

College of Education and Social Sciences

- Master of Science in Education/Curriculum and Instruction**
- Master of Science in Education/Lead Teacher**
- Master of Science in Education/Instructional Technology**
- Master of Science in Education/Athletic-Activity Administration**
- Master of Science in Educational Administration**
- Education Specialist in Educational Administration**
- Doctor of Education in Educational Leadership**

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<http://www.sbuniv.edu/mseducation/index.htm>

Calendar

Campus Classes Begin

Fall 2012 August 20
 Spring 2013 January 7
 Summer 2013 June 3

Deadlines for Enrollment for Independent Study, Reading, and Symposium Credit

Fall 2012 September 10
 Spring 2013 February 11
 Summer 2013 June 7

Deadlines for Completion of Independent Study, Reading, Symposium Credit and Master's Project

Fall 2012 December 5
 Spring 2013 May 7
 Summer 2013 July 16
 Master's Project 4 weeks prior to graduation

Deadlines for Intent to Graduate Card

December 2012 October 10
 May 2013 March 86

Graduation Dates

Fall 2012 December 14
 Spring 2013 May 18

Program Purposes

The Graduate Programs in Education seek to provide learning experiences that are grounded in the mission and vision of the university and college. In doing so the programs assist teachers and administrators to be caring, effective practitioners in today's schools. Learning experiences are designed to assist teachers and prospective administrators to improve their capability to teach and lead in today's schools at every level. The program is designed to assist graduate students in attaining a number of outcomes.

Assessment

In the Master of Science in Education degree program, periodic measurements of student perceptions and intellectual growth are obtained as one means for the University to assess and improve its academic programs and student learning. The information obtained is used to measure and develop student competencies and to determine and improve the quality of the educational experience for students.

Alumni of the program will be surveyed every 2-5 years. Alumni will be asked to evaluate the major degree program components and appropriateness of relationship to their work in education. Students in the educational administration program will be surveyed upon completion of the degree. A follow-up survey will be conducted two years following graduation.

All students in seeking the Master of Science in Education will take EDU 5073 MS Capstone for the purpose of demonstrating through articulation and performance how the degree has impacted the teaching and learning process in the k-12 setting.

When possible, the immediate supervisor of educational administration graduates will be surveyed to determine the adequacy of the graduate program in preparing people for the principalship.

In the Master of Science in Educational Administration degree program, students will be required to complete EAD 6132 - Capstone Experience in which they will be responsible for demonstrating the knowledge, dispositions and performance objectives of the program through case studies, vignettes, problem-based learning activities and the completion of a comprehensive plan. Additionally, all students will be required to complete the School Leaders Licensure Assessment (SLLA) prior to receiving initial certification as a building level administrator.

In the Education Specialist degree program, each student will be required to complete EAD 7132-Capstone Experience in which they will be responsible for demonstrating the knowledge, dispositions and performance objectives of the program through case studies, vignettes, problem-based learning activities and the completion of a comprehensive plan. Additionally, all students will be required to complete the School Leaders Licensure Assessment (SLLA) prior to receiving initial certification as a building level administrator and/or the School Superintendent Assessment (SSA) prior to receiving advanced certification as a building or district level administrator.

Admission Requirements

All applicants accepted for graduate study must have graduated, or be scheduled to graduate during the current academic year, from a regionally accredited college or university with a baccalaureate degree comparable in content and credit hours with degrees granted by Southwest Baptist University.

For admission into the Master of Science in Educational Administration program, students must currently possess a baccalaureate degree in education and a current teaching certificate issued by the state of Missouri. Also required are three letters of recommendation from persons having knowledge of professional ability and character and validation of at least two years of teaching experience.

For admission into the Education Specialist program students must currently hold a master's degree and hold a valid teaching certificate and at least five years of teaching experience. There are three tracks for admission to the program depending on the graduate degree held and certification as a building level administrator.

In the Doctorate of Education degree program, each student will be required to complete written and oral comprehensive exams as well as the completion of the dissertation as evidence of the knowledge, dispositions and performance objectives for the Ed.D. program.

Admission to Unclassified Status

Unclassified graduate students are persons taking graduate courses, but not pursuing a Master of Science in Education degree or a Master of Science in Educational Administration degree at Southwest Baptist University, and persons who are taking

courses prior to admission to a M.S. Degree program at SBU. Admission of unclassified graduate students is granted by the Office of Graduate Studies on the basis of the general admission requirements stated in Step 1 of below.

For admission to the Ed.D. program, students must currently possess at a minimum post baccalaureate degree in education or educational administration. Students should contact the Office of Graduate Studies in Education to obtain the appropriate application material.

Admission to Classified Status for Degree-Seeking Students

Graduate students in classified status are those who have been admitted to the Master of Science in Education degree program, the Master of Science in Educational Administration degree program, the Educational Specialist degree program, or the Doctorate of Education degree program.

Persons wishing to pursue the Master of Science in Education degree, the Master of Science in Educational Administration degree, or the Educational Specialist degree at Southwest Baptist University should complete the process of admission to the graduate program as a classified degree-seeking student prior to the completion of 9 credit hours at SBU.

At least 15 hours must be completed at Southwest Baptist University after official admission to the Master of Science in Education degree program. Admission to the Master of Science in Educational Administration and Education Specialist degree programs must be accomplished prior to the completion of 9 credit hours at SBU.

An applicant for admission to any of the Master of Science Degree programs may be fully or unconditionally admitted or may be admitted with limitations or conditions.

Criteria for full or unconditional admission to the Master of Science degree programs are:

1. A Missouri Teaching Certificate, or a Pass for Missouri certification on the PRAXIS II or 1040 or higher combined total for the Verbal and Quantitative score and 4.0 or higher for the Analytical Writing portion on the Graduate Record Exam; and
2. An undergraduate Grade Point Average of at least 2.75 on a 4.00 scale; and
3. A positive recommendation for admission from the Graduate Education Admissions Committee.

Conditional Admission may be granted upon the recommendation of the Graduate Education Admissions Committee for a person who does not fully meet the criteria given above. When a person is granted conditional admission, the conditions for continuing in the program are communicated in writing by the Office of Graduate Studies.

Steps to be followed in obtaining admission to one of the Master of Science Degree programs are:

Step 1: Submit the following materials to the Office of Graduate Studies:

1. An **official** transcript showing completion of a bachelor's degree.
2. **Official** transcript(s) showing any previous graduate study.
3. A Graduate Studies application form.
4. One of the following:
 - a. A copy of the applicant's Missouri Teaching Certificate (PC-1) issued after September 1, 1991, *or*
 - b. An official report of passing scores made on the PRAXIS II *or*
 - c. An official report of passing scores made on the Graduate Record Examination (GRE).
(An M.S. degree from an accredited school may be substituted for testing requirement.)
5. A \$25 application fee.
6. Master of Science in Educational Administration students are required to submit three letters of recommendation from people with knowledge of their character and leadership capabilities in addition to the requirements stated above.

Step 2: Admission Questionnaire

An admission questionnaire, including a handwritten statement describing the applicant's motivation for pursuing the master's degree at Southwest Baptist University, must be submitted by the applicant. This form is mailed to the student upon request and should be submitted by the student with the application.

Step 3: Committee Action

After all admissions materials are filed, the Graduate Admissions Committee will meet and determine the admissibility of the candidate. One of the following actions will be taken:

1. The candidate may be unconditionally admitted to the graduate program at Southwest Baptist University.
2. The candidate may not be admitted to the graduate program and may not pursue a graduate degree at Southwest Baptist University.
3. The candidate may be conditionally admitted and may proceed to pursue the appropriate master's degree if stated conditions are continuously met.

The Graduate Admissions Committee may grant conditional admission to persons who do not fully meet all admissions criteria, but in the view of the committee demonstrate potential for completing the program and making a worthy contribution through teaching or building level administration.

Step 4: Notification

The Office of Graduate Studies will notify the applicant in writing of the decision of the Graduate Admissions Committee. If the applicant is admitted conditionally, the conditions for continuing in the program will be listed and communicated in writing. An advisor will be announced in the letter. Students should communicate with their assigned advisor as soon as possible.

Steps to be followed in obtaining admission to the Education Specialist are:

2. An official transcript showing the completion of a bachelor's degree and master's degree, as well as all undergraduate and graduate work attempted. The transcript must come directly from the sending institution. No "issued to student", faxed, or photocopied transcripts will be accepted.
3. \$25 application fee.
4. Graduate application and questionnaire.
5. A copy of the candidate's administrative and/or teaching certificate.
6. Successful completion of the SLLA (scores submitted) or a professional development plan.

Admission Standards for the Doctorate of Education Degree Program

Students applying for the program should be currently involved in an educational role, or have had previous experience in educational roles, with priority given to students holding positions with administrative responsibilities. The educational experience may encompass a number of settings, including school administration, colleges and universities, and community and/or faith-based organizations. The Ed. D. Admissions Committee will consider the following factors in the admission of an applicant to the program, and strength in one area may be weighed favorably against shortcomings in another:

Evidence of a completed master's degree in educational administration from an accredited university with a grade point average of at least 3.5 on a 4.0 scale for courses applied toward the master's degree with preference to students who have completed the educational specialist degree;

1. Evidence of a completed educational specialist degree in educational administration or curriculum and instruction from an accredited university with a grade point average of at least 3.5 on a 4.0 scale for courses applied toward the educational specialist degree;
2. Evidence of successful completion of the School Leaders Licensure Assessment (SLLA) and/or the School Superintendent Assessment (SSA);
3. Evidence of certification as a building level administrator with preference given to those applicants holding district level administration certification;
4. Commitment and demonstration to the advancement of education through professional leadership as indicated by:
 - a. Currently holding an administrative position;
 - b. Currently holding a leadership position in a related field,
 - c. Essay of applicant's professional accomplishments, career goals and personal philosophy of leadership, no more than two pages in length.
5. A formula established by the Ed. D. Admissions Committee calculated on $(\text{GPA} \times 150) + \text{Verbal GRE score} + \text{Quantitative GRE score}$. The formula score must be greater than or equal to 1500;
6. Three recommendation forms completed by those knowledgeable of applicant's professional, academic, and ethical qualities;
7. Submission of a professional vitae/resume.
8. Additional criteria to be considered: received a Regional State or National Award, leadership experience in a related field.

The Ed.D. Admissions Committee composed of members of the graduate studies program in education may request an interview with the applicant.

For students not holding a master's or specialist degree in educational administration should contact the Office of Graduate Studies in Education for information about leveling courses required for admission to the Ed.D. program.

Admission Procedures

Ed. D. candidates will submit all required documents by stated deadline to the Director of the Ed.D. program. Southwest Baptist University Graduate Department Faculty will comprise the committee to review all application materials. Candidates will be objectively selected based on ratings of performance on their admission standards and writing sample. Candidates will be notified if they were accepted into the program no later than four weeks after the application deadline. Students not accepted into the program may appeal to the Coordinator of Doctoral studies requesting a review by the Coordinator and the Dean of the College of Education and Social Sciences. The applicant will be notified of their decision within three (3) weeks of the receipt of the appeal.

