

# Lewis E. Schollian College of Education and Social Sciences

**Master of Science in Education**  
**Master of Science in Education/Lead Teacher**  
**Master of Science in Education/Instructional Technology**  
**Master of Science in Educational Administration**  
**Education Specialist**

Director: Michael Arnold

Office: 120 Gott Educational Center  
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**Faculty: Pam Hedgpeth, Tom Hollis, Bob Perry, Joe Sartorius, James Truelove**

## Calendar

### Campus Classes Begin

Fall 2009 ..... August 24  
 Spring 2010 ..... January 25  
 Summer 2010 ..... June 7

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

Fall 2009 ..... September 11  
 Spring 2010 ..... February 12  
 Summer 2010 ..... June 11

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

Fall 2009 ..... December 1  
 Spring 2010 ..... May 3  
 Summer 2010 ..... July 16  
 Master's Project ..... 6 weeks prior to graduation

### Deadlines for Comprehensive Examination Registration

Fall 2009 ..... September 25  
 Spring 2010 ..... February 19  
 Summer 2010 ..... May 7

### Deadlines for Intent to Graduate Card

December 2009 ..... October 16  
 May 2010 ..... March 19  
 July 2010 ..... May 21

### Comprehensive Examination (9:00 a.m. - 1:00 p.m.)

Fall 2009 ..... November 7  
 Spring 2010 ..... April 3  
 Summer 2010 ..... June 19

### Graduation Dates

Fall 2009 ..... December 18  
 Spring 2010 ..... May 22  
 Summer 2010 ..... July 30

## 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.

### A graduate should be able to:

1. identify schools of philosophical thought and analyze one's personal philosophy of education as it relates to Christian educational thought;
2. identify current educational issues and trends and evaluate and implement sound educational practice;
3. attain proficiency in the areas of educational research and statistical analysis;
4. demonstrate a sound understanding of learning theories and become adept in applying them in classroom or administrative situations;
5. develop the ability to investigate, analyze, and initiate curricular and instructional change and improvement;
6. become adept at using advanced educational technology in instruction and evaluation;
7. increase teaching expertise and general proficiency in instruction or administration;

8. become committed to engaging in professional growth and development on a continuing basis;
9. expand subject matter knowledge in all education content fields; and
10. strengthen one's value system consistent with a Christian ethical position.

## **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.

All students in the master's degree program in education must take a one-half day comprehensive examination consisting of responses to essay questions requiring application, analysis, synthesis, and evaluation. Questions are formulated and evaluated by the graduate faculty.

Alumni of the program will be surveyed on a biannual basis. They will be asked to evaluate the major degree program components and appropriateness of relationship to their work in education. The Alumni Questionnaire prepared by ACT will be the basic instrument in addition to 30 questions prepared locally. 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.

When possible, the immediate supervisor of 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, each student 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 Educational 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 Educational 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.

### **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 page 239.

### **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 or the Master of Science in Educational Administration degree program.

Persons wishing to pursue either master's degree at Southwest Baptist University should complete the process of admission to the graduate program as a classified degree-seeking student by the second term of their enrollment.

**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 12 credit hours at SBU.**

An applicant for admission to either 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 4.0 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 \$25.00 application fee.

**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 Educational Specialist are:

1. 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.

2. \$25.00 application fee.
3. Graduate application and questionnaire.
4. A copy of the candidate's administrative and/or teaching certificate.
5. Successful completion of the SLLA (scores submitted) or a professional development plan.

### **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-point 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. **Transfer courses must have been completed within the last 7 years.** Previous graduate hours must be submitted prior to admission to graduate study at Southwest Baptist University.

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 Director 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.**

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 correspondence courses will be accepted for transfer credit.** Southwest Baptist University reserves the right to accept or reject any credit for transfer.

### **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 (½) 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. select either the 36 or 39 hour degree option;
2. complete all core requirements;
3. complete a minimum of 21-27 hours of elective courses;
4. complete all course work with no more than 6 semester hours of C;
5. receive a C or higher in all course work;
6. complete a minimum of 6 hours in residence on the Bolivar campus, by on-line residency, or by approved ITV;
7. pass the comprehensive examination; and,
8. complete all requirements within 5 years of the date admitted to the graduate program.

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.

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:

- EDU 5053 Philosophies of Education
- 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

\*\*Indicates courses to be taught Online.

