



2015-2016 Graduate Bulletin







Missouri Baptist University

Mission Statement: Missouri Baptist University is an evangelical Christian, liberal arts institution of higher learning whose purpose is to offer programs of study leading to professional certificates, undergraduate degrees, and graduate degrees in an environment of academic excellence from a Biblically-based Christian perspective. The University is committed to enriching students' lives spiritually, intellectually, and professionally, and to preparing students to serve in a global and culturally diverse society.

## 2015-2016 GRADUATE BULLETIN OF MISSOURI BAPTIST UNIVERSITY

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## TABLE OF CONTENTS

University Academic Calendar.....	5
Introduction to Missouri Baptist University.....	11
Student Services.....	18
Graduate Governance.....	32
Graduate Degrees and Certificates Offered.....	33
Admission Requirements.....	34
Master’s Degrees.....	34
Educational Specialist Degree.....	37
Doctor of Education Degree.....	39
Admission Procedures and Enrollment Procedures for International Students.....	41
University Fees and Financial Information.....	44
Financial Support Information.....	49
Policies and Procedures.....	54
Academic Policies and Procedures.....	54
General Policies and Procedures.....	57
Distance Learning and Online Programs.....	62
Division of Business.....	63
Master of Business Administration.....	63
Division of Education.....	66
Master of Arts in Counseling.....	74
Psychological Examiner Certification.....	78





Master of Arts in Teaching .....	79
Post-Baccalaureate Certification .....	81
Master of Educational Administration .....	109
Master of Educational Technology .....	111
Master of Science in Education: Curriculum and Instruction .....	113
Educational Specialist Degree .....	115
Doctor of Education Degree	
Leadership in Teaching and Learning .....	117
Higher Education Leadership .....	120
Division of Health and Sport Sciences .....	125
Master of Science in Fitness Management .....	127
Master of Science in Sport Management .....	127
Graduate Certificate Options .....	127
Division of Humanities .....	128
Master of Arts in Christian Ministry .....	129
Division of Social and Behavioral Sciences .....	131
Master of Science in Corporate Security Leadership .....	132
Master of Science in Criminal Justice .....	133
Course Descriptions .....	136
Administration and Faculty .....	175
Index .....	183



# UNIVERSITY ACADEMIC CALENDAR 2015-2016

*For course dates see term calendars following the academic calendar*

## FALL SEMESTER 2015

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Fall Pre-Registration Ends.....	8/7
Fall Regular Registration.....	8/10-14
Fall Faculty Conference.....	8/12-15
Welcome Weekend Events.....	8/13-16
Residence Halls Open.....	8/15
Fall Semester Late Registration Begins.....	8/17
<b>Labor Day Holiday</b> (No Classes/Offices Closed).....	9/7
Last Day for Students Finishing Certificate/Degree Requirements During Fall Semester/Winterim to Complete the Application for Graduation Process.....	9/25
Fall Semester Mid-Term.....	10/8-9
Assessment Day (No Evening Classes) (Evening Only Students/All Sites Except JAL) (CAAP, CPCE, & MFT except MBA).....	10/13
Assessment/In-Service Day (No Day Classes for Main Campus Day Students) (CAAP, CPCE, & MFT except MBA).....	10/14
Fall Break (Day Classes Only).....	10/16-19
Assessment Day (No Evening Classes) (Evening Only Students/JAL) (CPCE & MFT except MBA).....	10/20
<b>Thanksgiving Break</b> (No Classes/Offices Closed).....	11/25-11/29
Summer Pre-Registration Begins.....	11/30
Final Exams for Fall Semester Day Classes.....	12/8-11
Spring Semester Pre-Registration Ends.....	12/11
Residence Halls Close, 5:00pm.....	12/11
MBA Exit Examination, Fall Graduates.....	12/12

## WINTERIM 2015

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Winterim Regular Registration.....	12/8-11
<b>Christmas Break</b> (Offices Closed).....	12/19-1/3

