphasis is placed upon foundational group therapy skills in general, and on play therapy modalities in particular, that are appropriate for elementary-age children. Groups in an elementary setting, utilizing Missouri Comprehensive Guidance and play therapy and applications to diverse populations, will be emphasized. 3(3-0) D

COU 765 Research Seminar in Counseling

Prerequisite: admission to Counseling program and SFR 780. The study, analysis, and discussion of special topics culminating in a substantial written report. Preparation of a Professional Portfolio. Graded Pass/Not Pass only. 3(3-0) D

COU 780 Secondary School Counseling Practicum

Prerequisite: admission to Counseling program; and COU 710 and COU 751 each with grade of B or better; and COU 711; and department approval for practicum. Supervised counseling with secondary school aged students and their families; observation, discussion, and evaluation of the counseling process. Graded Pass/Not Pass only. 3(0-6) F,S

COU 781 Secondary School Counseling Internship

Prerequisite: admission to Counseling program; and either COU 780 or COU 784; and department permission. Supervised experience in secondary school counseling at an approved school site. Minimum of 300 hours on-site. Students will receive individual supervision on-site, and small-group supervision from the department. May be repeated up to 9 hours. Graded Pass/Not Pass only. Supplemental course fee. 3(1-10) F,S

COU 782 Elementary School Counseling Practicum

Prerequisite: admission to Counseling program; and COU 708 and COU 710 each with grade of B or better; and COU 711; and department approval for practicum. Supervised counseling with elementary school-aged children and their parents; observation, discussion, and evaluation of counseling sessions. Graded Pass/Not Pass only. 3(0-6) S

COU 783 Elementary School Counseling Internship

Prerequisite: admission to Counseling program; and COU 782; and department permission. Supervised experience in elementary school counseling at an approved school site. Minimum of 300 hours on-site. Students will receive individual supervision on-site, and small-group supervision from the department. May be repeated up to 9 hours. Graded Pass/Not Pass only. Supplemental course fee. 3(1-10) F,S

COU 784 Community Agency Counseling Practicum

Prerequisite: admission to Counseling program; and COU 710 and COU 751 each with grade of B or better; and COU 711; and department approval for practicum. Supervised counseling experience of clients from the community; observation, discussion, and evaluation of counseling sessions. Graded Pass/Not Pass only. 3(0-6) D

COU 785 Community Agency Counseling Internship

Prerequisite: admission to Counseling program; and either COU 780 or COU 784; and department permission. Supervised experiences (individual, family, group) in counseling at an approved community agency site. Minimum of 300 hours on-site. Students will receive individual supervision on-site, and small group supervision from the department. May be repeated to 9 credit hours. Graded Pass/Not Pass only. Supplemental course fee. 3(3-0) D

COU 786 School Psychological Examiner Practicum

Prerequisite: COU 701 and COU 753 and PSY 720. Supervised practicum in the administration and interpretation of individual intelligence tests, formal and informal diagnostic procedures and diagnostic interviewing techniques in an educational or clinical

settings. Graded Pass/Not Pass only. 3(3-0) D

COU 788 Introduction to Supervision, Consultation and Leadership

Prerequisites: COU 710 and COU 711; and COU 780 or COU 782 or COU 784; and admission to Counseling Ed.S. program or departmental permission. This course is designed to address fundamental theoretical and applied aspects of clinical supervision, consultation, and leadership. Supervision addresses the theory and practice of clinical supervision in counseling and psychotherapy and provides a supervised, practical experience of doing counseling supervision in an applied setting. Consultation focuses on providing consultation services in schools and other systems. Since counselors and psychotherapists are often called upon within schools and agencies to provide leadership, the leadership component of this course surveys the literature on leadership styles, roles, and emerging trends. 3(3-0) D

COU 790 Counseling Workshop

Improves skills and knowledge of counselors in specific areas. Each workshop considers a single topic in depth. 30 hours of participation equal one semester hour. 1-3 F,S

COU 794 Introduction to Research in Counseling

Prerequisite: admission to Counseling program. Introduction to research methods in counseling, including quantitative and qualitative methods, action research, and program evaluation approaches, particularly in service-delivery settings. An emphasis is placed on developing an understanding of foundational research methods that will allow students to be effective critical consumers of research in counseling and prepare them to design and implement sound program evaluations. 3(3-0) D

COU 795 Topics in Counseling

Individual or group class designated to address specialized topics of interest to graduate students in counseling. May be repeated to 9 credit hours. 1-3 D

COU 799 Thesis

Independent research and study connected with preparation of thesis. 1-6 F,S

Educational Administration Courses

EAD 721 Introduction to Student Affairs

An introductory course designed for the student pursuing a career in Student Affairs. This course explores the origin, history, philosophy, theory, and practice related to the Student Affairs profession. 3(3-0) F

EAD 723 Student Development Theory

Prerequisite: admission to the Student Affairs in Higher Education program. Introduces the student to student development theories. A basic understanding allows the student to note application of these theories to practice. This will result in Student Affairs professional who can design approaches that work most effectively with students. 3(3-0) F

EAD 726 Higher Education in the United States

Prerequisite: admission to the Student Affairs in Higher Education program. The historical development of American higher education will be presented. Political, social, economic, and intellectual issues will be examined from its inception to the present day for contemporary application. A focus will be on the matrix of trend, topics, and eras. An emphasis is placed on higher education in the post World War II era creating a solid background of higher education in the last 50 years. 3(3-0) F

EAD 729 Foundations of Research

Prerequisite: admission to the Student Affairs in Higher Education program. Students will acquire and use research methods skills. These skills will be put to use in preparing a research proposal, reviewing empirically-based journal articles, formulating hypotheses, designing observational studies, and analyzing and interpreting data. 3(3-0) S

EAD 732 Leadership and Administration in Higher Education

Prerequisite: admission to Student Affairs in Higher Education program. Students will be provided with the opportunity to develop a firm working concept of leadership theories and principles. Upon completion of the course, students should be able to identify and discuss the role of leadership in student affairs, and be able to apply those leadership principles to activities in their job. 3(3-0) S

EAD 735 Governance and Finance in Higher Education

Prerequisite: admission to the Student Affairs in Higher Education program. Exposure of the student to theoretical and applied concepts of governance and finance structures in higher education. Emphasis will be on organizational structures, financial operations, terminology, successful administrative/management practices, and models prevalent in higher educational settings. 3(3-0) F

EAD 738 Legal and Ethical Issues in Student Affairs

Prerequisite: admission to the Student Affairs in Higher Education program. Introduction to the basic and current legal and ethical concepts that face American colleges and universities today. Topics to be discussed include the basis from which higher education law is formed; current case, state, and regulatory laws; personnel issues; and risk management and liability issues for higher education. 3 (3-0) F

EAD 747 Supervised Practice

Prerequisite: admission to the Student Affairs in Higher Education program. Students will earn academic credit for completion of two practica working in Student Affairs departments. Knowledge accumulated in coursework will be applied to the work setting. Experiences are cooperatively planned and guided by university personnel. May be repeated one time for a maximum of 6 hours. 3(3-0) S

EAD 748 Special Projects: Reflective Moments in Higher Education and Student Affairs

Prerequisite: admission to the Student Affairs in Higher Education program. The primary objective of this class is to provide students who are full-time employees at either MSU or area institutions an alternative to the traditional six-hour supervised practice requirement that most cohort students complete through EAD 747, Supervised Practice. Similar to EAD 747, Supervised Practice, students will complete two sections of the class (six hours) distributed over two semesters. Under the direction of the instructor, students will complete an extensive seminar/degree paper that enhances the student's graduate program portfolio requirement. May be repeated one time to a maximum of six hours. 3(3-0) S,Su

EAD 749 Student Outcomes

Prerequisite: admission to the Student Affairs in Higher Education program. Fostering undergraduates' success inside and outside of the classroom is a byproduct of academic and student affairs collaboration. The aim of the course is to help new professionals understand the outcomes of student success. 3(3-0) S

EAD 751 Foundations of Educational Leadership

An introductory course designed for the student considering a career in educational leadership. Explores the history, basic theories, and major areas of responsibility in school leadership. EAD 751 is the first course to be taken in an administration degree program. 3(3-0) D

EAD 752 The Secondary School Principal

An examination of the leadership responsibilities of the secondary school principal. Instructional leadership, decision-making, problem solving, effective schools correlates, the change process, school culture and school improvement concepts will be emphasized. 3(3-0) D

EAD 753 The Elementary School Principal

An examination of the leadership responsibilities of the elementary school principal. Instructional leadership, decision-making, problem solving, effective schools correlates, the change process, school culture and school improvement concepts will be emphasized. 3(3-0) D

EAD 754 State and National School Leadership

Role and responsibilities of the local, state and federal agencies in school administration. 2(2-0) D

EAD 755 Graduating Underrepresented First-Generation College Students

The objective of this class is to help students gain frameworks and skills to help them collaborate with K-12 educators and parents to expand the pool of talented low income students from rural and metropolitan areas who attend and graduate from selective public universities in the state. Students will acquire academic advising frameworks and boundary spanning values essential for interacting with middle school/high school students/parents, teachers/high school counselors. 3(3-0) Su

EAD 756 Qualitative Research in Higher Education

Prerequisite: admission to the Student Affairs in Higher Education program. This seminar is placed at the crossroads of higher education and anthropology. Seminar participants will use the discipline of educational anthropology as a way of examining the higher education enterprise in general and college students in particular. This anthropological lens allows us to view issues in new ways, realizing alternatives we might not otherwise have considered. Culture is at the heart of this anthropological lens, which we will use to enrich understanding of educational phenomena. The elusive nature of culture necessitates that we explore many different ways in which the term culture is used in scholarly discourses in the hope that such exploration will deepen our theoretical and practical understanding of the relationships between higher education and culture. 3(3-0) S

EAD 757 Quantitative Methods in Educational Leadership

Prerequisite: admission to the Student Affairs in Higher Education program. General introduction to quantitative methods of data analysis. Develop concepts of measurement, design, and analysis. The focus is on statistical inference using various quantitative methods to investigate different types of educational problems. 3(3-0) Su

EAD 759 Leadership Capstone

Prerequisite: EAD 788 or SFR 780. The culminating course in the Educational Administration masters degree programs. The course results in the completion of the student's research major project; preparation and presentation of the student's graduation portfolio; and completion of departmental assessments. 3(3-0) D

EAD 771 Capstone Seminar

Prerequisite: admission to Student Affairs in Higher Education program. This professional seminar is designed to promote the integration of the core curriculum and practitioner experiences of the masters program in student affairs administration, and to prepare students for the transition to a professional Student Affairs position following completion of the degree. 3(3-0) S

EAD 780 Administration of Instructional Programs

An analysis of instructional programs and the role of the school administrator in developing learner-centered school cultures and supporting research-based instruction. 3(3-0) D

EAD 781 Organizational Management

Emphasis is on basic administrative skills including fiscal management and building utilization as well as the skills and processes needed to collaboratively develop and maintain strategic plans. 3(3-0) D

EAD 782 Internship-On Site

Problem-based field experiences encompassing building level, district level, or other specialized administrative or supervisory positions. Students spend specified periods of time working with experienced administrative or supervisory personnel. May be repeated to a maximum of 10 hours. Supplemental course fee. 2 D

EAD 783 Internship-Related Agencies

Problem-based field experiences with various external agencies that relate to the school administrator or supervisor (i.e. juvenile court, law enforcement, community support services, etc.) Supplemental course fee. 1 D