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\*\*

\*\*Indicates courses to be taught Online.

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.

### **Residency requirements for the Master of Science in Educational Administration**

The residency requirement for the Master of Science degree in Educational Administration may be met in one of two ways: (1) six hours of course work on the SBU Campus, or (2) fifty-one percent (51%) of the courses for the degree taught by full-time SBU instructors. Transfer courses from other institutions will not be counted toward residency.

The **Educational 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

\*\*Indicates courses to be taught Online.

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 master's 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 Educational Specialist will receive endorsement as a building level administrator (Initial Principal's Certificate in either elementary or secondary administration).

### **Residency requirements for the Educational Specialist**

The residency requirement for the Educational Specialist may be met in one of two ways: (1) six hours of course work on the SBU Campus, or (2) fifty-one percent (51%) of the courses for the degree taught by full-time SBU instructors. Transfer courses from other institutions will not be counted toward residency.

## **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 degree program has 2 options. Option 1 of the degree program consists of 36 semester hours that includes a professional core and a specialization area elected by the student. Option 2 consists of 39 semester hours and includes 4 core courses. Six hours of **approved** courses may be substituted for the Master's Project.

Core requirements are completed by all students and consist of four courses (for options 1 and 2) and a project (for option 1 only) that total (twelve or) fifteen semester hours. The core is based upon the belief that elementary and secondary teachers should grapple with some of the important social, historical, and philosophical issues which undergird education in America. It is also based on the assumption that they should practice the fundamentals of how to design and redesign their own teaching and should participate meaningfully in school curricular planning. Further, teachers should be thoroughly familiar with how people learn and should possess detailed knowledge of how learning is enhanced in a variety of classroom environments.

Core requirements are also based on the assumption that teachers in elementary and secondary schools need to be sensitive to the large body of research knowledge now being produced that has direct application to learning in the classroom. A second assumption is that teachers need to be able to conduct action research that will help them understand students and modify their teaching and learning strategies to meet the needs of their students in a better way.

The Master of Science in Education – Emphasis 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 is being developed to attract a smaller pool of candidates to a unique program that will offer them administrative course work as well as curriculum that will permit them to remain in the classroom or enter the field of administration through the completion of additional courses and certification requirements.

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.

Southwest Baptist University offers a Master of Science and an Educational 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 Educational Specialist degrees. The Coordinator of the Educational Administration program is responsible for the day to day concerns of the Educational Administration program.

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 Educational 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.

### **Core Curriculum (12-15 hours)**

- EDU 5023 Curriculum Design and Development
  - EDU 5033 Learners and the Learning Process
  - EDU 5053 Philosophies of Education
  - EDU 5083 Educational Research
  - EDU 5093 Master's Project, OR \*six hours of approved courses as substitution
- \*Option 2 requires 39 credit hours.

The professional specialization area is comprised of the remaining 21-27 semester hours of the degree program. This area provides latitude for the student to select courses that strengthen competency in an area of professional teaching practice such as teaching at the elementary level or teaching at the secondary level. 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. 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.

### **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 may be repeated. 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 and Director 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 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.

### **Comprehensive Examination**

(The following information is for students seeking the Master of Science in Education degree only. Information concerning comprehensive examinations for the Educational Administration degree program is contained in another section of this catalog).

Each student pursuing a Master of Science in Education degree is required to pass a comprehensive written examination after the completion of 21 semester hours and after completion of EDU 5013, 5023, 5033, and 5083. Students must be admitted to the graduate program prior to taking the comprehensive exam. The examination is designed to test the extent to which the student can analyze, synthesize, evaluate, and apply that which has been learned during the various graduate study experiences. Responses on the examination will be evaluated by a committee of graduate faculty. The examination will be administered by the Office of Graduate Studies in Education and is scheduled three times annually.

Students are required to notify the Office of Graduate Studies in Education at the beginning of the semester in which they wish to complete the comprehensive examination (May 1 for the summer semester). Upon receipt of this notification the questions will be mailed to the student or may be picked up at the Office of Graduate Studies in Education.

Students will be notified of their grade by mail within approximately 2 weeks after the comprehensive examination date. The comprehensive examination is graded Pass/Fail. Students must pass four of the five questions to receive a passing grade on the examination.