## SPRING SEMESTER 2016

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Spring Semester Regular Registration.....	1/4-8
Spring Faculty Conference.....	1/8-9
Residence Halls Open, 3:00pm.....	1/9
Spring Semester Late Registration Begins.....	1/4
<b>Martin Luther King Day</b> (No Semester Day Classes/8-week Classes Will Meet/Offices Closed).....	1/18
Last Day for Student Finishing Certificate/Degree Requirements During Spring Semester or Summer to Complete the Application for Graduation Process.....	1/29
Assessment/In-Service Day (No Day Classes for Main Campus Day Students) (CAAP, CPCE, & MFT except MBA).....	2/17
Spring Semester Mid-Term.....	2/25-26
Spring Break (No Semester Day Classes/8-Week Classes Will Meet/Offices Closed).....	3/14-20
Fall/Spring Semester Pre-Registration Begins.....	3/21
Assessment Day (Evening Classes <b>DO</b> Meet) (Evening Only Students/All Sites) (CAAP, CPCE, & MFT except MBA).....	3/23
<b>Easter Recess</b> (No Semester Day Classes/8-Week Classes Will Meet).....	3/25-27
Final Exams for Spring Semester Day Classes.....	4/26-29
Residence Halls Close, 5:00pm.....	4/29
MBA Exit Examination, Spring Graduates.....	4/30
Commencement Exercises, 7:00pm, Family Arena, St. Charles, Missouri.....	5/3

## SUMMER TERMS 2016

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<b>Memorial Day Holiday</b> (1st 8-Week Classes Meet/Offices Closed).....	5/30
<b>Independence Day Holiday</b> (2nd 8-Week Classes Meet/Offices Closed).....	7/4

## DOCTORAL TERM DATES 2015-2016

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Fall Quarter.....	9/14-12/12
Winter Quarter.....	1/11-4/2
Spring Quarter.....	4/4-6/25
Summer Quarter.....	6/27-9/17

# TERM CALENDARS

<b>FALL 2015</b>	<b>START DATE</b>	<b>LAST DATE TO ADD/DROP</b>	<b>LAST DATE TO WITHDRAW WITH W</b>	<b>END DATE</b>
15-Week Classes	08/17/2015	08/28/2015	11/06/2015	12/12/2015
15-Week Online Classes	08/17/2015	08/23/2015	11/08/2015	12/13/2015
12-Week Classes	08/17/2015	08/23/2015	10/18/2015	11/07/2015
1st 8-Week Online Classes	08/17/2015	08/23/2015	09/28/2015	10/12/2015
1st 8-Week Monday Classes	08/17/2015	08/24/2015	09/28/2015	10/12/2015
1st 8-Week Tuesday Classes	08/18/2015	08/25/2015	09/29/2015	10/06/2015
1st 8-Week Wednesday Classes	08/19/2015	08/26/2015	09/30/2015	10/07/2015
1st 8-Week Thursday Classes	08/20/2015	08/27/2015	10/01/2015	10/08/2015
1st 8-Week Friday Classes	08/21/2015	08/28/2015	10/02/2015	10/09/2015
1st 8-Week Saturday Classes	08/22/2015	08/29/2015	10/03/2015	10/10/2015
Fall Doctoral Quarter	9/14/2015	9/18/2015	11/15/2015	12/12/2015
2nd 8-Week Wednesday Classes	10/14/2015	10/21/2015	11/18/2015	12/09/2015
2nd 8-Week Thursday Classes	10/15/2015	10/22/2015	11/19/2015	12/10/2015
2nd 8-Week Friday Classes	10/16/2015	10/23/2015	11/20/2015	12/11/2015
2nd 8-Week Saturday Classes	10/17/2015	10/24/2015	11/21/2015	12/12/2015
2nd 8-Week Monday Classes	10/19/2015	10/26/2015	11/23/2015	12/07/2015
2nd 8-Week Online Classes	10/19/2015	10/25/2015	11/23/2015	12/13/2015
2nd 8-Week Tuesday Classes	10/20/2015	10/27/2015	11/24/2015	12/08/2015
4-Week Classes	11/09/2015	11/10/2015	11/29/2015	12/12/2015
<b>MBU at John A. Logan</b>				
15-Week Classes	08/24/2015	09/04/2015	11/13/2015	12/19/2015
1st 8-Week Monday Classes*	08/24/2015	08/31/2015	10/05/2015	10/19/2015
1st 8-Week Tuesday Classes	08/25/2015	09/01/2015	10/06/2015	10/13/2015
1st 8-Week Wednesday Classes	08/26/2015	09/02/2015	10/07/2015	10/14/2015
1st 8-Week Thursday Classes	08/27/2015	09/03/2015	10/08/2015	10/15/2015
1st 8-Week Friday Classes	08/28/2015	09/04/2015	10/09/2015	10/16/2015
1st 8-Week Saturday Classes	08/29/2015	09/05/2015	10/10/2015	10/17/2015
2nd 8-Week Wednesday Classes	10/21/2015	10/28/2015	11/25/2015	12/16/2015
2nd 8-Week Thursday Classes	10/22/2015	10/29/2015	11/26/2015	12/17/2015
2nd 8-Week Friday Classes	10/23/2015	10/30/2015	11/27/2015	12/18/2015
2nd 8-Week Saturday Classes	10/24/2015	10/31/2015	11/28/2015	12/19/2015
2nd 8-Week Monday Classes	10/26/2015	11/02/2015	11/30/2015	12/14/2015
2nd 8-Week Tuesday Classes	10/27/2015	11/03/2015	12/01/2015	12/15/2015