EAD 784 Human Relations and Collaborative Processes

Designed to develop skills in effective interpersonal skills, written and oral communication within a diverse cultural community. 3(3-0) D

EAD 785 Legal and Ethical Contexts of Schooling

Explores the statutory and regulatory requirements as well as the ethical implications of policy initiatives inherent in the effective operation of a school. 3(3-0) D

EAD 786 School Supervision and Performance Enhancement

Administrative functions related to human resource management and development as well as enhancing the performance of the instructional personnel. (i.e. recruitment, selection, retention, training, supervision, evaluation of staff.) 3(3-0) D

EAD 787 Administration of Special Programs

Designed to provide skills to establish, administer, and supervise special education services and other student programs. Programs in the area of special education, guidance, vocational education, early childhood as well as current state and federal programs affecting education are emphasized. 3(3-0) D

EAD 788 Action Research in Educational Leadership

Introduction to the research designs and analysis techniques of action research. Student will engage in activities designed to examine current best practices in the school setting through a methodical, research-based orientation with the ultimate goal of assessing the effect of innovative practices on a variety of school variables. 3(3-0) D

EAD 799 Thesis

Prerequisite: EAD 788 and SFR 780. Independent research and study connected with preparation of thesis. May be repeated to a maximum of 6 hours credit. 1-6 D

EAD 841 Advanced Issues in School Improvement

Designed as an advanced level course for the study of barriers to learning, strategies to reduce or eliminate those barriers, stakeholder involvement, advanced strategic planning techniques and program development, in accordance with the goals and outcomes of the I.S. L.L.C. standards and the EAD Knowledge Base. The major focus of this course is to provide the skills and knowledge appropriate to assisting the student in developing artifacts necessary for completion of his/her professional portfolio. This portfolio is needed for the

renewal of the initial administrator certificate in the state of Missouri and other I.S.L.L.C. member states. The course provides an opportunity for students to identify significant barriers to learning within an educational setting, analyze the conditions of the educational setting and take specific steps to eliminate the barriers and support student success. 3(3-0) D

EAD 842 Modern Trends in Educational Administration

Designed as an advanced level course for the study of the larger contexts of education. Students will study state, multi-state and national trends/issues, analyze their effect upon local school programming and student learning, identify appropriate outside agencies for initiating collaborative relationships as well as identify adaptive leadership behaviors to respond to various trends/issues. The major focus of this course is to provide the skills and knowledge appropriate to assisting the student in developing artifacts necessary for completion of his/her professional portfolio. This portfolio is needed for the renewal of the initial administrator certificate in the state of Missouri and other L.S.L.L.C. member states. These goals and outcomes are based upon I.S.L.L.C. standards as well as the EAD Knowledge Base. 3(3-0) D

EAD 843 School and Community Partnerships

Designed as an advanced level course for the study of establishing, nurturing and sustaining effective school-community partnership programs. Students will be exposed to content and will generate material that demonstrates the ability to develop partnerships with business, higher education and other community groups which supplements the learning environment and supports the overall mission of the school as outlined by goals and objectives of the I.S.L.L.C. standards as well as the EAD Knowledge Base. The major focus of this course is to provide the skills and knowledge appropriate to assisting the student in developing artifacts necessary for completion of his/her professional portfolio. This portfolio is needed for the renewal of the initial administrator certificate in the state of Missouri and other L.S.L.L.C. member states. The course provides a broad overview of the essential elements of educational partnership programs while working with social agencies and elementary grant writing. 3(3-0) D

EAD 844 Leadership in Professional Development

Designed as an advanced level course for the study of enhancing professional performance through effective staff development and performance enhancement efforts. Students will demonstrate the ability to collaborate professionally with staff to enhance performance and promote successful teaching and learning in accordance with the goals and outcomes as outlined by I.S.L.L.C. standards as well as the EAD Knowledge Base. The course provides a broad overview of advanced elements of supervision including national teaching standards, adult learning theory, effective staff development and use of data to inform professional development efforts. The major focus of this course is to provide the skills and knowledge appropriate to assisting the student in developing artifacts necessary for completion of his/her professional portfolio. This portfolio is needed for the renewal of the initial administrator certificate in the state of Missouri and other L.S.L.L.C. member states. 3(3-0) D

EAD 850 Politics of Education

Overview of the origins and the nature and impact of political forces surrounding and influencing schools. Students will study the increasingly complex political web of American education as well as research the continuing debate dealing with local control versus the expanding role of state and federal government. This course will help the student in educational administration analyze the various core constituencies of school politics, analyze the issues/demands made in the school community, and study the intervening variables associated with school issues as well as the decisions which must be made by school policy makers. 3(3-0) D

EAD 858 School Personnel

This course will provide knowledge related to areas of personnel process such as: human resource planning, recruitment, selection, placement, induction, staff development, appraisal, compensation, negotiation, employment conditions, employee data, support staff, empowerment of staff, policies and procedures, and career paths. 3(3-0) D

EAD 860 Field Study

Prerequisite: EAD 895. This course involves the completion of field projects conducted in cooperation with a public school district or appropriate agency. Requires a formal investigation and survey of a recognized problem within a selected institution. The nature of the investigation may also be in-depth, independent research relevant to current practice in any facet of the educational process. The subject for investigation is selected by the student with approval of the advisory committee. An oral review of the project will be presented to a selected faculty committee. May be repeated but not to exceed a total of 6 hours. A maximum of 3 hours may be counted toward degree. 1-4 D

EAD 861 Human Relations

Designed to upgrade educational leaders in human relations skills. Major focus will be on effective group processing and dynamics, understanding learning styles and cultural diversity issues, and facilitating skills for school improvement. 3(3-0) D

EAD 862 The Superintendency

Analysis and discussion relating to current problems of school management involving decision making, data processing, operations, research, work and wages, unions and management, and purchasing. 3(3-0) D

EAD 863 Curriculum Design and Evaluation

A course designed to investigate and analyze current and innovative instructional programs. Special emphasis is given to national reports on educational practices and the development of a model school of the future. 3(3-0) D

EAD 864 School and Community Relations

An examination of the various strategies involved in establishing effective internal and external communications. The responsibilities of boards of education, administrative officials, staff personnel, students, and the community will be emphasized. 3(3-0) D

EAD 865 School Law

Constitutional statutory and case law that relates to all staff personnel, students, school district and other allied governmental units is investigated, analyzed and discussed. Special emphasis is given to the study of contracts, dismissals, tenure, retirement, pupil injuries, liability of school personnel, school district and board member's legal rights and responsibilities. 3(3-0) D

EAD 866 Public School Finance

A study of school budgeting procedures, revenue and expenditure accounting, problems related to local, state and federal financing of public school operations. The Missouri Uniform Accounting System for Public Schools is utilized in the development of a major school finance project. 3(3-0) D

EAD 867 School Plant Planning and Maintenance

Designed to familiarize students with the development of master plans and educational specifications for a school facility. Attention is given to site and building evaluations, barrier-free facilities, bond issues, remodeling, energy conservation, contractor and architectural responsibilities, and equipping and maintaining school plants. 3(3-0) D

EAD 870 Specialized Topics in Educational Leadership

Designed to upgrade the school administrator or leader's knowledge and skills in specialized areas of current interest and need. Variable Content Course. May be repeated to a total of 6 hours. 1-3 D

EAD 882 Superintendency Internship

Problem-based field experiences at the superintendency level. Students spend specified periods of time working with experienced administrative personnel. 2 D

EAD 895 Research in Administrative Practice

The study of research in the field of educational administration. This course integrates research skills and professional administrative practices. Students interpret, evaluate and apply research skills enabling them to design a Field Study proposal which is required for the Specialist degree in Educational Administration. 3(3-0) D

EAD 901 Leadership Theory and Practice

Prerequisite: admission to the Doctorate in Educational Leadership program. Advanced study of leadership theories, concepts, and inquiry as applies to educational organizations. The course will explore leadership theories, power and authority in organizations, leader effectiveness, and organizational reform. Emphasis will be placed on understanding leadership in organizations through application and extension of leadership theories in practice. 4(4-0) FO

EAD 902 Quantitative Methods in Educational Research I

Prerequisite: admission to the Doctorate in Educational Leadership program; and concurrent enrollment in EAD 903. This course focuses on types of regression analysis and includes the following topics: simple linear regression, multiple regression, and semi-partial correlation, regression with categorical variables, categorical and continuous variables within the same model, Multilevel analysis (Hierarchical linear modeling), and structural equations. The emphasis in this class is on conceptual and practical understanding, rather than on computation. Goals are for the students to: (a) understand the basic assumptions and models underlying regression analysis, (b) use a statistical analysis package to conduct regression analysis, (c) read and interpret the output from a statistical analysis package, and (d) use this output to write a results sections. 3(3-0) SE

EAD 903 Leadership Inquiry II

Prerequisite: admission to the Doctorate in Educational Leadership program; and concurrent enrollment in EAD 902. This course is part of the statewide collaborative doctoral program. It is intended to be the application component of the Advanced Quantitative Analysis and Application course (EAD 802). This course will emphasize a wide range of instructional methodologies, cooperative activities, problem-based learning and practical application of quantitative techniques, including computer application. The students will be able to design, conduct, and report research to address problems of practice using quantitative action research methodologies. A collaborative field study project is required. 1(1-0) SE

EAD 904 Content and Context of Learning

Prerequisite: admission to the Doctorate in Educational Leadership program; and concurrent enrollment in EAD 905. Students will develop the knowledge and skills for examining, designing, and implementing school and classroom conditions that support quality learning experiences for all students. This course theme is about learning, and those issues that enhance and detract from quality learning for all. Throughout the course, participants and instructors will model optimum learning conditions and strategies. Students will be asked to demonstrate a thorough understanding of those conditions and competencies through study, critique, development, implementation of authentic learning experiences for their colleagues. Resources to support the learning experiences will include audio-visual materials, readings, internet, and simulations. Authentic assessment will be used to determine each student's level of competence in the course content. 3(3-0) D

EAD 905 Leadership Inquiry III

Prerequisite: admission to the Doctorate in Educational Leadership program; and concurrent enrollment in EAD 904. This one hour doctoral level seminar will focus on understanding key concepts and methodologies of team based management and group dynamics as well as the critical skills essential in successful implementation of collaborative team building within organizations. Through the exploration and development of the underlying principles of these concepts, course participants will examine a leadership/communication within a K-16 organization and with members of that organization, they will design a collaborative problem-solving team to address a problem of practice. 1(1-0) D

EAD 906 Leadership Inquiry IV

Prerequisite: admission to the Doctorate in Educational Leadership program; and concurrent enrollment in EAD 907. Focuses on understanding policies related to doctoral dissertation research as set by the University of Missouri-Columbia Graduate School. In addition, the seminar will explore the use of multiple search sources for information, human subjects review requirements, and research ethics. The course will also examine the exploration and design of leadership research focused on addressing problems of practice. 1(1-0) D

EAD 907 Program Planning and Evaluation

Prerequisite: admission to the Doctorate in Educational Leadership program; and concurrent enrollment in EAD 906. Explores the theory and practice of evaluation of educational programs including evaluation models, research methods and design strategies to measure program outcomes, especially student and school performance. In addition, skills in evaluating educational personnel and effective schools will be discussed. 3(3-0) D

Student Affairs in Higher Education Courses

SAE 721 Introduction to Student Affairs

An introductory course designed for the student pursuing a career in Student Affairs. This course explores the origin, history, philosophy, theory, and practice related to the Student Affairs profession. 3(3-0) F