Admission of a Last-Semester Senior (Master of Science in Education ONLY)

An undergraduate student, enrolled on the SBU campus in Bolivar, interested in taking courses for graduate credit during the last year of undergraduate work may register for graduate courses with the approval of the Office of Graduate Studies in Education. To be considered, a transcript of completed work indicating a cumulative GPA of 2.75 on a 4.00 scale, a schedule of classes for the semester the work is to be completed, an application for admission to the Graduate Program, and letters of recommendation from two undergraduate faculty members must be submitted to the Office of Graduate Studies in Education. This information must be processed at least three weeks before the beginning of the semester. Students may complete up to 12 graduate hours prior to the completion of the baccalaureate degree. The graduate courses taken will be held in escrow until the degree is completed. These hours may not be transferred to another university until the baccalaureate degree is completed. Combined total enrollment shall not exceed 16 hours. Undergraduate tuition rate will be assessed for all undergraduate students taking graduate hours.

International Students

International students must meet the admission requirements stated in the previous sections. Official records of all higher education, including certificates of degrees with the dates the degrees were conferred, must be submitted. All records not in English must be accompanied by an official translated record. All records should show the individual subjects studied and the grades received in each subject. International applicants are required to submit proof of adequate finances for the entire period of study. Admission will not be granted until such proof is submitted. Eligible applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL) and attain a score of at least 550.

Transfer Credit

Upon approval, a student may transfer a maximum of 12 semester hours of graduate credit from regionally accredited colleges and/or universities with the exception of the Master of Science in Education/ Curriculum and Instruction degree program, a maximum of 9 semester hours of graduate credit may be transferred. No transfer credit will be accepted for the 8000 level courses in the Ed.D. program. **Transfer courses must have been completed within the last 7 years.** Courses must be applicable to a student's SBU graduate program and become a part of the program of study when transferred. Official transcripts indicating the courses to be transferred must be on file in the Office of Graduate Studies in Education **prior** to admission.

The Department Chair of Graduate Studies in Education and the Dean of Graduate Studies must approve transfer credits. Graduate courses transferred to Southwest Baptist University must have grades of A, B, S, P, or CR and must be similar to graduate courses offered by Southwest Baptist University. **Official transcripts must be submitted directly to the Office of Graduate Studies.**

A student currently admitted as a classified graduate student at Southwest Baptist University who desires to complete graduate course work at another regionally or nationally accredited institution and transfer it to SBU must have **prior approval** of the advisor and the Director of Graduate Studies in Education. The Transfer Course Approval Form must be completed and approved by the above persons prior to taking the course work.

Course work in Educational Administration completed outside the state of Missouri can not be transferred to Southwest Baptist University and will not be applied to the Master of Science in Educational Administration degree. **No OLIS courses will be accepted for transfer credit.** Southwest Baptist University reserves the right to accept or reject any credit for transfer.

Any student receiving an "F" for the course will be required to retake the course through Southwest Baptist University. Transfer credit from another institution will not be accepted in the event a student must retake a course due to receiving a grade of "F".

Auditing a Course

A person who wishes to audit a course must have permission from the instructor and enroll as an auditor at the same time and under the same procedures as for credit. This status will permit the student to attend class but does not allow the student to

take tests or have assignments graded by the instructor. Regular class attendance is expected. Auditors should consult with the instructor regarding restrictions and expectations. Change from credit status to audit status must be approved by the instructor and the Director of Graduate Studies in Education. Persons who are not currently enrolled in the University must apply for admission in order to register as an auditor. Tuition for auditing a class is one-half (2) the rate charged for regular enrollment.

A student cannot change from a credit to audit (or admit to audit) after the third class meeting.

Degree Requirements

To receive the **Master of Science in Education** degree a student must:

1. complete all course requirements;
2. complete all course work with no more than 6 semester hours of C;
3. receive a C or higher in all course work;
4. no more than 49% of the degree may be taken at one location with the exception of the Bolivar, Mountain View or Salem campuses;
5. complete all requirements within 5 years of the date admitted to the graduate program;
6. participate in commencement exercises unless absence is approved by the Provost.

The degree seeking student must complete, file and obtain approval of an official plan of study within 2 weeks following admission to the program. Plan of Study forms are available from the Office of Graduate Studies in Education. **At least 15 hours must be completed after official admission to the degree program.** The student should develop the plan of study in consultation with their advisor. As the student progresses through the program, any necessary changes in the plan of study must have the approval of the same advisor and the Director of Graduate Studies in Education. Advisors will note changes in the permanent file of the student in the Office of Graduate Studies.

The Master of Science in Educational Administration degree leads to recommendation for certification as an elementary, secondary or K-12 school principal following successful completion of the SLLA. The elementary and secondary school certificates require 38 credit hours. The middle school endorsement requires completion of either the elementary or secondary school principal requirements plus additional course work as required by the Missouri Department of Education (DESE). Contact the office of graduate studies in education for details concerning middle school principal certificate endorsement.

The Educational Specialist degree leads to recommendation for initial certification as an elementary **or** secondary principal for students entering the program with the M.S. in Education degree. Students completing the Ed.Sp. who currently hold certification as a building level administrator will be recommended for the advanced principal certification and the initial superintendent certification following successful completion of the required national examination.

Persons completing the Master of Science in Education degree and teacher certification must fulfill the above requirements and the requirements for certification. The master's certification program is available on the Bolivar campus only. Master certification students are required to complete the comprehensive exam. Students should consult their advisor.

The **Master of Science in Education/Curriculum and Instruction** degree will include the following courses:

- EDU 5183 Brain Based Teaching and Learning
- EDU 6243 Essentials in Reading
- EDU 5213 Current Issues in Educational Technology
- EDU 5323 Improving Instruction
- EDU 5683 Effective Inclusion Practices
- ITL 5633 Instructional Material Design and Application
- EDU 5023 Curriculum Design and Development
- EDU 5033 Learners and the Learning Process
- EDU 5863 Schools by Design
- EDU 5083 Educational Research
- EDU 5073 MS Capstone

The **Master of Science in Education/Lead Teacher** degree will include the following courses:

- EDU 5033 Learners and the Learning Process
- EAD 6053 School Supervision
- EAD 6083 Essentials in Law, Finance, and Buildings
- EAD 6143 Educational Organizations, Leadership & Change
- EAD 6014 School Administration (Residency)
- EAD 6024 School Curriculum (Residency)

EDU 5213	Current Issues in Educational Technology
EDU 5083	Educational Research
EDU 5023	Curriculum Design and Development
EDU 5313	Clinical Field Study
EDU 5323	Improving Instruction
EDU 5593	Spiritual Issues in Public Schools

The **Master of Science in Education/Instructional Technology** degree will include the following courses:

ITL 5923	Online Teaching in the K-12 Environment
ITL 5723	Advanced Media Management and Supervision
ITL 5613	The Instructional Role of Educational Media and Technology
ITL 5813	Technology Planning and Budgeting
ITL 5643	Advanced Hardware and Software (Residency)
ITL 5623	Multimedia Tools and Applications (Residency)
EDU 5213	Current Issues in Educational Technology
ITL 5633	Instructional Material Design and Application
EDU 5083	Educational Research
ITL 5733	Leadership in School District Technology
ITL 5093	Field-Based Research in Instructional Technology

Master of Science in Education/Athletic-Activity Administration (34 hours)

AAD 5003	Organization and Administration of Athletics/Activities
AAD 5002	Leadership Philosophy in Athletics/Activities
AAD 5001	Athletic/Activity Internship I
AAD 5032	Technology for Athletic/Activity Administration
AAD 5023	Legal Issues in Athletics/Activities
AAD 5011	Athletics/Activities Internship II
EAD 6053	School Supervision
AAD 5021	Athletics/Activities Internship III
AAD 5033	Character Development in Coaching
AAD 5043	Sports Psychology & Stress Management
AAD 5053	Diversity in Athletics/Activities
AAD 5012	Public Relations in Athletics/Activities
AAD 5031	Athletics/Activities Internship IV
AAD 5022	Facility and Game Management
AAD 5063	Finance & Fundraising in Athletics
AAD 5041	Athletics/Activities Internship V

The **Master of Science in Educational Administration** degree will include the following courses:

Elementary or Secondary School Principal Certificate:

EDU 5033	Learners and the Learning Process
EDU 5083	Educational Research
EAD 6001	Introduction to Technology for Administrators
EAD 6002	Foundations of Educational Administration
EAD 6014	School Administration
EAD 6024	School Curriculum
EAD 6053	School Supervision
EAD 6062	Internship 1
EAD 6072	Internship 2
EAD 6083	Essentials in Law, Finance and Buildings
EAD 6093	Administration of Special Programs
EAD 6113	Administrative Communication, Innovation and Management
EAD 6132	Capstone Experience
EAD 6143	Educational Organizations, Leadership and Change

Upon completion of the Master of Science in Educational Administration degree the candidate will be recommended for certification in the grade levels of their undergraduate teaching field and recommended for endorsement in K-12 administration. Students must successfully complete the SLLA to receive certification in the State of Missouri.

Time Limitations

The student is required to complete the Master of Science in Educational Administration Degree within 5 years of the date of admission. Requests for extensions must be made in writing and submitted to the Chair of Graduate Studies in Education.

The **Education Specialist** degree will include the following courses:

EAD 7000	Continuous Enrollment (as needed to complete field study)
EAD 7002	Educational Technology
EAD 7003	School District Administration
EAD 7013	Personnel Administration
EAD 7023	Advanced School Finance
EAD 7033	School Planning & Maintenance
EAD 7043	Research and Statistics
EAD 7053	Advanced School Law
EAD 7063	Field Study
EAD 7072	Internship I in Superintendency
EAD 7082	Internship II in Superintendency
EAD 7093	Politics in Education
EAD 7123	The Superintendency
EAD 7132	Capstone

Students who possess a Master's degree and wish to pursue the Specialist degree in Administration must complete the following leveling courses:

EAD 6002	Foundations of Educational Administration
EAD 6053	School Supervision
EAD 6093	Administration of Special Programs
EAD 6014	School Administration
EAD 6024	School Curriculum for Administrators
EAD 6062	Internship I

Students must also complete a minimum of three (3) hours in Advanced Educational Psychology and a minimum of three (3) hours of Educational Research at the masters level. If not completed as evident on and official transcript, the additional six (6) hours must be completed as part of the leveling process.

Students completing the leveling courses and the Education Specialist will receive endorsement as a building level administrator (Initial Principal's Certificate in either elementary or secondary administration).

Time Limitations

The student is required to complete the Educational Specialist Degree within 5 years of the date of admission. Requests for extensions must be made in writing and submitted to the Chair of Graduate Studies in Education.