<b>WINTERIM 2015</b>	<b>START DATE</b>	<b>LAST DATE TO ADD/DROP</b>	<b>LAST DATE TO WITHDRAW WITH W</b>	<b>END DATE</b>
3-Week Classes	12/14/2015	12/15/2015	12/28/2015	12/31/2015
3-Week Online Classes	12/14/2015	12/15/2015	12/28/2015	12/31/2015



# 2015-2016

<b>SPRING 2016</b>	<b>START DATE</b>	<b>LAST DATE TO ADD/DROP</b>	<b>LAST DATE TO WITHDRAW WITH W</b>	<b>END DATE</b>
15-Week Classes	01/11/2016	01/22/2016	04/03/2016	04/30/2016
15-Week Online Classes	01/11/2016	01/17/2016	04/03/2016	05/01/2016
Winter Doctoral Quarter	01/11/2016	01/15/2016	03/13/2016	04/02/2016
12-Week Classes	01/11/2016	01/17/2016	03/13/2016	04/03/2016
1st 8-Week Online Classes	01/11/2016	01/17/2016	02/21/2016	03/06/2016
1st 8-Week Monday Classes	01/11/2016	01/18/2016	02/15/2016	02/29/2016
1st 8-Week Tuesday Classes	01/12/2016	01/19/2016	02/16/2016	03/01/2016
1st 8-Week Wednesday Classes	01/13/2016	01/20/2016	02/17/2016	03/02/2016
1st 8-Week Thursday Classes	01/14/2016	01/21/2016	02/18/2016	03/03/2016
1st 8-Week Friday Classes	01/15/2016	01/22/2016	02/19/2016	03/04/2016
1st 8-Week Saturday Classes	01/16/2016	01/23/2016	02/20/2016	03/05/2016
2nd 8-Week Online Classes	03/07/2016	03/13/2016	04/10/2016	05/01/2016
2nd 8-Week Monday Classes	03/07/2016	03/14/2016	04/11/2016	04/25/2016
2nd 8-Week Tuesday Classes	03/08/2016	03/15/2016	04/12/2016	04/26/2016
2nd 8-Week Wednesday Classes	03/09/2016	03/16/2016	04/13/2016	04/27/2016
2nd 8-Week Thursday Classes	03/10/2016	03/17/2016	04/14/2016	04/28/2016
2nd 8-Week Friday Classes	03/11/2016	03/18/2016	04/15/2016	04/29/2016
2nd 8-Week Saturday Classes	03/12/2016	03/19/2016	04/16/2016	04/30/2016
4-Week Classes	04/04/2016	04/05/2016	04/17/2016	04/30/2016
Spring Doctoral Quarter	04/04/2016	04/08/2016	06/05/2016	06/25/2016
<b>MBU at John A. Logan</b>				
15-Week Classes	01/18/2016	01/29/2016	04/10/2016	05/14/2016
1st 8-Week Monday Classes*	01/18/2016	01/25/2016	02/22/2016	03/14/2016
<i>*Alternative meeting dates and/or sites will be arranged for holidays</i>				
1st 8-Week Tuesday Classes	01/19/2016	01/26/2016	02/23/2016	03/15/2016
1st 8-Week Wednesday Classes	01/20/2016	01/27/2016	02/24/2016	03/16/2016
1st 8-Week Thursday Classes	01/21/2016	01/28/2016	02/25/2016	03/17/2016
1st 8-Week Friday Classes	01/22/2016	01/29/2016	02/26/2016	03/18/2016
1st 8-Week Saturday Classes	01/23/2016	01/30/2016	02/27/2016	03/19/2016
2nd 8-Week Monday Classes	03/21/2016	03/28/2016	04/25/2016	05/09/2016
2nd 8-Week Tuesday Classes	03/22/2016	03/29/2016	04/26/2016	05/10/2016
2nd 8-Week Wednesday Classes	03/23/2016	03/30/2016	04/27/2016	05/11/2016
2nd 8-Week Thursday Classes	03/24/2016	03/31/2016	04/28/2016	05/12/2016
2nd 8-Week Friday Classes	03/25/2016	04/01/2016	04/29/2016	05/13/2016
2nd 8-Week Saturday Classes	03/26/2016	04/02/2016	04/30/2016	05/14/2016