SAE 723 Student Development Theory

Prerequisite: admission to the Student Affairs in Higher Education program. Introduces the student to student development theories. A basic understanding allows the student to note application of these theories to practice. This will result in Student Affairs professional who can design approaches that work most effectively with students. 3(3-0) F

SAE 726 Higher Education in the United States

Prerequisite: admission to the Student Affairs in Higher Education program. The historical development of American higher education will be presented. Political, social, economic, and intellectual issues will be examined from its inception to the present day for contemporary application. A focus will be on the matrix of trend, topics, and eras. An emphasis is placed on higher education in the post World War II era creating a solid background of higher education in the last 50 years. 3(3-0) F

SAE 729 Foundations of Research

Prerequisite: admission to the Student Affairs in Higher Education program. Students will acquire and use research methods skills. These skills will be put to use in preparing a research proposal, reviewing empirically-based journal articles, formulating hypotheses, designing observational studies, and analyzing and interpreting data. 3(3-0) S

SAE 732 Leadership and Administration in Higher Education

Prerequisite: admission to Student Affairs in Higher Education program. Students will be provided with the opportunity to develop a firm working concept of leadership theories and principles. Upon completion of the course, students should be able to identify and discuss the role of leadership in student affairs, and be able to apply those leadership principles to activities in their job. 3(3-0) S

SAE 735 Governance and Finance in Higher Education

Prerequisite: admission to the Student Affairs in Higher Education program. Exposure of the student to theoretical and applied concepts of governance and finance structures in higher education. Emphasis will be on organizational structures, financial operations, terminology, successful administrative/management practices, and models prevalent in higher educational settings. 3(3-0) F

SAE 738 Legal and Ethical Issues in Student Affairs

Prerequisite: admission to the Student Affairs in Higher Education program. Introduction to the basic and current legal and ethical concepts that face American colleges and universities today. Topics to be discussed include the basis from which higher education law is formed; current case, state, and regulatory laws; personnel issues; and risk management and liability issues for higher education. 3 (3-0) F

SAE 747 Supervised Practice

Prerequisite: admission to the Student Affairs in Higher Education program. Students will earn academic credit for completion of two practica working in Student Affairs departments. Knowledge accumulated in coursework will be applied to the work setting. Experiences are cooperatively planned and guided by university personnel. May be repeated one time for a maximum of 6 hours. 3(3-0) S

SAE 748 Special Projects: Reflective Moments in Higher Education and Student Affairs

Prerequisite: admission to the Student Affairs in Higher Education program. The primary objective of this class is to provide students who are full-time employees at either MSU or area institutions an alternative to the traditional 6-hour supervised practice requirement that most cohort students complete through SAE 747, Supervised Practice. Similar to SAE 747, Supervised Practice, students will complete two sections of the class (6 hours) distributed over two semesters. Under the direction of the instructor, students will complete an extensive seminar/degree paper that enhances the student's graduate program portfolio requirement. May be repeated one time to a maximum of 6 hours. 3(3-0) S,Su

SAE 749 Student Outcomes

Prerequisite: admission to the Student Affairs in Higher Education program. Fostering undergraduates' success inside and outside of the classroom is a byproduct of academic and student affairs collaboration. The aim of the course is to help new professionals understand the outcomes of student success. 3(3-0) S

SAE 756 Qualitative Research in Higher Education

Prerequisite: admission to the Student Affairs in Higher Education program. This seminar is placed at the crossroads of higher education and anthropology. Seminar participants will use the discipline of educational anthropology as a way of examining the higher education enterprise in general and college students in particular. This anthropological lens allows us to view issues in new ways, realizing alternatives we might not otherwise have considered. Culture is at the heart of this anthropological lens, which we will use to enrich understanding of educational phenomena. The elusive nature of culture necessitates that we explore many different ways in which the term culture is used in scholarly discourses in the hope that such exploration will deepen our theoretical and practical understanding of the relationships between higher education and culture. 3(3-0) S

SAE 757 Quantitative Methods in Educational Leadership

Prerequisite: admission to the Student Affairs in Higher Education program. General introduction to quantitative methods of data analysis. Develop concepts of measurement, design, and analysis. The focus is on statistical inference using various quantitative methods to investigate different types of educational problems. 3(3-0) Su

SAE 771 Capstone Seminar

Prerequisite: admission to Student Affairs in Higher Education program. This professional seminar is designed to promote the integration of the core curriculum and practitioner experiences of the master's program in student affairs administration, and to prepare students for the transition to a professional Student Affairs position following completion of the degree. 3(3-0) S

Special Education Courses

SPE 602 Early Intervention for Young Children with Autism

Prerequisite: permission of instructor. This course constitutes the second and last segment of the Missouri Autism Institute for educators who are, or will be, working with young children birth to age six who experience symptoms of autism. May be taught concurrently with SPE 502. Cannot receive credit for both SPE 502 and SPE 602. 1(1-0) D

SPE 604 In-District Autism Consultant Training

Prerequisite: current Missouri teaching certification or permission of department head. Students will study advanced educational techniques of autism in general and educational methodologies specifically used with children with autism. Instruction will be provided in consultation and collaboration techniques. Students will demonstrate competence in educational report writing and in-service instruction. Personal professional development plans will be developed by each student, as well as a rating of personal competence. Students will be provided with resources for further study. May be taught concurrently with SPE 504. Cannot receive credit for both SPE 504 and SPE 604. 1(1-0) D

SPE 605 Braille Reading and Writing I

Prerequisite: permission of instructor. This online course has been designed to enable teachers of children and youth with visual impairments develop basic competencies in reading and writing literary Braille, prepare correctly formatted Braille material, and have an awareness and basic understanding of the Nemeth codes for math and science for students grades K-12. Students will employ the use of the Perkins Braille Writer, slate and stylus, Perky Duck, and Duxbury translation software to produce high quality Braille material. Successful completion of this course should be regarded as only one step in a series of courses leading to certification in teaching students with visual impairments. An approved certification process must be completed in order to acquire basic and necessary competencies for work with children and youth with visual impairments. Finally, the course has been designed to help teachers develop an appreciation for the Braille system and the application of this system to all aspects of life for individuals with visual impairments. Instructor and/or site based facilitators will provide monthly face to face instruction to students whenever possible. Students must complete SPE 505 and SPE 611 to achieve mastery of literary Braille code. Note: Midterm and final examinations will be proctored. May be taught concurrently with SPE 505. Cannot receive credit for both SPE 505 and SPE 605. 3(3-0) F

SPE 606 Principles of Orientation and Mobility

Prerequisite: permission of instructor. This online course focuses on the history, philosophy, and ethics of orientation and mobility. Participants will also consider various consumer driven approaches in orientation and mobility. The course will give the teacher of the visually impaired the ability to perform and monitor basic techniques of orientation and mobility as used by students who are blind, visually impaired, or multi-handicapped. Students will be required to create a video record of their blindfold and other sensory experiences to illustrate their skill development. Note: Midterm and final examinations will be proctored. May be taught concurrently with SPE 506. Cannot receive credit for both SPE 506 and SPE 606. 3(3-0) Su

SPE 607 Introduction to Visual Impairments, Autism and Severe/Multiple Disabilities

Prerequisite: permission of instructor. An introduction to educational programs and services for students with visual impairments, autism, deaf-blindness and multiple disabilities. This course will provide teachers, paraprofessionals, social workers, psychologists, etc. with a foundation in the historical perspectives, developmental characteristics, psychosocial aspects, and legislation related to severe and multiple disabilities. An emphasis will be placed on the psychosocial effects of visual impairments, autism, deaf-blindness and multiple disabilities on the development of the individual and on adaptations that enhance functioning. May be taught concurrently with SPE 507. Cannot receive credit for both SPE 507 and SPE 607. 3(3-0) F

SPE 608 Low Vision, Anatomy and Physiology of the Eye

Prerequisite: permission of instructor. This online course will introduce teachers, rehabilitation specialists and others to practical applications of low vision techniques. The students will use low vision simulators to perceive, integrate and react to different environmental stimuli. Sections of the course will involve clinical low vision examinations. Analysis and application of the fundamental

principles and theory of sensory information acquisition by the visually impaired or blind as it applies to the classroom teacher will be stressed. Also, the course will address a full array of eye diseases and conditions and the educational implications. Note: Midterm and final examinations will be proctored. May be taught concurrently with SPE 508. Cannot receive credit for both SPE 508 and SPE 608. 3 (3-0) Su

SPE 613 Physical and Health Needs of Students with Disabilities

Prerequisite: SPE 715. Focuses on the role of the special educator in management of health related issues such as monitoring medication and providing services to individuals with specialized self care needs and those with chronic illness. Emphasis will be placed on collaboration with related services staff and medical personnel as well as the integration of the student with health care needs into school and community settings. May be taught concurrently with SPE 510. Cannot receive credit for both SPE 510 and SPE 613. 3(3-0) F

SPE 616 Foundations of Applied Behavior Analysis and Interventions for Teachers in Applied Settings

Prerequisite: admission to the Special Education Program. Focuses on the foundational principles of applied behavior analysis. Emphasis will be placed on the development of positive behavior support plans that proactively assist students with challenging behavior in applied and/or school settings. May be taught concurrently with SPE 515. Cannot receive credit for both SPE 616 and SPE 515. 3(3-0) D

SPE 617 Effective Practices in Special Education

Prerequisite: SPE 715 and SPE 782 and SPE 792. Empirically based teaching practices with emphasis on reading and mathematics foundations to support special needs learners. Students will also gain knowledge of varied theoretical perspectives and instructional approaches including validated behavioral and cognitive based methods that support diverse learners. The content of the course will also include activities to support determination of present level of performance and placement in special and general education curricula per IDEA and other Federal mandates. May be taught concurrently with SPE 517. Cannot receive credit for both SPE 517 and SPE 617. 5(5-0) D

SPE 618 Application of Applied Behavior Analysis and Interventions for Teachers in Applied Settings

Prerequisite: SPE 616. Focuses on the application of applied behavior analysis principles within school-based settings. Students will complete functional analysis/assessment on children and youth with disabilities and employ science based instruction strategies in school settings. May be taught concurrently with SPE 516. Cannot receive credit for both SPE 516 and SPE 618. 3(2-2) D

SPE 619 Methods of Teaching Students with Learning and Behavioral Disorders

Prerequisite: SPE 320 and SPE 345 and SPE 346 and SPE 616; and concurrent enrollment in SPE 620; and Teacher Certification students must be admitted to Teacher Education Program. Focuses on the application of theoretical perspectives and research-based methods of teaching students with learning disabilities or emotional and behavior disturbances. Evaluation procedures appropriate to analysis of academic achievement, social behavior, monitoring achievement, and behavioral change will be emphasized along with educational programming that promotes increasing achievement levels, improved social development, and inclusion. May be taught concurrently with SPE 519. Cannot receive credit for both SPE 519 and SPE 619. 4(4-0) D

SPE 620 Practicum-Teaching Individuals with Learning and Behavioral Disorders

Prerequisite: concurrent enrollment in SPE 619; and Teacher Certification students must be admitted to Teacher Education Program. Students will apply skills from introductory and specialized courses in settings with students with learning disabilities and behavioral disorders. Students will be involved in individual and small group instruction, review diagnostic data, develop and implement educational programs, as well as meet with the university supervisor and other practicum students to reflect on experiences. May be taught concurrently with SPE 520. Cannot receive credit for both SPE 520 and SPE 620. 2(0-4) D