The **Doctor of Education** degree will include the following courses:

Track One: Candidates holding the Educational Specialist Degree in School Administration/Superintendency or School Administration will complete the following courses for the Ed.D.:

EAD 8023	Educational Advocacy
EAD 8033	Advanced Research
BUS 6002	Non-Profit Financial Management
EAD 8043	Advanced Statistics and Instrument Design
EAD 8053	Ethics in Personal & Professional Life
EAD 8003	Leadership and the Law
EAD 8013	Leadership in Learning
EAD 8001	Symposium Planning and Development
BUS 6012	Organization Consulting Practice
EAD 8011	Education Symposium
EAD 8073	Directed Research

Written Comprehensive Exam

DIRECTED RESEARCH SEMESTER(s) (3 credit hours)

WRITING THE DIRECTED RESEARCH (6-36 credit hours/12 semesters)

Oral Defense of the Directed Research

30 hours minimum (24 credit hours of class work and minimum 6 hours directed research)

Track Two: Candidates holding the M.S. in Educational Administration with initial certification as a building level administrator will complete the following courses as part of the leveling classes for the Ed.D. These courses are in addition to the courses for the Ed.D. Upon completion, the student will be recommended for the advanced principal certificate and the superintendent certificate upon successful completion of the SSA.

EAD 7003 School District Administration (3 credit hours)
EAD 7013 Personnel Administration (3 credit hours)
EAD 7023 Advanced School Finance (3 credit hours)
EAD 7033 School Planning and Maintenance (3 credit hours)
EAD 7043 Research and Statistics (3 credit hours)
EAD 7072 Internship in the Superintendency (2 credit hours)
EAD 7123 The Superintendency (3 credit hours)

Track Three: Candidates holding the M.S. in Education or related degree in the educational field will be required to complete the following M.S. level courses and Ed.Sp. courses as part of the leveling requirement for the Ed.D. Upon completion of the leveling courses and the courses leading to the Ed.D., students holding the MS in Education or a related field in education will be recommended for the initial principal certification upon successful completion of the SLLA. For the Career Certificate to be granted, students must have four years of experience as a building level administrator and two years of mentoring. Candidates may also apply for the superintendent's license upon successful completion of the SSA.

EAD 6002 Foundations of Educational Administration (2 credit hours)
EAD 6053 School Supervision (3 credit hours)
EAD 6014 School Curriculum (4 credit hours)
EAD 6024 School Administration (4 credit hours)
EAD 6093 Administration of Special Programs (3 credit hours)
EAD 6062 Internship I (2 credit hours)
EAD 7003 School District Administration (3 credit hours)
EAD 7013 Personnel Administration (3 credit hours)
EAD 7023 Advanced School Finance (3 credit hours)
EAD 7033 School Planning and Maintenance (3 credit hours)
EAD 7043 Research and Statistics (3 credit hours)
EAD 7072 Internship in Superintendency (2 credit hours)
EAD 7123 The Superintendency (3 credit hours)

Program of Study and Academic Regulations

The program of study for the Master of Science in Education degree is focused on the professional growth and development of elementary and secondary teachers. The degree is usually sought by persons who are experienced teachers; however, a growing number of persons are completing the Master of Science Degree prior to beginning their teaching career.

The Master of Science in Education /Curriculum and Instruction degree is designed for classroom teachers who desire to improve student learning and achievement through innovative, relevant, and researched based approaches in education. Upon completion, teachers will gain deeper understanding of best practices in the key areas of curriculum, instruction, learning, technology, assessment and pedagogy. The degree will help to prepare teachers in meeting the needs of today's schools by providing leadership for key educational concerns. A Christian perspective is woven throughout the program, with an emphasis on helping teachers to further develop as caring, effective practitioners in today's schools.

The Master of Science in Education/Lead Teacher is a post baccalaureate degree that will provide practicing educators the opportunity to gain the necessary skills to become lead teachers/department chairs in their building without completing a degree in Educational Administration. Additionally, this program offers curriculum and administrative coursework that will permit graduates to remain in the classroom, or enter the field of administration, through the completion of additional courses and certification requirement.

The Master of Science in Education/Instructional Technology Leadership (ITL) is designed for individuals who want to lead the way in improving teaching and learning in education and training settings through the application of educational

technology theory and practice. By completing this program, students will be prepared with the knowledge and abilities necessary to effectively solve learning problems in a variety of settings with an emphasis in instructional technology. The ITL program is specifically designed for students who wish to participate in improving the quality of education at school, work, and community through the informed use of educational technologies. To support this design, the ITL makes use of video, audio, computer and telecommunication technologies uniquely combined to optimize information access and learning at the graduate level. Courses integrate new curricular experiences involving cooperative learning, project-based assessments, expert interview, product demonstrations, role-modeling, field-based inquiry, and worldwide networking with traditional listen and read methods. The 33 credit hour program includes required course work in the theory and practice of educational technology systems, instructional design and applications, and school leadership in instructional technologies.

The Master of Science in Education/Athletics-Activities Administration is designed for individuals who seek to lead the athletic and activity program in their school. Courses in this program will lead students to certification through the National Interscholastic Athletic Administrators Association (NIAAA).

Southwest Baptist University offers a Master of Science and an Education Specialist in School Administration specifically designed to prepare students for leadership roles at the building and district level. Recommendation for initial certification as elementary and secondary school principals with the opportunity to complete the coursework for middle level endorsement as well as recommendation for advanced certification in district level administration. The program has been developed in accordance with certification requirements established by the State Board of Education of the State of Missouri. (Certification programs are administered by the Department of Elementary and Secondary Education (DESE)).

The Educational Administration program is coordinated and administered through the Office of Graduate Studies in Education at SBU. Current policies related to the existing Master of Science in Education degree (as printed in this catalog) apply to the Master of Science in Educational Administration and the Education Specialist degrees.

The Master of Science in Educational Administration degree leads to recommendation for certification as an elementary, secondary or K-12 school principal. The elementary and secondary school principal certificate programs are 38 credit hours each. Endorsement may be obtained as a middle level principal by completing additional course work.

The Education Specialist degree leads to recommendation for certification as a district level administrator. The program is 36 credit hours with students required to maintain continuous enrollment until the completion of the field study.

The Doctor of Education degree may lead to recommendation for initial or advanced certification as a building level administrator or certification as a district level administrator depending on the degree and certification held before entering the program. Students are required to maintain continuous enrollment until the completion of the dissertation. Students should consult with their advisor for time limits on completion of the degree.

Individualized Study Limitations

(Applies to the Master of Science in Education degree program ONLY)

A graduate student is limited to 3 hours of independent study, 3 hours of readings credit, and 3 hours of symposium credit. Each of these must be supervised by an authorized graduate faculty member. Arrangements may be made with the student's supervisor or other authorized graduate studies faculty member. Application forms may be requested through the Office of Graduate Studies in Education.

Independent studies, readings, and symposium credits will not be granted in the Educational Administration degree program.

The deadline for registering for the independent study, readings credit, and/or symposium credit is two weeks after the beginning of the semester (Fall or Spring) and by June 1 if the student is planning to graduate in July. Individualized study must be completed by December 1 for the fall semester, May 1 for the spring semester and July 15 for the summer semester.

Students will be notified in writing when the work is approved. No regularly offered courses may be taken for independent study.

Maximum Load

A graduate student may enroll in a maximum of 12 hours per semester. A full-time graduate student is one enrolled in 6 or more semester hours of graduate credit during the fall and spring semesters and 6 semester hours during the summer session. The average enrollment for graduate students is 6 hours per semester.

Time Limitations

The student is required to complete the Master of Science Degree within 5 years of the date of admission. Requests for extensions must be made in writing and submitted to the Director of Graduate Studies in Education.

Course Repetition

Graduate courses taken at Southwest Baptist University for which the grade is F must be repeated at Southwest Baptist University. Exception to the number of times a course can be repeated may be granted only by the Provost.

Graduate courses taken for which the grade is C may be repeated only once. If the course is repeated at another college or university, prior approval must be received from the department chair of Graduate Studies in Education at SBU.

Courses taken for which the grade is A or B cannot be repeated.

Residency Requirement

Southwest Baptist University offers graduate courses in education and educational administration at selected branch campuses and off-campus sites. To receive the Master of Science Degree, a minimum of 6 hours of organized course work (excluding independent study, readings, master's project, internships, and other independently supervised work) must be completed in residence on the campus at Bolivar, Missouri. Course work taken through Instructional Television from the Bolivar campus and specific online residency course work may be counted toward the in residence requirement. One credit hour workshops held on the Bolivar campus cannot be used to satisfy the residency requirement.

Withdrawal from Southwest Baptist University

Students who wish to withdraw from the University, must withdraw officially through the Office of Graduate Studies in Education.

If a student withdraws from school after 60% of the class has elapsed, a grade of W will be assigned in all courses where the student is passing as of the date of the withdrawal. In the event the student fails to notify the necessary office, his/her withdrawal is not complete and grades of F will be recorded for failure to attend classes.

Enrollment in the course is defined as: a student who pre-enrolls via telephone, a pre-enrollment form by mail, or an in-class enrollment. Following initial enrollment, the student is responsible to notify the proper officials if the student wishes to drop a course.

Enrollment Policy

Southwest Baptist University reserves the right to cancel any course having an enrollment which falls below the minimum enrollment established by the Graduate Council.

The Master's Degree Teacher Certification Program

Southwest Baptist University offers a program by which qualified graduate students may become certified to teach in elementary, middle or secondary schools while earning the Master of Science in Education degree. The program is designed so that the participant may meet requirements for a Missouri teaching certificate (PC-1) and concurrently complete the requirements for the Master of Science in Education degree. The graduate level courses are open only to students with a bachelor's degree except by special permission from the Chair of Graduate Studies in Education. The intent of the program is to attract outstanding persons from other areas of study for entry into teaching. The program is designed for persons whose undergraduate study was related to the fields in which they plan to teach and who have an outstanding undergraduate record.

Since the program involves study leading to both the Master of Science Degree and the Missouri teaching certificate (PC-1), the degree is not granted until certificate requirements are met, and the certificate is not processed until the Master of Science Degree requirements are met. The program enables the graduate student to earn a Master's Degree and meet teacher certification requirements in a setting which encompasses a Christian perspective. The program is offered by Southwest Baptist University only on the campus in Bolivar. Participants in the program are charged the graduate rate of tuition for all required undergraduate leveling or certification course work. However, only persons fully admitted to the program or in their first semester of study while seeking admission to the program will be approved to take undergraduate leveling courses at the graduate tuition rate. The program is available only to persons who have been formally admitted to the teacher education program.

Criteria for admission into the Master's Degree Teacher Certification program are the same as for admission to Graduate Studies in Education. Among criteria for admission to the Teacher Education program are the development of a complete student file in the Office of Teacher Education, passing scores on all sections of the C-BASE test, and EDU 2113 and EDU 2313, or their equivalents.

After an initial interview with the Certification Officer in Teacher Education at SBU, prospective students are assigned an advisor who provides guidance in admission to and completion of both the Master's Degree and teacher certification requirements. It is the student's responsibility to make arrangements for the interview with the Certification Officer in Teacher Education. Completion of the program involves meeting both Missouri teacher certification and Master of Science in Education degree requirements. MS Certification students may the comprehensive exam in lieu of EDU 5073.