<b>SUMMER 2016</b>	<b>START DATE</b>	<b>LAST DATE TO ADD/DROP</b>	<b>LAST DATE TO WITHDRAW WITH W</b>	<b>END DATE</b>
3-Week Classes	05/02/2016	05/03/2016	05/17/2016	05/19/2016
3-Week Online Classes	05/02/2016	05/03/2016	05/17/2016	05/22/2016
4-Week Classes	05/02/2016	05/03/2016	05/17/2016	05/26/2016
15-Week Classes	05/02/2016	05/13/2016	07/22/2016	08/19/2016
15-Week Online Classes	05/02/2016	05/08/2016	07/24/2016	08/21/2016
1st 8-Week Online Classes	05/02/2016	05/08/2016	06/12/2016	06/26/2016
1st 8-Week Monday Classes	05/02/2016	05/09/2016	06/06/2016	06/20/2016
1st 8-Week Tuesday Classes	05/03/2016	05/10/2016	06/07/2016	06/21/2016
1st 8-Week Wednesday Classes	05/04/2016	05/11/2016	06/08/2016	06/22/2016
1st 8-Week Thursday Classes	05/05/2016	05/12/2016	06/09/2016	06/23/2016
1st 8-Week Friday Classes	05/06/2016	05/13/2016	06/10/2016	06/24/2016
1st 8-Week Saturday Classes	05/07/2016	05/14/2016	06/11/2016	06/25/2016
1st 2-Week Day Classes	06/06/2016	06/07/2016	06/13/2016	06/16/2016
1st 5-Week Day Classes	06/06/2016	06/07/2016	06/21/2016	07/07/2016
8-Week Late Online Classes	06/06/2016	06/12/2016	07/17/2016	07/31/2016
8-Week Late Monday Classes	06/06/2016	06/13/2016	07/11/2016	07/25/2016
8-Week Late Tuesday Classes	06/07/2016	06/14/2016	07/12/2016	07/26/2016
8-Week Late Wednesday Classes	06/08/2016	06/15/2016	07/13/2016	07/27/2016
8-Week Late Thursday Classes	06/09/2016	06/16/2016	07/14/2016	07/28/2016
8-Week Late Friday Classes	06/10/2016	06/17/2016	07/15/2016	07/29/2016
8-Week Late Saturday Classes	06/11/2016	06/18/2016	07/16/2016	07/30/2016
2nd 2-Week Day Classes	06/20/2016	06/21/2016	06/27/2016	06/30/2016
2nd 8-Week Online Classes	06/27/2016	07/03/2016	07/31/2016	08/21/2016
2nd 8-Week Monday Classes	06/27/2016	07/04/2015	08/01/2016	08/15/2016
Summer Doctoral Quarter	06/27/2016	07/01/2016	08/28/2016	09/17/2016
2nd 8-Week Tuesday Classes	06/28/2016	07/05/2015	08/02/2016	08/16/2016
2nd 8-Week Wednesday Classes	06/29/2016	07/06/2015	08/03/2016	08/17/2016
2nd 8-Week Thursday Classes	06/30/2016	07/07/2015	08/04/2016	08/18/2016
2nd 8-Week Friday Classes	07/01/2016	07/08/2015	08/05/2016	08/19/2016
2nd 8-Week Saturday Classes	07/02/2016	07/09/2015	08/06/2016	08/20/2016
3rd 2-Week Day Classes	07/11/2016	07/12/2016	07/18/2016	07/21/2016
2nd 5-Week Day Classes	07/11/2016	07/12/2016	07/26/2016	08/11/2016
4th 2-Week Day Classes	07/25/2016	07/26/2016	08/01/2016	08/04/2016
<b>MBU at John A. Logan (projected dates)</b>				
8-Week Monday Classes*	06/20/2016	06/27/2016	07/25/2016	08/08/2016
<i>*Alternative meeting dates and/or sites will be arranged for Independence Day holiday</i>				
8-Week Tuesday Classes	06/21/2016	06/28/2016	07/26/2016	08/09/2016
8-Week Wednesday Classes	06/22/2016	06/29/2016	07/27/2016	08/10/2016
8-Week Thursday Classes	06/23/2016	06/30/2016	07/28/2016	08/11/2016
8-Week Friday Classes	06/24/2016	07/01/2016	07/29/2016	08/12/2016
8-Week Saturday Classes	06/25/2016	07/02/2016	07/30/2016	08/13/2016