SPE 621 Methods of Teaching Individuals with Developmental Disabilities and Other Health Impairments

Prerequisite: SPE 345 and SPE 346; and SPE 616 or concurrent enrollment; and concurrent enrollment in SPE 622; and Teacher Certification students must be admitted to Teacher Education Program. Stresses application of theoretical perspectives and research-based methods for individuals with developmental disabilities (i.e., mental retardation autism, Asperger syndrome, cerebral palsy) who may have associated orthopedic and health impairments (e.g., ADHD and epilepsy). Students will conduct an analysis of assessment data, apply data in the development of diagnostic conclusions and corresponding educational plans. Emphasis will be placed on evaluation, accommodations, and programming for integration in school, community, and vocational settings. May be taught concurrently with SPE 521. Cannot receive credit for both SPE 521 and SPE 621. 4(4-0) D

SPE 622 Practicum-Instruction of Students with Developmental Disabilities and Other Health Impairments

Prerequisite: concurrent enrollment in SPE 621 and Teacher Certification students must be admitted to Teacher Education Program. Students will apply skills from introductory and specialized courses in settings with students with developmental disabilities (e.g., mental retardation, autism, Asperger syndrome, cerebral palsy) and orthopedic and health impairments (e.g., ADHD, epilepsy). Students will be involved in individual and small group instruction, develop and implement educational programs, as well as meet with the university supervisor and other practicum students to reflect on experiences. May be taught concurrently with SPE 522. Cannot receive credit for both SPE 522 and SPE 622. 2(0-4) D

SPE 623 Curriculum and Methods in Early Childhood Special Education

Prerequisite: permission of area advisor in Special Education or Early Childhood Education. Focuses on major aspects in early childhood special education including legislation, litigation, and current issues in the field. Each area of development of young children with disabilities will be a part of the course with particular emphasis on adaptation of materials and curricula to meet the needs of these children. There will also be a focus on families and issues surrounding assessment and eligibility for special education programs. Reflection on current practices and services for young children with disabilities will be included. Thirty clock hours of field experience will be required. May be taught concurrently with SPE 523. Cannot receive credit for both SPE 523 and SPE 623. 4(3-2) D

SPE 625 Introduction to Teaching and Assessing Students with Autism Spectrum Disorders

Prerequisite: permission of instructor. This course will support individuals across various disciplines who wish to gain knowledge of identification, assessment, and programming for individuals on the Autism Spectrum. Conditions associated with ASD will be examined along with etiology, prevalence, and assessment issues. Students will apply knowledge through review of, and practice with, various norm referenced and informal instruments and rating scales specific to ASD. Emphasis will also be placed on validated programming for ASD. May be taught concurrently with SPE 525. Cannot receive credit for both SPE 525 and SPE 625. 3(3-0) D

SPE 626 Applied Behavioral Analysis for Developmental Disabilities and Autism Spectrum Disorders

Prerequisite: SPE 616 or SPE 515. The evolution of science based practices for students with developmental disabilities and autism spectrum disorders are still emerging within the field of education. The purpose of this course is to train teachers and/or care providers to identify science based practices within applied behavior analysis and apply these principles to students with developmental disabilities and autism spectrum disorders within applied settings. This course will focus on the use of operant behavioral techniques with an emphasis on functional analysis and functional communication training. Students will conduct clinical and school-based assessments and interventions with school age children diagnosed with developmental disabilities and autism spectrum disorders. May be taught concurrently with SPE 526. Cannot receive credit for both SPE 526 and SPE 626. 3(2-2) F,S

SPE 627 Seminar in Developmental and Sensory Disabilities

Prerequisite: SPE 607 or SPE 625 or equivalent. This course is designed to provide practitioners with the knowledge and skills to implement research based practices for individuals with developmental disabilities including autism spectrum disorders (ASD). The course will also address issues specific to sensory integration, visual impairments, and significant cognitive delays. Students will examine in depth, approaches and models validated to support present level of performance needs for individuals with a variety of

developmental and sensory requirements. Students will complete lecture hours where theoretical perspectives and the detailed components of various treatments are examined. In a corresponding field component, students will implement an applied project that will address the sensory, communication, learning, and social needs of a client who has been identified with multiple developmental delays. Measurement of outcomes specific to treatment plans will be a significant component of the applied activities. May be taught concurrently with SPE 527. Cannot receive credit for both SPE 527 and SPE 627. 3(2-2) D

SPE 650 Career/Vocational Education and Transition

Prerequisite: Teacher Certification students must be admitted to Teacher Education Program. Legislation and process pertaining to transition services for individuals with disabilities will be emphasized. Students will explore vocational service delivery options and the role of the multidisciplinary team in the development and implementation of appropriate life skill programming across the age span. May be taught concurrently with SPE 550. Cannot receive credit for both SPE 550 and SPE 650. 3(3-0) F,S

SPE 656 Topical Issues in Special Education

Prerequisite: permission of instructor. To develop understanding and skills in relevant areas of special education. Each offering concerns a single topic. Number of class hours determined by semester hours of credit. May be repeated to a maximum of 5 hours when topics change. Variable Content Course. May be taught concurrently with SPE 556. Cannot receive credit for both SPE 556 and SPE 656. 1-5 D

SPE 660 Working with Families of Exceptional Individuals

Recommended Prerequisite: SPE 715. The relationship between families of children with special needs and various agencies is a central theme of this course. Techniques for working with a variety of families will be explored along with the impact of many ecological factors on families of students with disabilities. May be taught concurrently with SPE 560. Cannot receive credit for both SPE 560 and SPE 660. 3(3-0) F,S

SPE 661 Methods of Teaching Individuals with Behavior Disorders/Emotional Disturbance

Prerequisite: concurrent enrollment in SPE 491; and Teacher Certification students must be admitted to Teacher Education Program. This course will focus on application of theoretical perspectives and research-based methods of teaching students with emotional and behavior disturbances. Evaluation procedures appropriate to analysis of social behavior and monitoring behavioral change will be emphasized along with educational programming that promotes social development and inclusion. May be taught concurrently with SPE 581. Cannot receive credit for both SPE 581 and SPE 661. 3(3-0) S

SPE 662 Methods of Teaching Individuals with Learning Disabilities

Prerequisite: SPE 345 and SPE 346; and concurrent enrollment in SPE 492; and Teacher Certification students must be admitted to Teacher Education Program. Students will apply theoretical perspectives and research based methods in the development of diagnostic reports and educational plans for students with Learning Disabilities. Emphasis will be placed on the educator as a collaborator and advocate for provision of services in integrated settings; and on the educator as a specialist in evaluation, curricular accommodation, and modification. May be taught concurrently with SPE 582. Cannot receive credit for both SPE 582 and SPE 662. 3(3-0) F

SPE 663 Methods of Teaching Individuals with Mental Retardation/Developmental Disabilities

Prerequisite: SPE 345 and SPE 346; and concurrent enrollment in SPE 493; and Teacher Certification students must be admitted to Teacher Education Program. The course will stress application of theoretical perspectives and research-based methods for individuals with mental retardation and developmental disabilities. Students will conduct an analysis of assessment data, apply data in the development of diagnostic conclusions and corresponding educational plans. Emphasis will be placed on evaluation and programming for integration in school, community, and vocational settings. May be taught concurrently with SPE 583. Cannot receive credit for both SPE 583 and SPE 663. 3(3-0) S,Su

SPE 664 Language Development of Exceptional Students

Prerequisite: SPE 345 and SPE 346; and Teacher Certification students must be admitted to Teacher Education Program. Language development and intervention for exceptional individuals. Language assessment and curriculum development for individuals with disabilities, as well as for individuals who are culturally and ethnically diverse, will be addressed. May be taught concurrently with SPE 584. Cannot receive credit for both SPE 584 and SPE 664. 3(3-0) F,S

SPE 667 Introduction to the Education of Students with Behavior Disorders

Prerequisite: SPE 310 and Teacher Education students must be admitted to Teacher Education Program. Students will acquire knowledge of identification, classification, diagnostic, and educational planning procedures based on the predominant conceptual models. Required for certification as teacher of students with behavior disorders. May be taught concurrently with SPE 587. Cannot receive credit for both SPE 587 and SPE 667. 3(3-0) F

SPE 670 Approaches in Mainstreaming Exceptional Students

Prerequisite: SPE 310 or SPE 340 and Teacher Certification students must be admitted to Teacher Education Program. Application of methods for modifying instructional materials and curriculum to help special education and regular classroom teachers meet the demands of mainstreaming. May be taught concurrently with SPE 590. Cannot receive credit for both SPE 590 and SPE 670. 3(3-0) D

SPE 671 Clinical Practicum in Special Education

Prerequisite: permission of instructor. This course is open to professionals with teaching certification or students pursuing a minor requiring credit hours in addition to SPE 491, 492, or 493. Students will collect data, develop and implement individual educational programs, and submit an extensive written report. Assignments will be based on area of certification. In addition, this course is utilized for credit hours toward an Internship in Orientation and Mobility and Internship in Visual Impairment. See instructor for specific requirements. May be taught concurrently with SPE 591. Cannot receive credit for both SPE 591 and SPE 671. 1-3 D

SPE 709 Methods of Teaching Students with Visual Impairments and Multiple Disabilities

Prerequisite: permission of instructor. This online course is one of six courses offered to provide prospective teachers of children and youth with visual impairments (including those with multiple disabilities) competency-based training for work with this population in K-12 schools. Provides students with the pedagogical preparation to effectively teach Braille reading and writing, organize activities to promote literacy development, utilize assistive technology (including voice output and other computer based applications), teach compensatory skills and strategies for mathematics, development of listening skills, as well as other instructional adaptations for the curricular areas of language arts, science, and social studies. In addition, the course focuses on the teaching of social skills needed for success in education and employment. Participants will demonstrate the ability to assess, adapt, evaluate and teach academic subjects and specialized curricula for students with visual impairments, including those with multiple disabilities. Note: midterm and final examinations will be proctored. 3(3-0) S

SPE 710 Problems in Special Education

Major issues in the field of special education designed to meet individual student needs. May be repeated to a total of 3 hours. 1-3 D

SPE 711 Braille Reading and Writing II

Prerequisite: SPE 505 or SPE 605. This advanced, online course in Braille reading and writing will focus on competencies in reading and writing literary Braille and the Nemeth Codes for science and mathematics. Participants will also demonstrate the ability to teach basic assistive devices, and to provide instruction in tactile graphics. An introduction to the transcription in Braille code for music and foreign languages will also be presented. Instructor and/or site based facilitators will provide monthly face to face instruction to students whenever possible. Note: midterm and final examinations will be proctored. 3(3-0) S

SPE 712 Instructional Techniques and Strategies of Orientation and Mobility

Prerequisite: SPE 506 or SPE 606; and SPE 508 or SPE 608. Provides participants with the techniques and strategies used by individuals who are blind or visually impaired for independent orientation and mobility. Participants will apply the strategies of orientation and mobility techniques while using blindfolds and low vision simulators. The application of skills will be completed in indoor environments as well as residential, business, rural, and commercial areas. 6(6-0) Su

SPE 714 Professional Issues and Assessment in Orientation and Mobility with Diverse Populations