Locations of Branch Campuses and Off-Campus Sites

Southwest Baptist University offers the Master of Science in Education degree at several locations around the state of Missouri. The Master of Science in Educational Administration degree will be offered at the St. Louis and Bolivar locations only. However, a limited number of cohorts may be started at additional locations. To determine if there are courses being offered near your residence, call the Office of Graduate Studies at 1-800-792-4191.

Temporary Authorization Certificate (TAC) Program Program Description

A. Objectives

The Temporary Authorization Certificate (TAC) program at Southwest Baptist University is designed to:

1. Assist Missouri school districts within the service area in staffing secondary school subject areas with teachers who are well prepared and are quality servant leaders;
2. Provide a strong alternative certification program in secondary school teacher education with a Christian worldview for the non-traditional student.

B. Application Criteria and Admission Procedures

1. The criteria for admission to the ACP at Southwest Baptist University is pursuant to an approved program registered with the State Department of Elementary and Secondary Education (DESE).
2. To receive unconditional admission, a candidate must present evidence of employment or intent to employ by a school district in the state of Missouri contingent upon certification. The candidate may be conditionally admitted if he/she is not able to obtain employment during the first year of the program. To obtain unconditional admission, the candidate must obtain employment within two (2) years of the beginning of their program.
3. The applicant must hold at least a bachelor's degree from an institution of higher learning that is accredited either regionally or nationally with a grade point average of 2.50 or higher on a 4.00 scale. All official transcripts of undergraduate work must be submitted prior to admission into the ACP.
4. The applicant must submit an approved application form, questionnaire, application fee, official transcripts, and PRAXIS II scores to receive unconditional admission into the Master's degree program.
5. Students seeking vocational certification should consult the Missouri Department of Education for any additional classes, and communicate with their superintendent and SBU advisor.

* For up to date criteria view DESE website for TAC regulations.

C. Structure of the program

1. Program Courses:

PSY 5133	Adolescent Development
EDU 5853	Classroom Management
EDU 5333	Principles and Methods of Teaching (secondary)
EDU 5832	Assessment and Evaluation of Learners
EDU 5842	Teaching Diverse Learners
EDU 5613	Teaching Reading in the Content Areas
EDU 5873	Integrating Technology in K-12 Classrooms
EDU 5943	Educational Capstone Experience

TAC program courses are offered on a rotation basis. Contact the Office of Graduate Studies in Education for the current rotation and information about a master's degree option.

COURSE DESCRIPTIONS

ATHLETIC - ACTIVITY ADMINISTRATION

AAD 5001, 5011, 5021, 5031, 5041. Internship in Athletic/Activity Administration - 1 hour each semester

Designed to provide the student with valuable supervised practical experience in athletic/activity supervision and administration. As part of the degree program students will be required to enroll in the internship each of the semesters they are in the program. Internships are sequential and students must complete the previous internship before moving to the next. Internship Fee: \$50 per class.

AAD 5002. Leadership Philosophy in Athletics - 2 hours

The goal of this course is to provide the student with an understanding of issues of leadership and to examine applications of leadership principles to the college and high school athletic environment. The course serves as an overview for interscholastic athletic administration and introduces the philosophy of athletic administration, then focuses on the roles of the NIAAA, the NFHS, the State Athletic/Activity Associations, and the State Athletic Administrator's Associations. The NIAAA Leadership Training and Certification Program LTC 501 will be part of this course. Successful completion of the material will lead toward initial athletic administration certification.

AAD 5003. Organization and Administration of Athletics - 3 hours

This course provides an overview of the theoretical foundations and applied areas in administration of athletic programs. Topics to be covered include: human resources management, facility management, sport marketing, budgeting, fundraising, ethics, and the future of athletics administration. The course is intended as a basic introduction into the principles of athletic administration. Successful completion of the material will lead toward initial athletic administration certification.

AAD 5012. Public Relations in Athletics - 2 hours

This course examines the marketing process in interscholastic athletics. Through the process, the student will study the theories, research, and development of sport marketing and public relations. The course focus will be on the implementation of a sport marketing plan. The course will also look at the communications and public relations activity as it pertains to sport organizations and emphasizes athletic promotion, fundraising, finance, economics, and marketing.

AAD 5022. Facility and Game Management - 2 hours

This course focuses on the application of both theory and practice of planning and managing facilities and athletic events in interscholastic athletics. Upon completion of the course, participants will be able to understand the complexities involved in managing various types of athletic facilities and in planning, production, and evaluation of athletic events. Topics to be covered in this course include planning and design of athletic facilities, management of athletic facilities, housekeeping and maintenance, event planning, and production.

AAD 5023. Legal Issues in Athletics - 3 hours

This course provides in-depth coverage of all aspects of liability for sports injuries and risk management, including the duties imposed on athletic administrators, coaches, athletic trainers, and other athletic personnel. In addition, fundamentals of an effective risk management program and development of a strategic plan for risk management will be discussed. This course will also include an extensive study of Title IX and gender equity in athletic programs. Successful completion of the material will lead toward initial athletic administration certification.

AAD 5032. Technology for Athletic Administration - 2 hours

This course introduces advanced features in Word, e-mail applications, EXCEL and PowerPoint to improve the quality and presentation of materials. Additional areas covered are mail merge using Microsoft Word, and creating charts in Microsoft Excel, Mansker, and other athletic software, and web page development. The course requires the student to interact with the software in the process of developing presentations and daily administrative reports.

AAD 5033. Character Development in Coaching - 3 hours

Character-based educational athletic principles will be used to encourage improved communication between school boards, superintendents, principals, parents and boosters. This character-based program will help support and embrace the values and views lived daily in the school setting by the student athletes, coaches, athletic department and school faculty. This course will empower the athletic administrator to motivate the entire community by creating strategies to use in the school community.

AAD 5043. Sports Psychology and Stress Management - 3 hours

This course introduces participants to managing human resources in interscholastic athletic organizations, such as athletic departments in middle and high schools. Various aspects of managerial functions and human behavior in interscholastic athletic organizations, intervening stress as well as the importance of communication, leadership, negotiation, motivation, and decision making will be addressed.

AAD 5033. Diversity in Athletics - 3 hours

This course is designed to provide an overview of current issues in athletics and to teach learners what diversity is and how it applies to sports in general and more specifically to gender, race, religion and various cultures. This course will help learners understand the unique challenge for sports leaders to better understand diversity and through this understanding help all participants involved in athletic programs.

AAD 5063. Finance & Fundraising in Athletics - 3 hours

Examination of current fiscal challenges and concerns in athletics. The knowledge and skill sets of this course serve as a foundation for administration of athletics at various levels. Topics include financial pressures for sports leaders, fundraising practices, effective marketing, public relation campaigns, fiscal management, accountability and stewardship. Students exercise analytical thinking skills and develop a respect for financial stewardship for successful athletic administration.

EDUCATION**EDU 5000. Comprehensive Exam Seminar**

All M.S. certification students planning to take the Comprehensive Examination will be enrolled in EDU 5000 and are required to complete the seminar and quiz. Once they have completed the quiz, they will receive a letter from the office of graduate studies in education that will serve as their admission into the exam site. Students who do not complete the seminar and quiz will not be admitted into the Comprehensive Exam. The student will not be assessed a fee for EDU 5000.

EDU 5002. Teaching Social Sciences I - 2 hours

A study of social sciences in the elementary school with emphasis on methods and techniques of presenting important concepts from the several disciplines comprising the social sciences. Prerequisites: EDU 2113, 2313 and Teacher Education requirements. Offered only on the Bolivar campus during the fall and spring semesters.

EDU 5003. Adapted Physical Education - 3 hours

Basic terminology, fundamental values, and an overview of special populations and their problems related to physical education. Surveys of settings, services, resources, and programs in physical education for the handicapped. Only offered on the Bolivar campus.

EDU 5022. Teaching Social Sciences II - 2 hours

A study of social sciences in elementary/middle schools with emphasis on methods and techniques of presenting concepts from geography and economics. The focus will be on the five central themes of geography and the four major concepts of economics. Assessment of social studies skills in geography and economics will be addressed. Prerequisites: EDU 5002. Offered only on the Bolivar campus during the fall and spring semesters.

EDU 5023. Curriculum Design and Development - 3 hours

The study of principles and theory of curriculum design and procedures for developing curriculum in elementary and secondary education. Emphasis is on the role of the teacher in curriculum development in the local school. Review of literature relating to curriculum development and study of current school curriculum guides are an important part of the course.

EDU 5033. Learners and the Learning Process - 3 hours

The study of how students learn with emphasis on current theories of learning, the relationship between learning and development, the characteristics of learners and effective methods for measuring learning. The overarching purpose of the course is to enhance endeavors of teachers to improve student learning. Prerequisite: EDU 2113 or hold teaching certificate.

EDU 5043. Brain-Based Teaching and Learning for Special Needs Students - 3 hours

Examination of how to address the unique learning problems of students with special needs, with a focus on insights gained from research on the function of the human brain. Quality learning experiences will be designed based on knowledge acquisition and learning modalities of students. Strategies will be discussed/developed to create learning environments for special needs students.

EDU 5053. Philosophies of Education - 3 hours

This course provides an in-depth examination of major philosophies of education, and their relation to teaching practice, methods, curriculum, and educational administration. Philosophies examined include idealism, perennialism, pragmatism, existentialism, romanticism, hermeneutics and perspectivism.

EDU 5063. Human Growth and Development - 3 hours (Fall, Spring)

A "Life-Span" study of human growth and developmental processes including physiological, psychological and sociological influences and effects. Students receiving credit for this course cannot receive credit for both PSY 3053 and PSY 4033. Prerequisites: PSY 1013 or EDU 2113.

EDU 5073. Master's Capstone - 3 hours

An overarching course designed to have students synthesize, articulate and apply knowledge obtained from the four core courses as well as their electives. The capstone course for the Master of Science in Education degree will provide an avenue for students to demonstrate a direct link to the impact that their individual programs have in the preK-12 learning environment. Specifically, students will demonstrate through the use of classroom or school data the impact on student achievement. Comprehensive exams will also be taken as part of this course. The Master's Capstone course must be taken after all four of the core courses have been completed.

EDU 5083. Educational Research - 3 hours

Concepts of research design, methodology, sampling techniques, internal and external validity, the scientific method in educational problem solving, and statistical treatment. Included are assumptions underlying the use of statistical

tests, selection of appropriate statistical techniques, and the interpretation of the results of the analysis. Critical analysis and evaluation of published educational research studies and the writing of educational proposals are major components.

EDU 5093. Master's Project - 3 hours

The Master's Research Project consists of a field-based project centering upon a practical problem of special interest to the student. The student will identify the problem and develop a proposed plan, complete the project under supervision (usually in one's place of work), and develop a comprehensive report. The written report will be bound and placed in the Hutchens Library. Prerequisite: EDU 5083.