## INTRODUCTION TO MISSOURI BAPTIST UNIVERSITY

### History of Missouri Baptist University

Missouri Baptist College was founded during the 1950's, through the desire of local pastors and laymen for an evangelical Christian institution in the St. Louis area. The idea of the founders was first expressed in the form of a seminary extension program teaching Bible classes followed later by an extension center offering liberal arts courses from Hannibal-LaGrange College. The written record shows that student influence and organizational work of St. Louis Baptist leaders, pastors, and laymen led the 1959 Missouri Baptist Convention to recommend the establishment of a college in greater St. Louis.

In 1964, Missouri Baptist College was chartered as an evangelical Christian four-year liberal arts college. Classes continued to meet at Tower Grove Baptist Church until the West County campus could be constructed. Four years later, the Missouri Baptist Convention approved the consolidation of Missouri Baptist College with Hannibal-LaGrange College. It was operated as two campuses: Missouri Baptist College, St. Louis and Missouri Baptist College, Hannibal-LaGrange. Classes began in the fall of 1968 on the new campus with 189 students enrolled. In 1973, Missouri Baptist College was re-established as a separate institution and granted its first baccalaureate degrees on the thirteenth day of May.

In 1980, Missouri Baptist College moved to resident college status with the opening of Pillsbury-Huff Hall and in 1995 opened North Hall, doubling the housing capacity on campus. Spartan Village, the on-campus apartment complex, opened in 2011.

Missouri Baptist College was first accredited by the North Central Association (NCA) in 1978. The University received ongoing ten year re-accreditation in 2007. In April 2000, the college received NCA approval to offer the Master of Science in Education in Counselor Education and Classroom Teaching. In April 2002, approval was given to add Educational Administration to the Master of Science in Education offerings beginning with the Fall 2002 semester. On August 29, 2002, Missouri Baptist College formally became Missouri Baptist University. In April 2004, Missouri Baptist University received approval for the Master of Arts in Christian Ministry and Master of Business

Administration. In December 2005, approval was received to begin offering the Educational Specialist degree for the Spring 2006 semester. In July 2008, MBU received approval to offer its first online degree program: the Master of Science in Education degree with concentrations in Sport Management and Curriculum and Instruction and in April 2009, the University received approval to offer the Doctor of Education degree.

Through the years Missouri Baptist University has expanded its course offerings at its Regional Learning Centers including MBU-Troy/Wentzville located in Moscow Mills, MBU in Pacific and MBU in Union located in Franklin County, MBU in the Mineral Area located in Leadington, MBU in St. Charles, and MBU in Arnold (all in Missouri), as well as Plus-Two degree programs in cooperation with Jefferson College in Jefferson County, Missouri, Lewis and Clark Community College in Godfrey, Illinois, John A. Logan College in Carterville, Illinois, and Rend Lake College in Ina, Illinois. A number of distance learning courses, in addition to online degree programs, are offered and the University maintains an active high school dual-credit program called EXCEL.