Prerequisite: SPE 505 or SPE 605; and SPE 506 or SPE 606; and SPE 508 or SPE 608; and SPE 712. This online course will provide participants with the overall philosophy of orientation and mobility including: the Code of Ethics and Certification standards. Current literature and issues pertinent to the profession of orientation and mobility will be discussed. This will include issues impacting programming with students with multiple disabilities, the development and administration of an effective orientation and mobility instructional program, assessment procedures, and research approaches. Note: midterm and final examinations will be proctored. 3(3-0) F

SPE 715 Foundations in Special Education

Focuses on legislation and litigation in the area of Education and Special Education and will include an overview of categorical disabilities including identification, etiology, and prevalence. The integration of individuals with disabilities across educational and community settings will be stressed along with an overview of programming validated to support specialized populations including those with disabilities and cultural and linguistic differences. In addition, the course will focus on strategies to support individuals identified as gifted as well as individuals identified at risk for school failure. 3(3-0) F,S,Su

SPE 750 Practicum-Visual Impairment

Prerequisite: SPE 605 and SPE 606 and SPE 607 and SPE 608 and SPE 709 and SPE 711; and permission of instructor. This course serves as a supervised internship working with children with blindness or low vision, under the direction of a cooperating Teacher of Children with Visual Impairments and University Supervisor. Students observe, teach, and participate in professional activities in teaching children with blindness or low vision. Students work with individuals or groups during which they are provided the opportunity to apply principles and methods of teaching children with visual impairments and additional disabilities, including behavior management, instructional planning, and evaluation. 3(0-6) D

SPE 760 Internship-Orientation and Mobility

Prerequisite: SPE 606 and SPE 608 and SPE 712 and SPE 714 or concurrent enrollment in SPE 714; and admitted to the Special Education/Orientation and Mobility program; and permission of instructor. This course requires a supervised internship experience in an organization or school that serves individuals with blindness or low vision, during which the opportunity is provided for practical application of principles and methods of instruction in orientation and mobility; including techniques of safe, and independent travel. Completion of 350 hours of supervised fieldwork by a certified orientation and mobility specialist (COMS). 3(0-6) F,S

SPE 779 Application of Technology in Special Education

Prerequisite: admission to the graduate program in Special Education. This course is designed to provide teachers with an in depth treatment of the research, theory, and application of computers and related technologies in the instruction of children and adults with learning, behavior, sensory, motor and communication disabilities. Students will incorporate the principles of reflective practice as it pertains to the assessment, selection of devices, and evaluation of assistive technologies for individuals with disabilities. The General Learning Outcomes 5, 9, and 10 presented in the Conceptual Framework of the Professional Education Unit (PEU) are the over arching tenets which guided the development and ongoing revisions to this course. Students acquire competencies related to the use of assistive devices and emerging technologies through participation in a 60 hour comprehensive field based experience in conjunction with schools and other agencies which serve individuals with disabilities. 3(3-0) Su

SPE 780 Contemporary Issues in Special Education

Prerequisite: permission of instructor. Analysis of trends, issues, and research in the field of special education will be reviewed and discussed. A comprehensive overview of local, state, and federal legislation and the impact on our public school special educational programs for children with disabilities will be discussed and analyzed. Historical and current litigation involving children with disabilities will be reviewed and discussed. 3(3-0) D

SPE 781 Educational Consultation

Prerequisite: admission to the graduate program in Special Education. Seeks to develop students' skills in collaboration consultation. Emphasis will be placed on the development of innovative service delivery options, personnel training, and development of communication skills. Students will apply theory to practice in a field experience. 3(2-2) F

SPE 782 Advanced Diagnosis and Remediation of Students with Mild to Moderate Disabilities

Prerequisite: admission to the graduate program in Special Education. Students will observe and participate in a variety of assessment and multidisciplinary team activities. Development of leadership skills will be stressed through participation in clinical field experiences involving standardized and performance evaluation of students with learning disabilities, analysis and synthesis of assessment data in clinical staffings, and development of educational programs. Students enrolled in this course should have prior knowledge of assessment including administration, scoring, and interpretation. 3(1-4) F,S

SPE 783 Advanced Assessment to Support Individuals with Developmental and Sensory Disabilities

Prerequisite: permission of instructor. Students will observe and participate in a variety of assessment and multidisciplinary team activities. Development of leadership skills will be stressed through participation in field experiences involving norm referenced and curriculum based evaluation of individuals with various sensory and developmental disabilities. Analysis and synthesis of assessment data in clinical staffings and development of individual educational plans will be required.. Students enrolled in this course should have prior knowledge of assessment including administration, scoring, and interpretation. Supplemental course fee. 3(1-4) D

SPE 784 Advanced Procedures in Teaching Students with Mild to Moderate Disabilities

Prerequisite: SPE 780 and SPE 782 and SPE 792; and SPE 616 or PSY 614. Recommended Prerequisite: SPE 517 or SPE 617. The primary purpose of the course is to provide students with the knowledge and skills necessary for development and application of curricula appropriate to the needs of individuals with mild to moderate disabilities. Emphasis will be placed on the philosophical basis of curricula as well as principles of curricula design. Students will apply knowledge and skills in 60 hours of required field experiences. 3 (2-2) S

SPE 785 Advanced Procedures in Development Disabilities

Prerequisite: admission to the graduate program in Special Education; and SPE 783. The primary purpose of the course is to provide students with the knowledge and skills necessary for development and application of curricula and methods appropriate to the needs of individuals with mental retardation and other developmental disabilities. Emphasis will be placed on the empirical basis of the procedures and on life referenced programming. Students will apply knowledge and skills in field based activities supervised by the instructor. 3(2-2) D

SPE 787 Advanced Behavioral Analysis and Intervention

Prerequisite: admission to the graduate program in Special Education; and SPE 780 and SPE 782 and SPE 792; and SPE 784 or SPE 785; and SFR 780. Study of human behavior. The goal of applied behavior analysis is to seek understanding and improvement of human behavior. The goals of this class is to prepare graduate students to be contributing professionals in the area of applied behavior analysis; specifically, to become reflective behaviorists. Students will learn to identify, measure, and record the occurrence and nonoccurrence of behavior. Students will be expected to implement applied behavioral strategies and learn how to evaluate the

success of single-subject studies as part of a 60 hour field experience. 3(3-0) F

SPE 788 Research Seminar in Special Education

Prerequisite: admission to the graduate program in Special Education; and SPE 780; and SPE 782 or SPE 783; and SPE 784 or SPE 785; and SFR 780. An in-depth study of a chosen topic in special education leading to the guided development and completion of an extensive research paper or major creative work. Graduate students are expected to complete a 60 hour field experience associated with the summer project. 3(3-0) F,S

SPE 789 Practicum-The Exceptional Child

Prerequisite: permission of instructor. Student observes, teaches, and/or participates in professional activities in Special Education under the direction of a cooperating supervisor and University supervisor. Students will work with individuals or groups demonstrating effective teaching and behavior management techniques, as well as expertise in instructional planning and evaluation. Supplemental course fee. 3(0-6) Su

SPE 790 Educational Workshop

Workshop to upgrade understandings and skills concerned with the improvement of elementary or secondary teaching procedures, curriculum, supervision, administration or guidance. Each workshop will be concerned with a single topic. Number of class hours determined by length of workshop. May be repeated to a maximum of 5 hours. 30 clock hours equal 1 semester hour. 1-5 D

SPE 791 Clinical Practicum for Special Needs Populations

Prerequisite: SPE 625 and SPE 783 and SPE 785; and permission of instructor. This course will involve experience in a supervised, clinical setting with individuals diagnosed with various disabilities. Emphasis will be placed on developmental disabilities and challenging behaviors. Students will conduct assessment specific to their credentials and training to include learning assessment, autism specific instruments, and communication assessment. Emphasis will be placed on conducting functional behavioral assessment and utilizing data across domains to develop research based programs. Students will participate in a multidisciplinary assessment model to include families and professionals from a variety of disciplines. Preparation and submission of reports that are research based and that are of a high professional quality will be a required course outcome. Supplemental course fee. 1-6(0-12) D

SPE 792 Advanced Diagnosis and Remediation of Students with Disabilities Lab

Prerequisite: admission to the graduate program in Special Education; and concurrent enrollment with SPE 782 or SPE 783. Students will conduct standardized and informal assessments in the field as part of a 60 hour practicum/lab experience and develop a comprehensive case history. Emphasis will be placed on development of validated educational programs. Supplemental course fee. 2 (0-4) S

SPE 799 Thesis

Prerequisite: admission to the graduate program in Special Education; and SFR 780 and SPE 780 and SPE 787 and SPE 789; and SPE 782 or SPE 783; and SPE 784 or SPE 785. Independent research and study connected with preparation of thesis. May be repeated to a maximum of 6 hours credit. 1-6 D

Last Modified: July 18, 2012



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Graduate College
2012-13 Graduate Catalog

First Edition
published July 2012

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Program Description

The Master of Arts in Teaching (MAT) program is intended for mid-career change students or individuals beginning a second career following retirement. One of the admission qualifying factors is that a student must hold at least a baccalaureate degree from an accredited college/university. The MAT is a combined masters and certification program that has been approved by the Missouri Department of Elementary and Secondary Education (DESE) and is fully accredited by NCATE. The program provides students the opportunity to earn teacher certification in one of 20 different areas of secondary education while also completing a master's degree. The MAT involves extensive site-based clinical experience. Each student's program of study is individualized based on their strengths, life experiences and area of need identified in the PRAXIS II.

The MAT program offered by Missouri State University is offered from both the Springfield campus and the MSU Joplin Graduate

Center on the campus of Missouri Southern State University. The Joplin-based program has been developed through an MSU-MSSU partnership. Students completing the program through the Joplin Graduate Center will receive a diploma issued by Missouri State University signifying completion of the cooperative program with MSSU. Since summer 2008, the MAT program has been offered on the Missouri State University - West Plains campus.

Course work meeting masters degree requirements are offered through a variety of delivery methods including on-line, ITV and campus-based courses.

Entrance Requirements

1. Applicants must meet minimum Graduate College requirements for admission.
2. Applicants must hold at least a bachelor's degree in, or related to, the area of certification desired. Students must take, before entering the program, the relevant PRAXIS II specialty area test. If twelve or more hours of course work in the content remains to be completed at the time of admission, the candidate may be admitted conditionally to the program; however, the PRAXIS II must be passed by the candidate prior to student teaching (SEC 784).
3. Applicants must complete the certification analysis request packet obtained from the Coordinator of Certification/Compliance, Hill Hall 203, (417) 836-8772.
4. Admission to the MAT may include academic department review.
5. Applicants interview with the MAT Admissions Committee.
6. Priority deadline is February 15 for all required documentation to be received in the MAT office or until all seats are filled.

Degree Requirements (minimum of 40 hrs)

Suggested Schedule

Summer semester

Course Code	Course Title	Credit Hours
<u>SFR 797</u>	Advanced Studies in Teaching and Learning	9 hrs

Fall semester

Course Code	Course Title	Credit Hours
<u>SEC 783*</u>	Internship in Teaching I (or ART 783 for candidates in Art)	3 hrs
<u>RDG 710</u>	Content Area Literacy	3 hrs
<u>PSY 710</u>	Psychology of Education	3 hrs

Spring semester

Course Code	Course Title	Credit Hours
<u>SEC 784</u>	Internship in Teaching II	10 hrs

Summer semester

Course Code	Course Title	Credit Hours
<u>SEC 785</u>	Internship in Teaching III	1 hr
<u>EDT 662</u>	Educational Applications of Computers for Teaching	3 hrs

SPE 715 Foundations in Special Education

3 hrs

Fall Semester

Course Code	Course Title	Credit Hours
<u>SFR 780</u>	Educational Research Methodology	3 hrs

Spring Semester

Course Code	Course Title	Credit Hours
<u>EDC 786</u>	Research Seminar in Education	2 hrs

*Art K-12 candidates will enroll in **ART 783** instead of **SEC 783**

Research Requirements

Students will design, carry out, and present an oral defense of an action research project. The project will be developed under the supervision of University faculty advisors.