EDU 5103. Cooperative Learning - 3 hours

This course will provide basic information concerning the history, development, strategy, and forms of cooperative learning. Students will develop strategies that can be used in their respective disciplines.

EDU 5112. Teaching Writing - 2 hours

This course is designed to stress the teacher's role in the writing process and introduce writing activities that may be implemented in the classroom for different areas of the curriculum. A variety of instructional approaches to teaching middle school students to write will be addressed. The course will focus on writing as process and product. Preservice teachers will experience assessing students' writing. Prerequisites: EDU 2113, 2313 and Teacher Education requirements. Must be taken as part of the professional block semester unless permission is granted by the Director of Teacher Education or the Coordinator of Clinical Experiences for it to be taken in another semester. Offered only on the Bolivar campus during the fall semester.

EDU 5114. Teaching Reading/Language Arts I - 4 hours

Explores the rationale for and methods of integrating the teaching of the language arts (reading, writing, speaking, listening, viewing, and visually representing) in today's elementary classroom. Prerequisites: EDU 2113, 2313, 2343, 2353 and Teacher Education requirements. Offered only on the Bolivar campus during the fall and spring semesters.

EDU 5123. Teaching in the 21st Century - 3 hours

This course addresses possible approaches/solutions to critical issues facing educators in the future. Many subjects will be identified and discussed concerning issues facing teachers in the 21st century.

EDU 5124. Teaching Reading/Language Arts II - 4 hours

Emphasizes application of the principles of integrated language arts teaching throughout the curriculum. Preservice teachers will plan instruction and prepare materials to be used to foster developmental and functional reading strategies which enable students to use reading as a tool to learn. Preservice teachers will also assess and evaluate students with diverse needs. Prerequisites: EDU 5114. Offered only on the Bolivar campus during the fall and spring semesters.

EDU 5133. Developing Positive Attitudes & Motivation in Students - 3 hours

This course will examine topics and strategies to create a more positive classroom. All types of motivational strategies will be applied to the classroom teachers' perspective. Students will share viewpoints on topics such as humor in the classroom, student-centered learning, motivational techniques, and self-motivation.

EDU 5143. Integrating Art, Music and Physical Education into the Classroom B 3 hours

Designed to enable the student to integrate art, music and physical education into the classroom. Prerequisites: EDU 2113, 2313 and Teacher Education requirements. (See requirements listed at the beginning of the Education section.) Offered only on the Bolivar campus during the fall and spring semesters.

EDU 5162. Teaching Integrated Math - 2 hours

Study of methods of teaching math in the elementary/middle school and of integrating mathematics in other content areas, particularly science, in ways that are developmentally appropriate and are reflective of the NCTM standards. Prerequisites: EDU 2113, 2313, two (2) college level math courses above MAT 0123, two (2) science courses - one (1) in a biological science (BIO) with a lab and one (1) in a physical science - Chemistry (CHE), Earth Science or Introduction to Physical Science, etc. (PHS), or Physics (PHY) - with a lab and Teacher Education requirements. Offered only on the Bolivar campus during the fall and spring semesters.

EDU 5173. Learning Styles - 3 hours

This course is based on the recognition that there are distinct personality characteristics that are intrinsic to an individual's method of learning. Personalities are identified and a climate is created where communication is developed to bring about an increase in a student's sense of dignity, respect, worthiness, and esteem.

EDU 5182. Teaching Integrated Science - 2 hours

Study of methods of teaching and integrating science in the elementary/middle schools with a particular emphasis on process inquiry skills. Prerequisites: EDU 5162. Offered only on the Bolivar campus during the fall and spring semesters.

EDU 5183. Brain Based Teaching and Learning - 3 hours

Students will examine how the brain processes information/learns, including the role of emotions and the aspect of multiple intelligence. Quality learning experiences will be designed based on knowledge acquisition and learning modalities of students. Strategies will be discussed/developed to create learning environments that facilitate the construction of knowledge and retention of information.

EDU 5203. Curriculum Methods in Early Childhood Education - 3 hours

Exploration of the subject of early childhood programming with a focus on the importance of preparing materials and learning techniques to advance the physical, emotional, and cognitive development of young children. Emphasis is on adapting materials and methods to the needs of young children. Offered only on the Bolivar campus.

EDU 5213. Current Issues in Educational Technology - 3 hours

Instructional technology is at the center of many of both the opportunities and the controversies in education and training today. Using a problem-based learning instructional strategy, this course helps students examine many of the issues at the forefront of our field, from what instructional technology is through designing instruction to what students might find on the Internet. The set of issues is always shifting as the field grows and changes. The course is meant for those nearing the completion of their degree, not for beginners.

EDU 5223. Issues and Trends in Early Childhood Education - 3 hours

Current trends and issues in early childhood education with emphasis on the study of research and recent findings in the development, modification and implementation of programs for young children.

EDU 5233. Literature for the Young Child - 3 hours

Designed to acquaint the student with exemplary literature for the young child and to develop competency in the use of effective and sound methods for using books to enrich the lives of young children.

EDU 5243. Creative Writing in Secondary Classrooms - 3 hours

This course will focus on learning how to create and maintain an exciting and motivating environment for creative writing in the classroom.

EDU 5253. Educational Grant Writing - 3 hours

Individuals enrolled in this course will become familiar with grant writing procedures employed in the basic fill in the blank type grants as well as the procedures and formats utilized in the more complex grants.

EDU 5263. Literature Based Classrooms - 3 hours

This course will focus on the effective use of literature in all content areas throughout the curriculum. Special attention will be given to American literature as a tool to motivate students into research and critical thinking skills. This course is designed for teachers K-12. Balanced literacy, guided reading and literature circles will be a focus of this course.

EDU 5273. Teaching Reading Comprehension - 3 hours

Strategies for improving decoding and comprehension skills through individual leaning styles of students and teacher. Emphasis will be upon how to diagnose and remedy common reading deficiencies, how to assess level of performance and to utilize effective instructional strategies and how to determine students' learning styles in order to help them attain better comprehension.

EDU 5283. Teaching Students To Study Smarter, Not Harder - 3 hours

The course focuses on how to teach students to learn. Study skills will be taught that incorporate preferred learning styles, memory strategies, concentration and listening skills, note-taking, textbook mastery, test-taking, time management, and motivation strategies.

EDU 5293. Creating Lifetime Writers - 3 hours

This course will focus on learning how to create and maintain an exciting and motivating environment for creative writing in the classroom.

EDU 5313. Clinical Field Study - 3 hours

The completed field study will require the student to chair a committee designed to address one goal of their district/building strategic plan from development to completion. The study may be done in cooperation with a public or private school district or appropriate agency. In order to complete this task the student must (1) have a comprehensive review of the literature pertaining to this goal, (2) strategic plan included time line, budget, person(s) responsible, resources needed to achieve the goal, (3) a formal presentation to the board of education outlining the approach to achieving the desired outcomes, (4) formal presentation to the board of education summarizing the committees activities and accomplishments as they relate to the achievement of the district/building goal.

EDU 5323. Improving Instruction - 3 hours

The course will provide practical field-tested teaching strategies designed to impact the teaching and learning process at the classroom and building level. Students will be exposed to and apply current theory and practices designed to improve classroom instruction.

EDU 5333. Principles and Methods of Secondary School - 3 hours

Emphasis on the basic teaching methods, the teaching of critical thinking skills, analysis of various teaching models, analysis of learners and the learning process, and development of communication skills. EDU 5333 must be taken at SBU. A Field-Based Internship must be taken concurrently. Prerequisites: EDU 2113, 2313 and Teacher Education requirements. Offered only on the Bolivar campus during the fall and spring semesters.

EDU 5343. The Leadership Brain - How Classroom Teachers Lead Effectively - 3 hours

Students will examine how brain-compatible practices can sustain effective teaching and learning. Making use of the latest cognitive neuroscience insights about how the brain interacts with the learning environment will provide a basis for understanding: learning differences, brain-compatible curriculum and assessment, higher-order thinking, the nature of creativity, ethical and spiritual leadership, and the role of thinking habits on learning. The course will also address initiating and leading productive school change.

EDU 5353. Reading Miscue Analysis - 3 hours

The study of a procedure based upon whole language and psycholinguistic theory that enables the teacher to investigate and understand the reading of an individual reader, to develop an understanding of how readers transact with text to build comprehension, and to use this procedure as a base for constructing and implementing an individual developmental or remedial plan. Offered only on the Bolivar campus.

EDU 5373. Issues and Trends in Reading Instruction - 3 hours

An intensive analysis of reading problems from the standpoint of current development and remedial methodologies. Offered only on the Bolivar campus.

EDU 5383. Supervision of Instruction in Reading - 3 hours

The supervisory responsibilities and problems concerned with reading, including the building of reading programs appropriate for a school population and community, utilizing appropriate research in the operation of a quality reading program, using supervisory techniques appropriate to the task, and serving as a leader in the change process of a school reading program. Offered only on the Bolivar campus.

EDU 5413. Internet Applications for Teachers - 3 hours

An introduction to the variety of educational resources on the Internet and the essential skills of use of Internet e-mail, FTP, Telnet, and World Wide Web through Netscape. Basic computer skills are required. Students will print, save to disk, and create portfolios that can be used in their curriculum.

EDU 5423. Computer Applications in Education - 3 hours

Introduces the role of computers in education, including classroom instruction, administration, and counseling. Emphasizes computer-assisted instruction, computer-managed instructional techniques, and administrative uses. Includes practical experience in software development for educational applications. Lab fee \$15.

EDU 5433. Blogs, Podcasts, Wikis & Web Page Application for Teachers - 3 hours

This course is designed for educators who are interested in creating and maintaining blogs, podcasts, Wikis, and web pages to enhance internal and external communication and the teaching and learning process. Participants will learn how to create a podcast as well as how to create and maintain a Wiki, blog, and web page.

EDU 5463. Middle School Philosophy and Organization - 3 hours

A focus on the historical and philosophical foundations of the traditional junior high and subsequent middle school movement emphasizing a connection between practice and research. Prerequisites: EDU 2113 and 2313 and Teacher Education requirements.

EDU 5473. Psychology of the Middle School Student - 3 hours

This course offers a broad overview of the history of young adolescent psychology, its advocates, researchers, and its implications for middle level educational practices. Prerequisites: EDU 2113, 2313, 2463 and Teacher Education requirements.

EDU 5493. Middle School Curriculum - 3 hours

This course offers an in-depth study of curriculum development and instructional strategies targeting the young adolescent. As a result of this course, students will develop pedagogical practices that meet the vast physical, emotional, social, intellectual, and affective developmental needs of young adolescents. A Field-Based Internship must be taken concurrently. Prerequisites: EDU 2113, 2313, 2463 and Teacher Education requirements.

EDU 5503. Organization and Administration of Physical Education - 3 hours

Advanced organization and management of physical education and interscholastic athletic programs. Only offered on the Bolivar campus during the fall semester.

EDU 5512. Methods of Teaching Art, K-12 - 2 hours

Understanding motivation, materials and techniques in school art programs. Prerequisites: EDU 2113, 2313, and Teacher Education requirements. Offered only on the Bolivar campus during the fall semester.