Missouri Baptist University has been served by six presidents: Dr. L.A. Foster (1964-1970); Dr. Frank B. Kellogg (1970-1974); Dr. Robert S. Sutherland (1974-1982); Dr. Patrick O. Copley (1982-1990); Dr. J. Edwin Hewlett (1990-1991); and Dr. R. Alton Lacey (1995-present). Dr. Thomas S. Field served as Interim President (1991-1995).

### Locations

Missouri Baptist University is located at One College Park Drive, St. Louis, Missouri, 63141-8698, in the heart of West St. Louis County, adjacent to Interstate 64 (Highway 40), one mile west of Interstate 270. A full range of degree and certificate programs is offered at the undergraduate, master's, specialist, and doctoral levels.

MBU-Troy/Wentzville opened in 1986 and maintains administrative offices and educational facilities at 75 College Campus Drive, Moscow Mills, Missouri, 63362, and offers complete undergraduate degree programs in a wide range of majors as well as graduate degrees at the master's and specialist levels.

MBU at Jefferson College began in 1993 and utilizes administrative offices and educational facilities through Jefferson

College in Hillsboro at 1000 Viking Drive, Hillsboro, Missouri, 63050, as well as in Arnold at 1687 Missouri State Road, Arnold, Missouri, 63010. The undergraduate Plus-Two degree completion program offers a wide variety of majors. Graduate degrees at the master's and specialist levels are also available.

The MBU in Union Regional Learning Center opened in 2000 and maintains administrative offices and educational facilities at 39 Silo Plaza Drive in Union, Missouri, 63084, across from East Central College on Highway 50. A baccalaureate degree-completion program with a number of majors is offered as well as graduate degrees at the master's, specialist, and doctoral levels. A satellite office, the MBU in Pacific Regional Learning Center, is located at 720 West Osage, Pacific, Missouri, 63069-1219. Graduate degrees at the master's, specialist, and doctoral levels can also be earned at this location.

MBU at Lewis and Clark Community College began in 2007 and utilizes administrative offices and educational facilities through Lewis and Clark Community College at 5800 Godfrey Road, Godfrey, Illinois, 62035. The undergraduate Plus-Two degree completion program offers select majors. The Master of Business Administration and the Master of Arts in Counseling degrees can also be earned at this site.

MBU in the Mineral Area opened in 2009 and maintains administrative offices and educational facilities at 507 East Woodlawn Drive, Leadington, Missouri, 63601, located off Hwy 67 south of the Leadington exit. A baccalaureate degree-completion program with a number of majors is offered as well as graduate degrees at the master's and specialist levels.

MBU at John A. Logan College began in 2011 and utilizes administrative offices and educational facilities through John A. Logan College, 700 Logan College Road, Carterville, Illinois, 62918. The undergraduate Plus-Two degree completion program offers select majors. The Master of Business Administration and the Master of Arts in Counseling degrees can also be earned at this site.

MBU in Arnold opened in 2012 and maintains administrative offices and educational facilities at 140 Richardson Crossing, Arnold, Missouri, 63010. A baccalaureate degree-completion program with a number of majors is offered as well as graduate degrees at the master's, specialist, and doctoral levels.

MBU at Rend Lake College began offering classes for the 2013-2014 academic year and utilizes administrative offices and educational facilities through Rend Lake College, 468 N. Ken Gray Parkway, Ina, Illinois, 62846. The undergraduate Plus-Two degree completion program currently offers only the Criminal Justice major.

Graduate courses in select programs are also offered at the following locations: Pacific, Missouri (Meramec Valley Middle School and Pacific High School); Saint Charles, Missouri (Saeger Middle School); Saint James, Missouri (St. James High School); Town and Country, Missouri (St. Louis County Special School

District); and Egyptian Health Department (El Dorado, IL).