Comprehensive Examinations

A comprehensive examination must be passed by the candidate before a degree will be granted.

Graduation Requirements

In addition to requirements established by the Graduate College, students must have a cumulative 3.00 GPA on work attempted in the program. MAT candidates will be expected to complete a professional portfolio that demonstrates performances aligned to institutional, state and national standards prior to graduation.

Advisement

Advisement will be facilitated by the MAT Program Coordinator in cooperation with graduate-level faculty both in a discipline area and from administration within the College of Education, including the Office of Teacher Certification which monitors the certification process.

Certification Requirements

Students must pass the relative Praxis II specialty area test in order to be recommended for certification. In addition to the 40 graduate hours required for the degree, all MAT candidates are required to complete content area coursework in the subject they are pursuing for certification. Content coursework must be completed before being recommended for certification. Content area requirements are determined by the Teacher Certification Office as part of the transcript analysis process.

Master of Science in Education, Educational Technology

Ching-Wen Chang, Program Coordinator

Hill Hall, Room 119 D; Phone (417) 836-5353

cchang@missouristate.edu

Program Description

This interdisciplinary program is designed to accommodate individuals with various areas of professional interest in the field of educational technology and instructional design. Options include: (1) instructional technologists who are interested in becoming building level technology specialists or system wide technology coordinators; (2) school library media specialists who may be working toward state certification; (3) classroom teachers who wish to improve their teaching skills with instructional design and technology; and (4) non-certificated professionals who may come from higher education, medical or professional fields other than K-12 schools.

Program Admission Requirements

To be admitted to the degree program, the student must complete a Missouri State University Graduate Application and have all official college transcripts forwarded to the Graduate College. The applicant should specify Educational Technology as their special area of interest. The student must meet [Graduate College admission requirements](#).

Submission of Advisor-Approved Program of Study

Once a major advisor has been assigned and consultation has occurred, an Advisor-approved Program of Study must be filed with the Graduate College. This must be filed prior to the completion of 14 hours of graduate work. The degree seeking candidate will also be required to prepare a written personal statement for the major advisor and indicate reasons for pursuing the program including desired professional goals.

Required Courses

General Requirements 6 hrs

Course Code	Course Title	Credit Hours
SFR 780	Educational Research Methodology	3 hrs
SFR 750	Philosophies of Education	3 hrs

Research Requirements 3-6 hrs

Course Code	Course Title	Credit Hours
EDT 797	Educational Technology Special Research Project	3 hrs
or	or	or
EDT 798	Research Seminar in Educational Technology	3 hrs
or	or	or
EDT 799	Educational Technology Thesis	3-6 hrs

Required Instructional Technology Courses 12 hrs

The degree program requires four core Educational Technology courses. These courses provide a foundation of competencies considered valuable for all areas of professional interest in the field of educational technology.

Course Code	Course Title	Credit Hours
EDT 650	Selection and Utilization of Educational Technology	3 hrs
EDT 763	Administration of Educational Technology	3 hrs
EDT 764	Instructional Design	3 hrs
EDT 765	Educational Media Production	3 hrs
	Electives	9-12 hrs
	Total Hours Required	33 Hours

Suggested Electives

Applicable technology courses in the College of Education.

Course Code	Course Title	Credit Hours
EDT 662	Educational Applications of Computers in the Classroom	3 hrs
EDT 640	Technology Administration and Management	2 hrs
EDT 690	Topical Issues in Educational Technology	1-5 hrs

<u>EDT 767</u>	Educational Technology Practicum	2 hrs
<u>EDT 777</u>	Problems in Educational Technology	1-3 hrs
<u>RDG 720</u>	Use of Multi-Media Resources in Literacy	3 hrs
<u>SPE 779</u>	Application of Technology in Special Education	3 hrs

The degree is considered interdisciplinary in nature. Therefore, students will be permitted to take courses related to instructional design and technology from various departments throughout the university including, but not limited to: Computer Science, Library Science, Computer Information Systems, Technology, Art and Design, Communication and Media, Journalism and Film, in addition to others in the College of Education. Students must take a minimum of 9 hours of electives and, with advisor permission, may take up to 12 hours.

Some Recommended Electives

[EDT 640](#), [662](#), [690](#), [767](#), [777](#); [LIS 600](#), [602](#), [604](#), [606](#), [608](#), [610](#), [612](#), [618](#), [620](#), [630](#), [632](#), [634](#), [640](#), [696](#), [697](#), [699](#); [SPE 779](#); [MED 697](#), [ELE 711](#); [MID 810](#); [EAD 786](#), [787](#); [RDG 720](#); [SEC 701](#).

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

The student and advisor will work cooperatively to determine the remaining electives (program design) in order to match the professionally required, and/or recommended, courses for a specific area of concentration. An additional faculty member may serve as a specialty advisor regarding a specific area of professional interest.

Students working toward the Missouri State University Technology Specialist Certificate will need to follow a more structured set of course requirements and electives to efficiently complete the certification process. These courses may also be applied towards the Educational Technology degree.

Comprehensive Examination

A comprehensive examination must be passed by the candidate before a degree will be granted. The major advisor is primarily responsible for working with faculty members to develop and evaluate the comprehensive examination.

Master of Science in Education, Literacy

Deanne Camp, Program Coordinator
Hill Hall, Room 102; Phone (417) 836-6983
DeanneCamp@missouristate.edu

Program Description

The purpose of the MEd-Literacy degree is to furnish students with the necessary knowledge and skills to be competent teachers of literacy from preschool through college. Also, persons completing the program will be qualified to supervise reading/literacy programs and may qualify as literacy coaches. The MEd-Literacy degree (along with either a child or an adolescent psychology course) results in students meeting course work requirements for the DESE Special Reading Teacher Certification. A research component is required.

Entrance Requirements

1. Admission decisions and assignment of an advisor will not be made until all required materials are submitted. A student may take up to nine hours as a non-degree seeking student before being accepted into the program.
2. To be considered for admission to the program, a student must first apply to the Graduate College.
3. Official transcripts of all undergraduate and graduate course work must be submitted to the Graduate College.
4. Submit the following to the Director of the literacy program before the application will be considered:
 1. a letter of intent, which includes the candidate’s teaching and professional goals, future plans, background and teaching

experience; and

2. three letters of recommendation from professionals familiar with the candidate's academic abilities and teaching potential.
5. Admission to the program requires the following minimum criteria:
 1. appropriate teacher certificate or eligibility for certification by a state or national board; and
 2. a minimum GPA of 3.00 for courses taken in undergraduate area of study. Students who do not meet the GPA requirement must take the Graduate Record Examination (GRE). Results from the GRE must be provided prior to the students registering for more than nine hours.

A student who does not meet all the above criteria, but who demonstrates outstanding potential, may be fully admitted by the Director and Graduate Admissions Committee on the basis of individual merit and successful completion of the first nine hours (3.00 GPA or higher).

Submission of Advisor-Approved Program of Study

The advisor and student will plan cooperatively a program designed to meet the student's needs.

Accelerated Master's Degree Option - MEd, Literacy

The MEd-Literacy accelerated master's degree option provides exceptional MSU undergraduate students the opportunity to enroll in a combined baccalaureate and master's degree program.

Eligible BSEd majors may apply for preliminary acceptance into the MEd-Literacy program after admission requirements for the accelerated master's option have been satisfied. Once accepted, students will be able to take up to 12 hours of graduate-level literacy courses that apply to both their undergraduate and graduate programs. Before enrolling in courses for both undergraduate and graduate credit, an undergraduate student must be accepted into the accelerated program and receive prior approval from the Literacy Program Coordinator, the RFT Department Head, and the Dean of the Graduate College. This is done by using a mixed credit form. A student will be fully admitted to the Graduate College upon completion of the requirements for the baccalaureate degree, provided the student meets all other requirements for admission to the Graduate College. Acceptance into the program and all approvals must be completed prior to the end of the Change of Schedule Period for the course(s). See the Graduate College for further information.

Admission Requirements

1.
Junior standing, with an overall GPA of 3.25
2.
BSEd major
3.
Elementary majors - completed or enrolled in: RDG 318 or RDG 420, and RDG 421
4.
Secondary majors - completed or enrolled in: RDG 474
5.
Other BSEd majors - contact the Graduate Literacy Program Coordinator
6.
Recommendation of a faculty member in the Literacy department

Graduate Coursework in Literacy Taken by Undergraduates and Accepted into the Accelerated Master's Option:

[RDG 700](#) (3), [RDG 640](#) (3); [RDG 660](#) (2); [RDG 680](#) (2) and [RDG 685](#) (2)

Completion of MSED-Literacy requirements:

Students must complete the additional course requirements of 25 hours as listed in the above regular MSED-Literacy degree.

Required Courses

Course Code	Course Title	Credit Hours
<u>RDG 700*</u>	Relationship of Language to Literacy and Intellectual Development	3 hrs
<u>RDG 710</u>	Content Area Literacy	3 hrs
<u>RDG 640</u>	Analysis and Correction of Difficulties in Literacy	3 hrs
<u>RDG 660</u>	Diversity Issues in Literacy and Content Area Instruction	2 hrs
<u>RDG 680</u>	Successful Classroom Communities to Enhance Student Learning	2 hrs
<u>RDG 685</u>	Techniques of Responsive Support in the Literacy Classroom	2 hrs
<u>RDG 740</u>	Issues and Trends in Literacy Education	3 hrs
<u>RDG 780</u>	Assessment Procedures for the Literacy Specialist	3 hrs
<u>RDG 781</u>	Assessment of Literacy Problems	3 hrs
<u>RDG 782</u>	Remediation of Literacy Problems	3 hrs
<u>RDG 770</u>	Curriculum Design in Literacy	3 hrs
<u>RDG 791</u>	Problems in Literacy Education	1 hr
<u>SFR 780</u>	Educational Research Methodology	3 hrs
<u>RDG 795**</u>	Research Seminar in Literacy	3 hrs
	Total	37 hrs

* Recommended initial course for Master of Science in Education, Literacy.

** This requirement waived if candidate elects Research Option 1, a thesis.

Research (3-6 hours)

Option I: Completion of a satisfactory thesis in the candidate's discipline. This credit shall be no more than 6 hours of the minimum 37 required for the degree.

Option II: Completion of one research seminar, [RDG 795](#), which shall require an extensive paper.

Comprehensive Examinations

A comprehensive examination must be passed by the candidate before a degree will be granted. A description of the content and format of this examination is available from the Director of the graduate reading program.

Instructional Technology Specialist Certificate Program

Program Description

The Certificate for Instructional Technology Specialist provides a 15-16 hour graduate-level experience for school administrators, teachers and staff working at the school building level. The program provides for the acquisition of knowledge and skills necessary for supporting teachers and students. The certificate is interdisciplinary in nature and provides competencies in the two core areas of Administration and Management and Technology Integration. This certificate is a Missouri State University Certificate

and does not meet Missouri State Certification requirements for teaching.

Entrance Criteria

To be considered for the program, a student must apply and be admitted to the Graduate College.