EDU 5513. Methods of Teaching Mathematics in the Middle and Secondary Schools - 3 hours

Theory and application of current practices in teaching mathematics in middle and secondary schools. Prerequisites: EDU 2113, 2313, and Teacher Education requirements. Only offered on the Bolivar campus during the spring semester.

EDU 5522. Methods of Teaching Science in the Middle and Secondary Schools - 2 hours

Course will provide practical methods for the prospective teacher to use for the instruction of middle and secondary school students in such areas as laboratory safety, investigative and questioning skills. Course activities will include inquiry teaching, use of demonstrations in teaching, budgeting and supply ordering, science fairs and projects, and the use of the computer in the science classroom. Prerequisites: EDU 2113, 2313, and Teacher Education requirements. Only offered on the Bolivar campus during the fall semester.

EDU 5523. Methods of Teaching Business Subjects in the Secondary School - 3 hours

Designed to analyze instructional techniques and procedures utilized in teaching business subjects. Special attention given to objectives, subject matter content, instructional materials, class activities and methods of evaluating in typewriting, accounting, shorthand, office practice, and general business. Prerequisites: EDU 2113, 2313, and Teacher Education requirements. Only offered on the Bolivar campus on sufficient demand.

EDU 5533. Methods of Teaching Health and Physical Education, 5-12 - 3 hours

Teaching methods, selection of activities, program planning, emphasis on development of a progressive curriculum (restricted to health and physical education majors and minors). Prerequisites: EDU 2113, 2313, and Teacher Education requirements. Only offered on the Bolivar campus during the fall semester.

EDU 5542. Methods of Teaching Social Studies in the Middle and Secondary Schools - 2 hours

Exploration of basic concepts within each of the social sciences and possible teaching methods. Prerequisites: EDU 2113, 2313, and Teacher Education requirements. Only offered on the Bolivar campus during the spring semester.

EDU 5543. Methods of Teaching Writing in the Secondary School - 3 hours

Theory and application in the teaching of writing and grammar in secondary schools with emphasis on the writing process. A requirement for secondary English majors. Prerequisites: EDU 2113, 2313, and Teacher Education requirements. Only offered on the Bolivar campus during the spring semester.

EDU 5552. Methods of Teaching Speech in the Middle and Secondary Schools - 2 hours

Emphasis on principles, techniques and problems that are unique in teaching speech. Unit and course plans are developed for all areas of speech. Attention is given to directing forensics and dramatic activities. Prerequisites: EDU 2113, 2313, and Teacher Education requirements. Only offered on the Bolivar campus on sufficient demand.

EDU 5553. Measurement and Evaluation in Physical Education - 3 hours

A course to acquaint students with various evaluation methods in physical education. Practice is given to administering tests and interpreting results with appropriate statistical procedures.

EDU 5562. Methods of Teaching Instrumental Music in the Middle and Secondary Schools - 2 hours

Study of philosophy of music education, administrative and teaching techniques, and materials for teaching instrumental music in the middle and secondary schools. Music majors and minors only. Prerequisites: EDU 2113, 2313, MUS 1621, MUS 1623, and Teacher Education requirements. Only offered on the Bolivar campus during the fall semester (even years).

EDU 5563. Methods of Teaching Foreign Language - 3 hours

Study of methods of teaching modern languages in public school. Prerequisites: EDU 2113, 2313 and Teacher Education requirements. Only offered on the Bolivar campus on sufficient demand.

EDU 5573. Methods of Teaching Vocal Music in the Middle and Secondary Schools - 3 hours

Study of philosophy of music education, administrative and teaching techniques, and materials for teaching vocal music in middle and secondary schools. Music majors and minors only. Prerequisites: EDU 2113, 2313, MUS 1621, MUS 1623, and Teacher Education requirements. Only offered on the Bolivar campus during the fall semester (odd years).

EDU 5583. Character Education - 3 hours

This course will provide a knowledge and background of Character Education. We will explore the development of good. Character building skills, such as respect, responsibility, and work ethic will be addressed. Students will discuss methods of initiating a Character Education program into a school system as well as incorporating character skills into curriculum.

EDU 5593. Spiritual Issues in Public Schools - 3 hours

This course is designed to help teachers plan curriculum in ways that stay true to one's faith and helps teach Christian values in a multicultural community. Students will review which laws determine the religious rights of students and teachers in public schools and how to apply these laws to real situations in the classroom.

EDU 5603. Issues and Trends in Education - 3 hours

This class is focused on developments, trends and issues in education with emphasis on relating current research to contemporary educational practice. Legal issues will be addressed.

EDU 5613. Teaching Reading in the Content Areas - 3 hours

Designed to assist middle school/junior high and/or secondary teachers in the use of functional reading strategies which enable students to use reading as a tool to learn in various content areas. Prerequisites: EDU 2113, 2313 and Teacher Education requirements. Only offered on the Bolivar campus during the fall and spring semesters.

EDU 5623. Working With At-Risk Students - 3 hours

This course examines why significant numbers of students fail to achieve their academic potential. Principles of effective thinking skills programs are examined.

EDU 5643. Sport and Physical Education in American Society - 3 hours

A study of the place of sports and physical activity in American society. Principles, historical events and current status of sports and physical activity will be studied.

EDU 5653. Counseling for the Classroom Teacher - 3 hours

This course will emphasize the application of counseling, guidance, and counseling psychology principles in the classroom. Teachers will improve upon their skill for dealing with students' academic, personal, and social problems.

EDU 5663. Child Abuse and Neglect - 3 hours

This course is designed to acquaint the student with child abuse and neglect, causes, treatment and prevention.

EDU 5673. Teaching Critical Thinking Skills - 3 hours

In this course students will learn to think about their thinking and understand the ways people think. Students will define critical thinking, select suitable thinking outcomes for their lessons and remodel lesson plans to help their own students engage in higher order thinking.

EDU 5683. Effective Inclusion Practices - 3 hours

Students will investigate the Individuals With Disabilities Education Act and its implications for teachers. Special placement, the continuum of service models, and the areas of exceptionality will be defined. Modifications required in the regular classroom for implementation of IEP's will be explored.

EDU 5693. Understanding Human Addictions - 3 hours

The intent of this course is to enable educators to further their understanding of the issues involving drugs, to further develop a personal philosophy regarding drug issues based on this knowledge and to help the educator utilize this knowledge and philosophy into their daily teaching.

EDU 5703. Physiology of Exercise - 3 hours

A study of the effects of exercise on the organs and systems of the body; special emphasis on the cardio-respiratory system. Course fee \$12.

EDU 5713. Current Problems in Physical Education - 3 hours

Recognizing, classifying, and reporting problems in physical education. Studying techniques and methods of solving problems. Current issues and problems in the field of physical education are studied. Only offered on the Bolivar campus.

EDU 5733. Adolescent Development - 3 hours

A study of the development processes of the adolescent, beginning at puberty and continuing through the late adolescence.

EDU 5753. Web Tools, Design and Applications - 3 hours

This course focuses on the role of web tools in education, including classroom instruction, administration, and communication. Emphasis is placed on computerized instruction and computer-managed instructional techniques including Web Design. Content includes practical experience in software development for educational applications.

EDU 5763, The Leadership Brain-How Classroom Teachers Lead Effectively – 3 hours

Students will examine how brain compatible practices can sustain effective teaching and learning. Making use of the latest cognitive neuroscience insights about how the brain interacts with the learning environment will provide a basis for understanding: learning differences, brain compatible curriculum and assessment, higher-order thinking, the nature of creativity, ethical and spiritual leadership, and the role of thinking habits on learning. The course will also address initiating and leading productive school change.

EDU 5773, Leadership Styles in the Media – 3 hours

Designed to have students observe and analyze a variety of leadership styles as presented in visual and print media. Students will apply this knowledge to better understand their personal leadership style as well as the style(s) of those they work with. Through this analysis students will better understand how the style of leadership impacts change, motivation and followership.

EDU 5783: Developing Mathematical Understanding – 3 hours

Designed for classroom k-12 teachers to develop a better understanding of how students learn math. This knowledge will be acquired through the development and application of classroom activities. Students will leave with hands on application of course concepts.

EDU 5793, Delinquent Behaviors K-12 – 3 hours

An extensive view of delinquent behaviors from the teacher/counselor viewpoint. Identification skills and prevention methods will be discussed.

EDU 5803, Essentials in Writing – 3 hours

Twelve writing essentials for grades K-12 will be explored in this course. Educators will become more knowledgeable about how to teach writing by building on best practices and effective writing strategies.

EDU 5823. Integrating Technology Into the Classroom - 3 hours

The course focuses on knowledge and skills which: (1) make a person computer literate, (2) enable one to use computers in a variety of personal applications, (3) equip a person to use computers in teaching and learning, and (4) enable one to make effective use of a wide variety of media and technological systems in teaching. Prerequisites: CIS 1103, EDU 2113, 2313 and Teacher Education requirements. Designed for MS Certification Students only. Lab fee \$20.

EDU 5832. Assessment and Evaluation of Learners - 2 hours

Study of history of measurement, statistical terms and processes used in education, principles of constructing teacher-made tests, and examination of various testing programs for public school systems. Prerequisites: EDU 2113, 2313 and Teacher Education requirements. Must be taken as part of the professional block semester unless permission is granted by the Director of Teacher Education or the Coordinator of Clinical Experiences for it to be taken in another semester. Only offered on the Bolivar campus during the fall and spring semesters.

EDU 5833. Behavior and Classroom Management - 3 hours

Designed to introduce the student to procedures for managing the classroom, including organization, administration, and communication. Methods of discipline and behavior management are explored for various levels of teaching, and with individuals and small and large groups under varying conditions. The development of knowledge and attitudes that will enhance teachers' ability to develop pupil self-esteem and confidence are addressed. One section offered for elementary teachers during the spring semester, and one section offered for middle school/junior high and/or secondary teachers during the fall and spring semesters. Prerequisites: EDU 2113, 2313 and Teacher Education requirements. Only offered on the Bolivar campus during the fall and spring semesters.

EDU 5842. Teaching Diverse Learners - 2 hours

Mentally, emotionally, and physically exceptional children are studied. Diagnosis and methods of teaching gifted, mentally retarded, visual and sound-impaired, learning disabled, physically handicapped children, and children with

communication and behavior problems are included. Prerequisites: EDU 2113, 2313 and Teacher Education requirements. Must be taken as part of the professional block semester unless permission is granted by the Director of Teacher Education or the Coordinator of Clinical Experiences for it to be taken in another semester. Only offered on the Bolivar campus during the fall and spring semesters.

EDU 5853. Classroom Management - 3 hours

A study of methods of discipline and behavior management in the classroom and of procedures for managing the classroom, including organization, administration, scheduling, record keeping and communication with administration and parents. Various models and systems are explored. Students will focus on aspects of classroom discipline and behavior management unique to their level of preparation.