If a student does not successfully complete the comprehensive examination, it may be retaken at the next scheduled date. Notification needs to be made to the Office of Graduate Studies if/when a student wishes to repeat the comprehensive examination.

### **Master's Project (Option 1) (Master of Science in Education ONLY)**

The Master's Project is a field-based experience centered upon a practical problem of special interest to the student. The student will identify the problem and develop a project proposal, conduct the project under graduate faculty supervision, and complete a comprehensive project report. The project report will be submitted to the Office of Graduate Studies and will be kept on file permanently in the University Library.

Prerequisites for enrolling in EDU 5093-Master's Project are as follows: Completion of EDU 5083-Educational Research; admission to the Master of Science in Education degree program; formal approval of an Individual Plan of Study for the Master of Science Degree; and completion of 24 semester hours of graduate work that are part of this plan of study.

The Master's Project and the Educational Research course (EDU 5083) are separate courses with no formally established overlapping ties. Instructors in Educational Research generally require a research proposal as a requirement for that course. That proposal may focus on the student's Master's Project, but there is no expectation that it does so. The student must meet the stated requirements for both the Educational Research course and the Master's Project.

Each student will plan, conduct, and report upon his/her own individualized project; however, each student is to follow the common procedures listed below.

- Upon, or prior to, enrollment in the Master's Project the student is to file a plan with the advisor or graduate faculty member assigned to supervise the student's project.
- The student is to complete a formal proposal in accordance with the plan.
- The student is to complete a comprehensive written report detailing the project and any resultant conclusions and recommendations. Along with the signed approval page, two error-free copies of the report are to be submitted.
- Advisors should see each chapter as it is completed.
- The Approval Page must be filed with the Office of Graduate Studies upon completion of the project.

The Master's Project is graded Pass/Fail.

Final projects must be turned in to the graduate faculty supervisor at least **four** weeks prior to graduation.

**Students may withdraw from the project during the initial semester of enrollment in the project. However, once a grade of I or IP has been assigned, withdrawal from the Master's Project will not be permitted.**

### **Master's Project Substitution (Option 2)**

Students may elect to substitute 6 hours of approved credit in lieu of taking the Master's Project. The choice of this option must be made in writing and submitted to the Office of Graduate Studies. Courses selected for substitution must be approved by the Director of Graduate Studies **prior to** completion of the class.

Core courses and courses already completed may not be used as a substitute for the Master's Project. Transfer hours, independent studies, symposium credits, or directed readings will not be accepted as substitution courses.

Students may change from Option 2 to Option 1 at any time by notifying the Office of Graduate Studies in writing. However, a student who has selected Option 1 and has received a grade of I or IP may **not** change their selection to Option 2. Once a grade has been assigned, the student must complete the Master's Project.

**Core courses** for this option are:

- EDU 5023 Curriculum Design and Development
- EDU 5033 Learners and the Learning Process
- EDU 5053 Philosophies of Education
- EDU 5083 Educational Research

To complete the 39 hour option, the student must then select 27 hours of cognate area courses.

## 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 Director 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.

## Locations of 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 2.5 or higher on a 4.0 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.

\* 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

**Master's degree option:** Students must complete the four core courses and 5-6 hours of electives to complete the requirements for the M.S. in Education degree. These courses do not have to be taken on the Bolivar campus, but must be approved by the Director of Graduate Studies in Education prior to enrollment in the courses. A student will be permitted a maximum of 6 hours in transfer credits from an accredited college or university as long as the course work has been completed within the past 7 years. Transfer credits will not be accepted toward the Educational Capstone Experience.

## COURSE DESCRIPTIONS

### EDUCATIONAL ADMINISTRATION

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

Introduction to technology is an on-line 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 on-line 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 6003), School Supervision (EAD 6053), Elementary or Secondary School Administration (EAD 6013 or 6023), Elementary or Secondary School Curriculum (EAD 6033 or 6043) and admission to the program are prerequisites for the internship.

**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.

**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.

**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 \$190.

**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.

**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.

## **EDUCATION**

**EDU 5000. Comprehensive Exam Seminar**

All 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 semester.

**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 spring semester.

**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 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 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 University 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 semester.

**EDU 5123. Teaching in the 21<sup>st</sup> 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 21<sup>st</sup> 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 spring semester.

**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 - 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 semester.