Required Courses

Core I - Administration and Management

Course Code	Course Title	Credit Hours
<u>EDT 640</u>	Technology Administration and Management	2 hrs
<u>EDT 763</u>	Administration of Educational Technology	3 hrs

Core II - Technology Integration

Course Code	Course Title	Credit Hours
<u>EDT 764</u>	Instructional Design	3 hrs
<u>EDT 767</u>	Educational Technology Practicum	2 hrs

Suggested Electives - choose two courses (5-6 hrs)

[MED 661](#), [MED 662](#), [MED 663](#), [MED 681](#); [ENG 773](#), [ENG 775](#), [ENG 777](#); [CIS 610](#), [CIS 626](#), [CIS 630](#), [CIS 641](#), [CIS 720](#); [EDT 777](#); [TCM 710](#); [PSY 718](#); [AGE 608](#)

Total Hours Required 15-16 hrs

GPA Requirements

Students must maintain a grade point average of at least 3.00 on all graduate course work at Missouri State University.

Education Courses

EDC 786 Research Seminar in Education

Prerequisite: SFR 780. An in-depth study of chosen topic in K-12 education leading to the guided development and completion of an extensive research paper or major creative work. 1-3 F,S

Educational Technology Courses

EDT 640 Technology Administration and Management

This course is designed to provide technology specialists, technology coordinators, library media specialists, school administrators and educators with a working knowledge of the administrative processes and concerns of operating an educational technology support facility. The primary focus will be toward leadership, strategic planning, and change management and writing technology plans. The content of this course is primarily structured for educational institutions but could be utilized for instructional and training systems in many types of industrial, religious, medical and corporate organizations that teach and train. May be taught concurrently with EDT 563. Cannot receive credit for both EDT 640 and EDT 563. 2(2-0) D

EDT 650 Selection and Utilization of Educational Technology

Targets principles of attention, perception, and retention regarding selection and implementation of instructional strategies. Students apply instructional design principles and learning theories to develop professional products; develop and implement evaluation strategies for hypermedia materials; combine electronic and non-electronic media; use telecommunications tools for production

purposes; and integrate a variety of instructional technology tools. May be taught concurrently with EDT 565. Cannot receive credit for both EDT 650 and EDT 565. 3(3-0) D

EDT 662 Educational Applications of Computers for Teaching

Using microcomputers in educational settings. Includes the investigation of software in desktop publishing, record management and multimedia applications. Special emphasis will be given to selection of appropriate programs for specific classroom utilization as well as computer interfaced peripheral devices. May be taught concurrently with EDT 562. Cannot receive credit for both EDT 662 and EDT 562. 3(2-2) D

EDT 690 Topical Issues in Educational Technology

A variable credit course with amount of credit based on the extent of the work required. Special topics related to the field of Educational Technology which may broaden the scope of the program of study. May be repeated up to a maximum of 6 hours. May be taught concurrently with EDT 597. Cannot receive credit for both EDT 690 and EDT 597. 1-6 D

EDT 696 Continuing Education in Educational Technology

Special topics related to Educational Technology for continuing professional development. A variable credit course with amount of credit based on the extent of work required. Cannot count toward the Educational Technology MSED program. May be repeated to a maximum of 6 hours. 1-6 D

EDT 763 Administration of Educational Technology

Emphasis is placed on management skills including budgeting; facility design; policies and procedures; selection and utilization; evaluation; assessment and other topics related to coordinating an educational technology program at a building, district, institutional or organizational level. 3(3-0) F

EDT 764 Instructional Design

Emphasis on the analysis and development of instruction for large group, small group, and individual student instruction. The utilization of systems approaches and packaged instructional forms will be stressed. The course will integrate systems approaches with learning theory involving educational technology. 3(3-0) S

EDT 765 Educational Media Production

Prerequisite: EDT 650. Principles and techniques of designing and producing advanced forms of media software materials in video, audio, and photography formats with emphasis on multi-media that includes computer generated graphics interfaced with video and audio editing as well as more basic production techniques. 3(2-2) S

EDT 767 Educational Technology Practicum

This is a field-experience based course that requires the student to spend a minimum of 60 hours in a working environment where educational media technology services and programs are being used or developed. The practicum may include: school media services: university programs, development centers in industry, government or medical programs, educational TV studios, computer facilities or other special programs. 2(0-4) D

EDT 777 Problems in Educational Technology

Research in or in-depth examination of issues and problems in the field of Educational Technology. May be repeated up to a maximum of 5 hours when topic varies. 1-3 D

EDT 797 Educational Technology Special Research Project

Prerequisite: SFR 780. An extensive multimedia production project which results in a functional product with extensive written documentation to support its use as a research or instructional tool which could provide results for extended research and publication. 3 D

EDT 798 Research Seminar in Educational Technology

Prerequisite: SFR 780. An extensive research paper focused on the field of instructional Design and Technology. 3(3-0) D

EDT 799 Educational Technology Thesis

Prerequisite: SFR 780. Independent research and study connected with preparation of a thesis in the field of Educational Technology. The paper will consist of original or creative research accountable to committee review and defense. May be repeated for a maximum of 6 hours credit. 3-6 D

Middle School Courses

MID 725 Advanced Theory and Practice in the Teaching of Early Adolescents

Materials, methods, and procedures for designing developmentally appropriate learning experiences for early adolescents; current trends and issues in the field. 3(3-0) D

MID 810 The Middle School-The Junior High School

An examination of educational programs most appropriate for students in late childhood and early adolescence with emphasis upon the philosophy, curriculum, instruction, and organization of middle schools and junior high schools. 3(3-0) D

Reading Courses

RDG 600 Literacy Projects

This course is designed to provide students an opportunity to informally assess and tutor adults or children exhibiting literacy difficulties. Students are expected to have an increased awareness and understanding pertaining to literacy and to recognize the importance of improving the educational process of adults and children. This course may not be substituted for any required reading/literacy course. Number of class hours determined by semester hours of credit. May be repeated to a total of 3 hours. May be taught concurrently with RDG 599. Cannot receive credit for both RDG 599 and RDG 600. 1-3 D

RDG 640 Analysis and Correction of Difficulties in Literacy

Prerequisite: RDG 318 or both RDG 420 and RDG 421, or equivalent; and admitted to Teacher Education Program. Techniques of analysis and correction of difficulties in literacy for elementary, secondary, special education and reading/literacy teachers. Trends in dealing with diagnostic procedures, instructional techniques, special materials, and assessment. Students concentrate study within their level of training. Family Care and Safety Registry (FCSR) check is required. May be taught concurrently with RDG 574. Cannot receive credit for both RDG 640 and RDG 574. 3(3-0) F,S

RDG 656 Topical Issues in Literacy

Prerequisite: permission may be required (see class schedule). To develop understanding and skills in relevant areas of literacy education. Credit hours may vary depending on topic. Variable content course. May be repeated to a total of 5 hours when topics change. A maximum of 3 hours may be used toward degree. May be taught concurrently with RDG 556. Cannot receive credit for both RDG 556 and RDG 656 on same topic. 1-5 D

RDG 660 Diversity Issues in Literacy and Content Area Instruction

Designed for preservice and practicing elementary, middle, and high school teachers working on undergraduate degrees in Elementary Education or Secondary Education; as well as graduate degrees in Literacy, Elementary Education, MAT, or other MS or MSED graduate degrees. Students will expand their knowledge of racial, cultural, ethnic, linguistics, and socio-economics diversity; and learn strategies to implement diversity issues into their literacy instruction and/or content area lessons. Students will be introduced to different aspects of diversity through a wide variety of course readings, multicultural literature, videos, guest speakers, multicultural interview, and community field trips. May be taught concurrently with RDG 560. Cannot receive credit for both RDG 560 and RDG 660. 2(2-0) F

RDG 673 Psychology of Literacy

Practical contemporary learning theories and principles that are basic to acquiring literacy. Focus on evidence-based research supporting learner-centered classrooms and issues of cognitive and metacognitive development, the affective and motivational dimensions of instruction, the developmental and social aspects of learning, and individual differences in learning associated with cultural and social backgrounds. May be taught concurrently with RDG 573. Cannot receive credit for both RDG 673 and RDG 573. 3(3-0) D

RDG 680 Successful Classroom Communities to Enhance Student Learning

Integration of areas supporting student learning including productive interactions with families. Concentrated modules on literacy learning of regular education students, struggling readers, and exceptional students. Basic principles in effective communication with parents and other professionals to reinforce appropriate classroom learning. May not be substituted for any course required for Special Education degrees or certificates. May be taught concurrently with RDG 580. Cannot receive credit for both RDG 680 and RDG 580. 2(2-0) D

RDG 685 Techniques of Responsive Support in the Literacy Classroom

Techniques to support positive, active learning through appropriate response to intervention plans within the literacy classroom. Study of alternative and appropriate behaviors to meet students' needs in acceptable ways through modeling, guided practice, and cueing within a supportive environment, which includes teachers, parents, and other stakeholders in student's learning. May not be substituted for SPE 515, 615, 616, or any course required for a SPE degree or certificate. May be taught concurrently with RDG 585. Cannot receive credit for both RDG 585 and 685. 2(2-0) D

RDG 700 Relationship of Language to Literacy and Intellectual Development

Utilizing elements of language and intellectual development which provide the basis for the development of appropriate literacy skills. Helping teachers gain skill in using teaching strategies which help children develop language and intellectual competencies. To be taken during the first semester of the graduate literacy program. 3(3-0) F,S,Su

RDG 710 Content Area Literacy

Prerequisite: enrollment limited to students in the MSED, MA, and MAT programs. Teaching subject matter in content areas in ways for utilizing and further developing fundamental literacy; effective reading and writing skills, vocabulary development in specific areas, study skills, utilization of cognitive processes. 3(3-0) F,S,Su

RDG 720 Use of Multi-Media Resources in Literacy

Criteria, methods and tools for selection and effective utilization of both print and nonprint material, enhancing and encouraging competency in literacy; production of materials utilizing various media. Students concentrate study within their level of training (elementary or secondary.) 3(3-0) D

RDG 730 Assessment and Instruction of Less Skilled Readers and Writers

Prerequisite: RDG 318; or both RDG 420 and RDG 421, or equivalent. Supervised small group practice in a clinical setting assessing

and instructing students who are experiencing difficulty learning to read and write. Planned with and directed by a graduate faculty member. Less intensive and more generalized clinical experience for those not intending to pursue Special Reading Teacher certification. May not be substituted for any course required for special reading certification (RDG 574/640, 780, 781, or 782). Family Care and Safety Registry (FCSR) check is required. Literacy majors must enroll for 6 hours, other majors may enroll for 3 hours. 3(2-2) or 6(2-8) F,S

RDG 740 Issues and Trends in Literacy Education

Provides intensive study of significant issues and trends in literacy education. Emphasis on locating and analyzing current issues and trends and encouraging teachers and administrators to apply the information to research-based best practices in the classroom. 3(3-0) D

RDG 770 Curriculum Design in Literacy

Prerequisite (required of graduate Literacy program students only): RDG 640 and RDG 660; and RDG 673 or RDG 780; RDG 700 and RDG 710; and RDG 760 (6 hours) or RDG 781 and RDG 782; and RDG 740. Research and read literature to prepare for establishing a total school literacy curriculum. This capstone course is taken during the semester graduate Literacy program students take comprehensive exams. 3(3-0) F,S