EDU 5863. Schools By Design - 3 hours

This course offers a broad overview of the ideas, programs, strategies, research and results for school improvement. The course has two major themes: (1) building community relations for school change and (2) creating schools designed around the best practices.

EDU 5873. Integrating Technology into K-12 Classrooms - 3 hours

This survey course will introduce experienced educators to educational technology. Topics covered in this course will be areas that impact or have the potential to impact educators in the classroom. Special emphasis will be on constructing relevant and appropriate instructional environments.

EDU 5883. The School & Community Relations - 3 hours

This class will look at various media and at research leading to effective and responsive communications to meet the needs of the public. Participants will formulate, develop and implement a procedure for positive school and community relations in public education.

EDU 5893. School Law for Teachers - 3 hours

The study of Missouri and federal statutes, legal opinions and court decisions as applied to education is the focus of this course. Topics such as non-renewal and dismissal of teachers and collective bargaining will be discussed.

EDU 5903. Professional Learning Communities – 3 hours

Creating enthusiasm within families and communities is central to this course. Students will investigate a variety of strategies to support student success through building relationships with families and utilizing community resources.

EDU 5911-3. Workshop - 1-3 hours

Workshops focusing on practical classroom application of the subject addressed are offered in areas of major interest and need by students. Some of the workshops that have been offered are: Basic DOS and Windows in the Classroom; Classroom Learning Centers; Computer Graphics for the Classroom; Cooperative Learning; Creative Writing; Displays for Learning; Internet in the School; Using Hypercard, CD-ROM and Interactive Video; Using TV in Teaching; Whole Language; Working with the At-Risk Student; Working with the Aggressive Student.

EDU 593(1-3). Readings - 1-3 hours

Readings may be developed in reference to an area of major interest and need of an individual student. The required reading and reporting are specified in writing with signatures of the student and instructor indicating agreement.

EDU 595(1-3). Special Topics - 1-3 hours

A special topic may be offered which focuses upon a subject of major interest and need by a group of students. Topic courses usually focus upon areas not covered by regular courses in the graduate curriculum. Among topics that have been offered are: Addressing the Needs of the Mainstreamed Child; Behavior Modification in the Classroom; Counseling for the Classroom Teacher; Instructional Improvement in the Secondary School; Movement Education; Parent Education; Teaching through Educational Tours.

EDU 596(1-3). Physical Education Seminar - 1-3 hours

A seminar may be offered relative to a subject of major interest and need by a group of students. Seminars usually focus at advanced levels on specific subjects not covered in depth in the regular graduate curriculum. Among seminars that have been offered are: Issues and Trends in Education; Seminar in Educational Change; Seminar in Middle School Education.

EDU 597(1-3). Symposium - 1-3 hours

Symposium credit may be earned by special approval of the advisor, the graduate faculty member who is to supervise the experience and the Office of Graduate Studies. Symposium credit is usually associated with participation to a significant degree in a professional development conference, workshop, or similar program sponsored by an organization not associated with the University.

EDU 598(1-3). Internship/Practicum - 1-3 hours

Planned and supervised work experience related to the student's graduate study, usually in an elementary or secondary school setting. Internships and practicums may be taken only with advanced planning and approvals involving the supervising graduate faculty member, the department in which the credit is earned, and the Office of Graduate Studies. No more than four hours of credit from internships and practicums may normally be applied toward completion of the master's degree.

EDU 599(1-3). Independent Study - 1-3 hours

Directed study by an individual student of an area not covered in the regular graduate curriculum. Independent study may be taken only by advance approval of the supervising graduate faculty member, the department chair, and the Office of Graduate Studies.

EDU 6063. Incorporating Differentiated Instruction into the Classroom – 3 hours

This class will provide teachers with strategies to successfully differentiate instructions by differentiating the content, process, product or making accommodations. Teachers will use curriculum materials to create lessons using a variety of differentiation strategies to help all students achieve the curricular goals. Strategies will include tiered assignments, acceleration and deceleration, and flexible grouping from a K-12 perspective in reading, math, science, social students and specials.

EDU 6073. Instructional Strategies That Work – 3 hours

Based on the works of Robert Marzano, This course is designed to give students and insightful look at teaching strategies that have been proven successful. Students will be exposed to and apply current theory and practices designed to improve classroom instruction.

EDU 6083. Bullying – 3 hours

Recognizing, identifying, and dealing with bullying in public schools is critical to a safe learning environment. This course will help provide the skills needed to deal with bully situations in the classroom, on the playground, and before/after school hours. Teachers are one of the critical elements in stopping this behavior that can lead to violent situations.

EDU 6093. K-12 Mental Health Issues – 3 hours

This course explores the biological, emotional, and physiological components of predominant mental health issues affecting school age students. Common characteristics of mental health issues and prevalent concomitant factors will be identified. Classroom management and practical application strategies to address student needs will be presented.

EDU 6103. Teaching Strategies That Go Beyond Surface Learning – 3 hours

This course will focus on the effective use of Webb's Depth of Knowledge (DOK) model. Special Attention will be given to align assessment and instruction through lesson planning using the DOK model. Educators will leave with a greater understanding of the DOK model as it relates to Bloom's Taxonomy.

EDU 6113. Sixty Strategies to Improve Test Scores – 3 hours

Learn multiple strategies that can be used every day in any classroom that will help teachers improve scores in all high stakes testing.

EDU 6123. What Great Teachers Do – 3 hours

Based on the work of Todd Whitaker this course will examine beliefs, behaviors, and attitudes that make great teachers. Practical ideas will be presented to help teachers increase student performance and make a greater impact in their schools. In addition to the course text, supplemental resources will reinforce the learning and provide both a practical and scholarly perspective.

EDU 6133. SMART boards and Technology in the Classroom – 3 hours

This class is an introduction on using a SMART board. Participants will create lessons using SMART Notebook 10 and the interactive tools featured on a SMART board. Participants will also create a wiki that can be used as a classroom website that will host the SMART Notebook lessons. Wikis also allow teachers to easily add student websites, upload files for use in the classroom and imbed videos. Technology knowledge for this class is basic.

EDU 6143. Dealing with Difficult Students – 3 hours

This course will examine practical strategies for dealing with challenging students in the classroom. Educators will learn how to develop healthy relationships with all students, how to eliminate or minimize problem behaviors, and how to respond to any situation that may occur in the classroom.

EDU 6153. Teaching Children of Poverty – 3 hours

This course will provide an extensive review of poverty in American and the ramifications it has on public schools. Topics will range from academic achievement to delinquent behaviors.

EDU 6163. Habits of the Heart for Teachers – 3 hours

The Habits of the Heart, Nurturing Attitude, Responsibility, Dependability, Friendship, Brotherhood, High Expectations, Courage, and Hope are the building blocks toward a tradition of excellence. In an environment built around these habits, students can become the best and brightest people their skills and talents permit.

EDU 6173. Brain Based Teaching and Learning for Special Needs Students – 3 hours

Examination of how to address the unique learning problems of students with special needs, with a focus on insights gained from research on the function of the human brain. Quality learning experiences will be designed based on knowledge acquisition and learning modalities of students. Strategies will be discussed/developed to create learning environments for special needs students.

EDU 6183. Introduction to RtI – 3 hours

Response to Intervention (RtI) is a system for identification and remediation of learning deficits; specifically in reading, writing, math and behavior. This course will introduce multi-tiered intervention strategies with hands-on

EDU 6193. Developing Student Capabilities – 3 hours

This course will examine the perceptions and skills necessary for students to become successful in the classroom as well as in life. Through the process of this course, it will become evident that the development of these skills and perceptions is critical to the development of capable people.

EDU 6203. Servant Leadership Strategies for Teachers – 3 hours

Designed for all teachers who are committed to their students' learning and to their own personal development. Developing the servant leader approach is necessary for an educational community to energize students and improve achievement..

EDU 6253. Planning for Literacy Instruction – 3 hours

Elementary educators will explore current instructional practices for reading instruction in this book study of Diller's text, *Making the Most of Small Groups*. Practical tips, sample lessons, and templates will be provided along with an opportunity to develop literacy materials for classroom use.

EDU 6223. Using Mentor Texts to Guide Literacy Instruction – 3 hours

Educators will have an opportunity to examine strategic instruction that will strengthen students' reading and writing abilities while fostering enjoyment of children's literature. K-8 educators will leave the course with a resource guide of annotated bibliographies and lesson materials to put into immediate use.

EDU 6233. Crafting Writers Through Literature – 3 hours

This course is designed to provide clear insight into recognizing and teaching qualities of good writing through children's literature. Educators will explore how students can become enthusiastic, confident writers using literature as the foundation in all writing modes.

EDU 6243. Essentials in Reading – 3 hours

Reading essentials for grades K-12 will be explored in this course. Teachers will become more knowledgeable about teaching reading by building on best practices and effective strategies.

EDUCATIONAL ADMINISTRATION**EAD 6001. Introduction to Technology for School Administrators - 1 hour**

Introduction to technology is an online course designed to introduce prospective administrators to the technology standards for school administrators, review the process for developing a building level technology plan and review sources of funding for technology. Additionally students will be introduced to the portfolio component of Bb so they may begin the process of developing their online administrative portfolio.

EAD 6002. Foundations of Educational Administration - 2 hours

Designed to provide an overview of the essential elements of organizations and management theory for the student entering the program. Administration history, basic theories, and major areas of responsibility in school administration will be discussed.

EAD 6014. School Administration - 4 hours

Designed as a course in building level K-12 administration to prepare prospective school administrators in the areas of instructional leadership, decision-making and problem solving. School improvement, building management and basic personnel and program management are also part of this course.

EAD 6024. School Curriculum - 4 hours

Designed to provide K-12 administrators principles and theory of curriculum design and procedures for developing curriculum in the K-12 setting. Emphasis is placed on the role of the teacher and the administrator in curriculum development and evaluation.

EAD 6053. School Supervision - 3 hours

This course will focus on the problems, processes and techniques in the evaluation, supervision and improvement of instructional programs. Focus will be placed upon leadership roles necessary for creating a supportive climate for change.

EAD 6062/6072. Internship - 2 hours (each)

Practical experience intended to augment classroom instruction under the supervision of a practicing administrator and a university supervisor. Foundations of Educational Administration (EAD 6002), School Supervision (EAD 6053), School Administration (EAD 6014), School Curriculum (EAD 6024) and admission to the program are prerequisites for the internship. Internship Fee: \$50.

EAD 6083. Essentials in School Law, Finance and Buildings - 3 hours

This course is designed to prepare future building level administrators by studying laws and current legislation affecting public and private schools. It will also view school revenue sources, expenditure practices and management responsibilities as they relate to the building budget. Finally students will examine problems in building planning and plant utilization.

EAD 6093. Administration of Special Programs - 3 hours

Designed to prepare principals for their responsibilities related to the supervision of special education programs. The legal basis for special education, legal concern, the budget, management and supervision will be emphasized. Material Fee: not to exceed \$15.

EAD 6113. Administrative Communication, Innovation and Management - 3 hours

Intensive examination of the school and its environment. Emphasis is placed on interacting with internal and external publics.