**EDU 5153. Cooperative Discipline - 3 hours**

Participants will learn about the four goals of misbehavior, developing a classroom code of conduct, and dozens of intervention strategies to be used at the point of misbehavior. Especially applicable are strategies for defusing and avoiding power struggles. This discipline system is based on cooperation and self-responsibility, not on rewards, intimidation, or punishment.

**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 semester.

**EDU 5163. Learning Centers - 3 hours**

This course includes the design and construction of various types of classroom learning centers and activities. Students will tailor the course to fulfill their own needs with emphasis on activities they can use in their own classroom.

**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 spring semester.

**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 5193. Effective Use of Multiple Intelligences - 3 hours**

This course will assist professional educators in the study of Gardner's theory of Multiple Intelligences. The intelligences are languages that all people speak and are influenced, in part, by the culture into which one is born. The intelligences will be used as tools for learning, problem solving, and creating. Classroom implications and uses, as well as evaluation procedures will be discussed.

**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 5303. Student Centered Assessment - 3 hours**

Classroom guidelines for the development and management of a portfolio system will be explored in this course. Numerous other authentic assessment strategies will be shared along with practical ideas to strengthen classroom instruction. Educators will return to their classrooms with an extensive resource guide to strengthen assessment practices and evaluation procedures.

**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 semester.

**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 5363. Whole Language - 3 hours**

The study of how a person is using all aspects of verbal or written communication at his/her disposal to think-- sometimes literally, sometimes inferentially, sometimes aesthetically, but always evaluatively and critically in the framework of a total school curriculum.

**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 5393. Thematic Units That Work - 3 hours**

Students will explore thematic units that will encompass all areas of the classroom curriculum. Activities and strategies will be developed throughout the class for each specific theme for personal use in the classroom. Some time will be spent in class making and sharing activities to implement the themes across the curriculum.

**EDU 5403. Presentation Software - 3 hours**

Participants in this hands-on workshop will be introduced to PowerPoint, and easy to use, feature packed desktop presentation program that will enable them to create professional quality classroom presentations.

**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. Web Page Design and Application - 3 hours**

This course involves the development of World Wide Web pages using Netscape, HTML editor and other necessary software. Upon completion of the class the participants should be able to develop interesting, useful and appealing educational web pages. The course will involve the use of Netscape Composer to design and create web applications.

**EDU 5443. Desktop Publishing - 3 hours**

Students will learn various aspects and utilization of Desktop Publishing. Multiple tools will be learned to implement into the elementary and secondary classroom.

**EDU 5453. Computer Graphics & Classroom Application - 3 hours**

Computer Graphics focuses on knowledge and skills that make a person computer literate, enable one to use computers in a variety of applications related to graphic design and equip students to use computers in teaching and learning.

**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 5483. Hypermedia, CD-ROM, & More - 3 hours**

This course is designed to introduce students to Hyperstudio Stack incorporating digital images and utilization of a digital camera, scanner, and bar code reader. Students will learn how to produce presentation media for projection and handouts and improve media presentation skills.

**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 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 spring 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 during the spring semester (odd years).

**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.

**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 5633. See the Sound/Visual Phonics – 3 hours**

This course presents a system of 46 hand signs and written symbols that help students, adults, ESL, autistic, aphasic persons to read, speak, and spell better than they presently do.

**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 5813. Instructional Design and Development - 3 hours**

Analysis and application of systematic approaches to the design and development of instruction. Emphasis is on systematic instructional planning, developing goals and objectives, specifying instructional strategies, and the design and testing of instructional materials.

**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. 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 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 5931-3. 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 5951-3. 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 5961-3. 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 5971-3. 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 5981-3. 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 5991-3. 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.

**HEALTH AND PHYSICAL EDUCATION****HPE 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.

**HPE 5023. 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.

**HPE 5053. Measurement and Evaluation - 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.

**HPE 5113. 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.

**HPE 5173. 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.

**HPE 5153. 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.

**HPE 5911-3. Workshop – 1-3 hours****HPE 5931-3. Readings – 1-3 hours****HPE 5951-3. Special Topics – 1-3 hours****HPE 5971-2. Physical Education Symposium – 1-2 hours**

(See HPE 4971-3).

**HPE 5981 -3. Internship/Practicum – 1-3 hours****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.

**PSYCHOLOGY****PSY 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.

**PSY 5133. Adolescent Development - 3 hours**

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