RDG 780 Assessment Procedures for the Literacy Specialist

Prerequisite: RDG 640. Designed especially for the special reading teacher or literacy coach who needs an advanced course for special reading teacher certification. Psycho-educational testing techniques, multisensory teaching techniques, report writing, resource personnel, and clinic operations will form the basis for this course. 3(3-0) S

RDG 781 Assessment of Literacy Problems

Prerequisite: RDG 780; and concurrent enrollment in RDG 782. Supervised individual practice diagnosing literacy problems. Students work with elementary, secondary, or adult learners. Includes 4 hours of practicum. 3(1-4) Su

RDG 782 Remediation of Literacy Problems

Prerequisite: RDG 780; and concurrent enrollment in RDG 781. Supervised individual practice with remedial procedures for literacy problems. Students work with elementary, secondary, or adult learners. Includes 4 hours of practicum. 3(1-4) Su

RDG 791 Problems in Literacy Education

Prerequisite: concurrent enrollment in SFR 780. In consultation with the advisor, major issues in the field of literacy education are selected for investigation through independent study. Number of hours of involvement determined by semester hours of credit. May be repeated to a total of 3 hours. 1-3 F,S,Su

RDG 795 Research Seminar in Literacy

Prerequisite: SFR 780 and RDG 700 or RDG 710 and RDG 791. An in-depth study of a topic in literacy, leading to the guided development and completion of an extensive research paper. 3(3-0) F,S

RDG 799 Thesis

Prerequisite: SFR 780 and RDG 700 and RDG 710 and RDG 791. Independent research and study connected with preparation of thesis. May be repeated to a maximum of 6 hours. 1-6 D

Secondary Education Courses

SEC 622 Philosophy of Vocational Education

Philosophical foundations of vocational education; philosophies of vocational education in contemporary school. Identical with AGV 622 and BSE 622. May be repeated to a total of 3 hours. May be taught concurrently with SEC 522. Cannot receive credit for both SEC 522 and SEC 622. 1-3, D

SEC 626 Coordination of Cooperative Education

Problems and procedures in organizing and operating part-time cooperative and evening occupation programs. Restricted to those who can qualify as coordinators. Identical with AGV 626 and BSE 626. May be repeated to a total of 2 hours. May be taught concurrently with SEC 526. Cannot receive credit for both SEC 526 and SEC 626. 1-2 D

SEC 627 Teaching Adults in Vocational Education

Rise of the adult education movement; learning abilities, educational interests and vocational needs of adults; problems and procedures in organizing and operating adult education programs; relationship of adult education to public school education. Identical with AGV 627 and AGE 608. Cannot receive credit for SEC 627 and AGV 627 and AGE 608. May be taught concurrently with SEC 527. Cannot receive credit for both SEC 527 and SEC 627. 3(3-0) D

SEC 628 Measurement and Evaluation of Vocational Education Programs

Assessing specific program needs as determined from occupational surveys and other demographic data; follow-up techniques to evaluate the overall effectiveness of the program on manpower needs in a given labor market area. Identical with AGV 628 and BSE 628. May be repeated to a total of 3 hours. May be taught concurrently with SEC 528. Cannot receive credit for both SEC 528 and SEC 628. 1-3 D

SEC 701 Secondary School Curriculum

Foundation course in the development and organization of the secondary school curriculum. 3(3-0) D

SEC 703 Seminar in Current Trends in Teaching English

Prerequisite: ENG 405. For experienced teachers of English in grades 9-12; research and recent developments in teaching literature and composition. 2(2-0) D

SEC 704 Seminar in Current Trends in Teaching Social Studies

Prerequisite: HST 418. For experienced teachers of social studies in grades 9-12; research and recent developments in teaching various areas of social studies. 2(2-0) D

SEC 705 Curriculum Construction in Business Education

Objectives and interrelationships of business education courses and programs. Development of curricular materials and evaluative devices. Identical to BSE 705. May be repeated to a total of 3 hours. 1-3 D

SEC 706 Seminar in Current Trends in Teaching Business Education

Prerequisite: BSE 403. For experienced teachers of business education in grades 9-12; research and recent developments in teaching business education. 2(2-0) D

SEC 707 Seminar in Current Trends in Teaching Mathematics

Prerequisite: MTH 409. For experienced teachers of mathematics in grades 9-12; research in recent trends and developments in teaching mathematics. 2(2-0) F

SEC 708 Seminar in Current Trends in the Teaching of Biology

Prerequisite: SCI 414. Methods of teaching biology; emphasizing modern techniques and developments in both the biological science curriculum and instructional procedures relating to that curriculum. 2(2-0) D

SEC 783 Internship in Teaching I

Prerequisite: SFR 797; complete appropriate background check and obtain current professional liability insurance. A site-based clinical experience. Students will observe the operations of a school, serve as teacher aides and administrative aides in the school; and work closely with school and community service organizations. Students will also complete an on-going seminar through online or literature based delivery systems. Students will implement an initial Teacher Work Sample in a classroom under the supervision of a cooperating teacher. 3(1-4) D

SEC 784 Internship in Teaching II

Prerequisite: SEC 783; and acceptance into the Master of Arts in Teaching degree program. The candidate must have passed the appropriate Praxis II examination, obtained current pre-professional liability insurance, completed the appropriate background check and be approved for supervised teaching. A semester-based supervised teaching experience. Students teach full time, under the supervision of a cooperating teacher and a University supervisor. Students also attend an ongoing seminar and design and implement a Teacher Work Sample required for graduation. The candidate's professional portfolio should be completed during this course. Supplemental course fee. 10(2-16) D

SEC 785 Internship in Teaching III

Prerequisite: SEC 783 and SEC 784. Students will complete a professional preparation portfolio. The professional portfolio will be evaluated by instructors in order to determine how well the candidate demonstrated understanding of DESE content standards and MoSTEP quality indicators. 1 D

Secondary Education, Foundations, And Educational Research Courses

SFR 621 Techniques for Teaching Adults

A survey of the principles, objectives and trends in instructional techniques for adult education. May be taught concurrently with SFR 521. Cannot receive credit for both SFR 521 and SFR 621. 3(3-0) D

SFR 647 Guidance and Interpersonal Relationships in the Classroom

Appropriate classroom communication and interpersonal skills. Emphasis on the relationship between self concept development and achievement in a diverse student population. May be taught concurrently with SFR 547. Cannot receive credit for both SFR 547 and SFR 647. 2(2-0) D

SFR 676 Topical Issues in Education

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. May be taught concurrently with SFR 576. Cannot receive credit for both SFR 576 and SFR 676. 1-5 D

SFR 681 Law and the Classroom Teacher

Prerequisite: Teacher Certification students must be admitted to Teacher Education Program. Rights and responsibilities of classroom teachers as determined by the legal structure created by state and federal constitutions, legislative actions, and judicial decisions. Implications of legal foundations for teachers relative to ethics, relationships with students, colleagues, minority groups, professional

organizations, and others. May be taught concurrently with SFR 581. Cannot receive credit for both SFR 581 and SFR 681. 2(2-0) D

SFR 682 Contemporary Issues in Education

Prerequisite: Teacher Certification students must be admitted to Teacher Education Program. In-depth analysis of selected issues currently generating great interest and controversy in American education. Attention to the effects of the issues on the teaching profession, curriculum, instruction, and school personnel. May be taught concurrently with SFR 583. Cannot receive credit for both SFR 583 and SFR 682. 2(2-0) D

SFR 695 Applications of Educational Measurement

Prerequisite: Teacher Certification students must be admitted to Teacher Education Program. Using the results of testing in schools. The role, advantages, and limitations of evaluative instruments and techniques in educational decision making. May be taught concurrently with SFR 595. Cannot receive credit for both SFR 595 and SFR 695. 2(2-0) D

SFR 709 Individualizing Instruction

Training in various procedures for individualizing instruction at all grade levels. 3(3-0) D

SFR 711 Principles and Organization of Student Activities

Acquaints teachers and administrators with problems and procedures involved in the organizations and supervision of student activities. 2(2-0) D

SFR 723 Organization and Administration of Adult Education

Theory and practice relating to the organization, administration, and supervision of adult education. Emphasis will be placed upon adult education programs in the public school and the junior-community college. 3(3-0) D

SFR 724 Organization and Administration of Vocational Education

Problems, procedures and local, state and federal relationships in organization and administration of vocational education in the contemporary school. Identical with AGV 724. May be repeated to a maximum of 3 credit hours. 1-3 D

SFR 730 Curriculum Construction in the School

Traditional, humanistic, and behavioristic approaches to advanced curriculum development in the school. 2(2-0) D

SFR 750 Philosophies of Education

Philosophical problems of education; philosophical systems in America; their effect upon educational practice. 3(3-0) D

SFR 753 Comparative Educational Systems

Comparative analysis of major ideas and institutions of selected international systems of education. Comparisons between international systems of education and systems dominant in America. 2(2-0) D

SFR 780 Educational Research Methodology

Survey of research methods used in education; research design and evaluation; problems of interpretation and application; development of a formal research proposal. 3(3-0) F,S,Su

SFR 781 Educational Research Literacy

Introduction to the appreciation and understanding of research and common research methods in Education. In addition to basic

research concepts, students will learn to read, understand, evaluate, and synthesize research, and explore the application of research results in their professional work. 3(3-0) D

SFR 791 Educational Workshop

Workshop to upgrade understandings and skills, concerned with the improvement of secondary teaching procedures, curriculum, supervision, administration or guidance. Each workshop will be concerned with a single topic. Number of class hours determined by length of workshop. May be repeated to a maximum of 9 hours. Thirty clock hours equal one credit hour. 1-9 D

SFR 792 Supervision of Student Teachers

Prerequisite: valid elementary or secondary teaching certificate. For public school teachers cooperating in college student-teaching programs; organizing and directing work of the student teacher. 2(2-0) D

SFR 793 Qualitative Research Methods

This course is focused on qualitative methods in the social sciences and specifically in educational research, including educational action research. Depending on prior research work, students will plan, implement, or further a qualitative or action research study. Students will learn firsthand about collecting and analyzing qualitative data, developing theories, and writing up the results. Students will also explore the role of educational action research in professional development, in improving classroom practices, and in developing school policy. 3(3-0) D

SFR 794 Research Practicum

Prerequisite: SFR 780. Conducting research projects with schools and other educational agencies. Students will be engaged in articulating research problems, reviewing literature, collecting and analyzing data, and presenting results. 1-3 D

SFR 796 Problems in Education

Specific problems in education related to needs and interests of the student. May be repeated to a total of 3 hours. 1-3 D

SFR 797 Advanced Studies in Teaching and Learning

Prerequisite: admitted to the Master of Arts in Teaching program. The purpose of this course is to develop deep understandings and skills regarding secondary teaching, procedures, methods, curriculum, supervision, administration and foundations. Candidates will be introduced to the electronic portfolio. Portfolio checkpoint one will occur in this course. 9 D

SFR 799 Thesis

Prerequisite: SFR 780. May be repeated to a maximum of 6 hours credit. 1-6 D

SFR 858 Current Issues Affecting Education

This multi-disciplinary mini-course is composed of selected topics of current interest to all school personnel. Opportunities are provided for object examination of highly volatile controversies surrounding education. May be repeated for a total of 6 hours credit. 1-3 D

SFR 890 Field Research and Evaluation

Prerequisite: SFR 780. Specifically designed to give each student the prerequisite skills and competencies necessary for completion of field study research project(s) as well as preparation for conducting on-the-job institutional research. 3(3-0) D

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