EAD 6132. Educational Administration Capstone Experience - 2 hours

Students will have the opportunity to summarize and synthesize knowledge and skills they have acquired in solving hypothetical problems they will face as a building level administrator. A major focus is to prepare students for the Assessment Center requirement mandated by DESE for initial certification as a principal. Capstone must be taken the last semester of the program, mandated by DESE for initial certification as a principal.

EAD 6143. Educational Organizations, Leadership and Change - 3 hours

Designed to help students develop a diverse set of perspectives for analyzing organizations and for taking effective leadership in them. The focus of the course will be to understand how organizations work and what to do to make them better through organizational change, to allow students to look at their own ideas of leadership and to assess themselves on the skills they will need to be effective leaders, and to respond to emerging challenges in today's schools.

EDUCATIONAL SPECIALIST**EAD 7000. Continuous Enrollment**

As needed to complete the field study. Students will be charged for one credit hour at the specialist rate each semester the research paper is not completed. Students not enrolled in any specialist course work will not be charged the one credit hour. No credit is given for EAD 7000. Course fee \$215.

EAD 7002. Educational Technology - 2 hours

Hands on application of technology used in day-to-day functions of the superintendent as well as tools used for research in the field of education.

EAD 7003. School District Administration - 3 hours

Prepare prospective superintendents in the areas of instructional leadership, decision-making, problem solving and the change process at the district level. School improvement, district management, and personnel and program management will be included in this course.

EAD 7013. Personnel Administration - 3 hours

Processes and procedures required in implementing policies and practices of effective school personnel administration including instructional and non-instructional personnel.

EAD 7023. Advanced School Finance - 3 hours

The study of school budgeting procedures, revenue and expenditure accounting, problems related to local, state, and federal financing of public school operations.

EAD 7033. School Planning & Maintenance - 3 hours

The development of a master plan and educational specifications for a school facility. Attention will be given to site and building evaluations, bond issues, remodeling, energy conservation, contractor and architectural responsibilities, equipping and maintaining plants and barrier-free facilities.

EAD 7043. Research and Statistics - 3 hours

A study of current research techniques and related statistical application. The course will be taken in conjunction with or prior to the initiation of the field study in educational administration.

EAD 7053. Advanced School Law - 3 hours

Constitutional, statutory and case law that relates to all staff personnel, students, school district and board members' legal rights and responsibilities.

EAD 7063. Field Study - 3 hours

The completion of a field project in the form of a specialist research paper. The study may be done in cooperation with a public school district or appropriate agency. Requires formal investigation and survey of a recognized problem with a selected institution. The nature of the investigation may also be an in-depth independent research relevant to current practice in the field of education. An advisory committee made up of full-time college instructors must approve the subject for research. An oral review of the project must be presented. A course fee is determined based on cost of binding the specialist paper.

EAD 7072/7082. Internship in Superintendency - 2 hours (each)

Field experience in the superintendency.

EAD 7093. Politics in Education - 3 hours

Origins, nature and impact of political forces surrounding and influencing schools. The course will also include the increasingly complex political web of American education as well as the debate of local control versus the expanding role of state and federal government. Education and the social order will be analyzed from the perspective of school politics, demands made in the school community and the intervening variables associated with school issues.

EAD 7123. The Superintendency - 3 hours

Taken in conjunction with the internship, students will analyze and discuss topics related to current problems of school district management involving decision making, data processing, operations, research, work and wages, unions and management, state and federal control and purchasing.

EAD 7132. Capstone - 2 hours

Designed to bring all aspects of the superintendency together through summary and synthesis of the knowledge and skills acquired throughout the program. Students will develop a personal growth plan for continuing their professional endeavors. Focus will be placed on the preparation for the national assessment for superintendents.

DOCTORATE OF EDUCATION**EAD 8001, Symposium Planning and Development – 1 hour**

EAD 8003, Leadership and the Law – 3 hours

This course examines key legal issues that govern daily and long-range decisions of educational leaders. The course focuses on understanding Missouri and federal codes, case law, policies, and significant precedent. The course emphasizes analysis of key legal concepts and application of law to major areas including finance, personnel, risk management, curriculum, student services, teacher rights, torts, student rights, sunshine law, technology, contract law and real estate law and facilities. Students will examine practical application to positively influence educational institutions is the goal of the course. A student will not have an encyclopedic knowledge of education law. Students who fully participate should gain the ability to use the law – constitutional language, statutes and legislative history, regulations, policies of local governing boards, adopted handbooks of policies and procedures – as a tool for effective and transformational leadership in their area of educational expertise.

EAD 8011, Educational Symposium – 1 hour

This course is designed as an interactive experience in collaboration with successful administrators and state officials focusing on current research and practices relate to high performing schools. Small and large group sessions will be designed and offered on current educational topics. Students will design the agenda and secure guest speakers for a day-long seminar. The focus of this session will be on how to become and maintain a high performing school in today's educational, political and social climate. The initial course, Symposium Planning and Development, will require students to plan the symposium. The symposium developed by the cohort will be the performance expectation for this course. The implementation of the symposium developed in the Education Symposium Planning and Development course. Students will interact with successful administrators and state officials with the purpose of learning how to become and maintain a high performing school in today's educational, political and social climate.

EAD 8013, Leadership in Learning – 3 hours

This course is designed for students to develop knowledge and skills necessary for leading an effective learning organization. Course work will focus on latest research and trends in instructional practice and effective district-level tools for assessing the effective implementation of these practices. Students will review and use various district-wide data collection tools and learn various approaches to data analysis. Students will synthesize latest research related to professional development practices and value the connection of performance data in creating a district-level Professional Development Plan.

EAD 8023, Educational Advocacy – 3 hours

This course will introduce students to theory related to collaborative leadership, conflict resolution and communication responsibilities and the application of those concepts to educational advocacy. Designed to empower the educational leader to be an advocate, motivator, facilitator and negotiator when working with various groups including local, state and federal officials, outside agencies, media venues, and boards of education on behalf of school children. Participants will be introduced to various concepts related to developing effective communication strategies and a focus will be given to identifying successful engagement and collaboration techniques. Students will review methods for engaging community support for program initiatives and tax referendums. They will also explore methods for building positive relationships with the media and governmental officials. Students will further explore effective methods for impacting public policy and the impact of such policy on local school districts. Students will gain an understanding in how public policies are influenced by many stakeholders. The course will emphasize effective professional communication, including written texts, speeches and social networking through the use of technology.

EAD 8033, Advanced Research - 3 hours

The course is designed to assist students in the development of the directed research pre-proposal and proposal. As part of the course students will investigate what sound research design is and how design influences the validity and credibility of the research and its findings. Students will also review and apply ethical practices of conducting research. Students will receive a possible proposal design framework and on-going assistance in developing their directed research proposal. Students should not expect to have a completed detailed directed research proposal by the end of the course.

EAD 8043, Advanced Statistics and Instrument Design 3 hours

The focus of this course is on the development and evaluation of measurement instruments, with consideration given to the analysis of measurement data. The fundamentals of measurement will be addressed, including but not limited to: scales, scores, reliability, and validity, development of tests, scale construction and item analysis. Special consideration will be given to using standardized measures in decision making.

EAD 8053, Ethics in Personal & Professional Life – 3 hours

The course seeks to challenge leaders to develop and maintain ethical behavior in their personal and professional life. Students will examine the practice of ethical decision making as it applies to real life authentic scenarios. A focal point of this course will be the analysis and application of how servant leadership traits exemplified by Jesus Christ are still relevant in today's personal and professional settings.

EAD 8073, Directed Research - 3 hours

This course involves extensive inquiry related to the development of a research proposal on a current, relevant topic in the field of education. A proposal is an agreement between the student and the student's Directed Research Committee. Therefore, the proposal should be as specific and clearly written as possible to avoid misunderstandings between the candidate, the advisor and the Directed Research Committee. Like a pre-proposal there is no specific requirement on the number of pages or references for a proposal. The proposal and directed research will involve

extensive, on-going research/writing by the candidate on a research project or topic of inquiry with advising from a faculty member. The proposal should follow the prescribed format of the final directed research paper. The proposal should be the first three chapters of a directed research paper. Students should rely on advisor's guidance for the length, level of detail, and organization of the proposal and directed research. Proposals and directed research should be organized to research the topic effectively and present the findings in an understandable manner.

INSTRUCTIONAL TECHNOLOGY LEADERSHIP

ITL 5093. Field-Based Research in Instructional Technology - 3 hours

In Field-Based Research in Instructional Technology the student will carry out a formal research study in Instructional Technology and prepare a written report and oral report. Prerequisites: EDU 5083.

ITL 5613. The Instructional Role of Educational Media and Technology - 3 hours

Introduction to the skills of teaching as they relate to the role and use of educational media and technology. Students will learn how to design, develop, and evaluate an appropriate unit of instruction; develop and conduct a needs assessment; identify learning objectives; analyze learner characteristics; employ instructional strategies; and conduct evaluations.

ITL 5623. Multimedia Tools and Applications - 3 hours

Multimedia Tools and Applications cover issues in the design and development of interactive multimedia instructional lessons. Course covers the tools required for the creation of interactive multimedia, and is organized around individual student projects.

ITL 5633. Instructional Material Design and Application - 3 hours

Evaluation and design of computer-based instructional materials. Hands-on experiences with the design of computer-based lessons. Instructional Material Design provides an opportunity for a student to develop a deeper understanding of the intent and design of computer-based instruction.

ITL 5643. Advanced Hardware and Software - 3 hours

Investigates hardware and software issues that arise in the development and delivery of instruction. Topics include hardware and software troubleshooting, security, networks, and distance education and communication systems.

ITL 5723. Advanced Media Management and Supervision - 3 hours

Advanced Media Management and Supervision is the study of management and supervisory techniques and their application to the instructional media program. Includes management by objectives, staff development, and processes for change through the supervisory role of the media specialist.

ITL 5733. Leadership in School District Technology - 3 hours

This course provides an administrative perspective on instructional technology. It surveys methods of using technology to improve administrative functions, funding sources for educational technology, knowledge and sensitivity of cultural

pluralism as it impacts technological considerations and legal ethical issues surrounding educational technology.

ITL 5813. Technology Planning and Budgeting - 3 hours

Designed to have students create a strategic technology plan that provides direction as well as informs various publics how technology may be used within a school or institution. Frameworks that set priorities for how to invest resources in technology aligned with institutional goals will also be discussed.

ITL 5923. Online Teaching in the K-12 Environment - 3 hours

With the realm of education constantly changing directions, online teaching has emerged on the horizon not only in college, but in high school, middle school, and even grade school levels. Students will learn how to recognize and discuss methods of engagement for students in the online world, compare and contrast advantages/disadvantages for online students, facilitate an interview regarding the online education opportunity, develop a school proposal for online classes at their school, examine the road online learning/interaction is taking, and design a lesson around media for an online class. Students will need a general understanding of the online environment in order to keep up with and successfully navigate the course.