## **Mission Statement**

Missouri Baptist University is an evangelical Christian, liberal arts institution of higher learning whose purpose is to offer programs of study leading to professional certificates, undergraduate degrees, and graduate degrees in an environment of academic excellence from a Biblically-based Christian perspective. The University is committed to enriching students' lives spiritually, intellectually, and professionally, and to preparing students to serve in a global and culturally diverse society.

## **Missouri Baptist University's Commitment To Diversity**

Missouri Baptist University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person. Missouri Baptist University affirms that an important part of the integration of faith and learning is the recognition that all people are created in the image of God and worthy of respect and dignity. We seek to ensure that all students have full access to the educational, social, and spiritual growth opportunities that the University provides to ensure that students understand and appreciate one of the University's core values which is "social change through service and leadership."

Through its curricula and classroom experiences, the university seeks to develop and nurture diversity because it strengthens the organization, promotes creative problem solving, and enriches us all.

The goal is to present materials and activities that are respectful of diverse groups including, but not limited to, race, gender, color, national or ethnic origin, age, qualified disability, military service, learning differences, socioeconomic status, or genetic information.

## **Vision Framework**

### **Core Purpose**

To teach, empower, and inspire students for service and lifelong learning.

### **Core Values**

- We are serious and intentional about our Christian faith.
- We freely and responsibly search for truth.
- We strive for excellence.
- We believe in the importance and cultivation of character.
- We believe in social change through service and leadership.

### **20-year Goal**

- Become widely known as a model Christian university and the best at integrating faith and learning

## Accreditation and Approvals

Missouri Baptist University is accredited by:

The Higher Learning Commission  
A Commission of the North Central Association of Colleges  
and Schools  
30 North LaSalle Street, Suite 2400  
Chicago, Illinois 60602-2504  
(312) 263-0456  
1-800-621-7440  
Fax: (312) 263-7462  
Internet: [www.ncacihe.org](http://www.ncacihe.org)  
Email: [info@hlcommission.org](mailto:info@hlcommission.org)

EXCEL, the dual credit (concurrent enrollment) program at Missouri Baptist University, is fully accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP).

The music degrees of Missouri Baptist University are approved by the National Association of Schools of Music (NASM).

The Exercise Science program is nationally accredited by the Commission on Accreditation of Allied Health Programs (CAAHEP).

All certification programs are accredited by the Missouri Department of Elementary and Secondary Education (DESE) and by the National Council for Accreditation of Teacher Education (NCATE).

The University is approved by the Department of Elementary and Secondary Education, Jefferson City, Missouri, for requirements in general education and certification for elementary and secondary teachers; the training of veterans under Public Law 550 and 894, 82nd Congress; and for the training of sons and daughters of deceased veterans under the War Orphan's Educational Assistance Act.

In compliance with federal law, including provisions of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, Missouri Baptist University does not illegally discriminate on the basis of race, gender, color, national or ethnic origin, age, qualified disability, or military service in admission or in the administration of its education policies, programs, and activities. Inquiries or complaints should be directed to the Provost/Senior Vice President for Academic Affairs.

## NOTICE OF EDUCATIONAL AND PRIVACY RIGHTS

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day the University receives a request for access. A student should submit a written request that identifies the record(s) the student wishes to inspect to the Office of Records (for academic records), the Office of Student Development (for disciplinary records), the Office of Student Financial Services (for financial records), the Office of Career Development (for placement records), or the Office of Special Needs (for special needs/individual education program records). A University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the University to amend a record should write the University Office responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the University discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The University discloses education records without a student's prior written consent under the FERPA exception for disclosure to University officials with legitimate educational interests. A University official is typically includes a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A University official also may include a volunteer or contractor outside of the University who performs an institutional service or function for which the University would otherwise use its own employees and who is under the direct control of the University with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another University official in



performing his or her tasks. A University official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to University officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, § 99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student —

- To other University officials, including teachers, within the University whom the University has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the University has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met.
- To officials of another educational institution where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34.
- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To organizations conducting studies for, or on behalf of, the University, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.

- To accrediting organizations to carry out their accrediting functions.
- To parents of an eligible student if the student is a dependent for IRS tax purposes.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36.
- Information the University has designated as "directory information" under § 99.37.
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the University determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the University's rules or policies with respect to the allegation made against him or her.
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the University, governing the use or possession of alcohol or a controlled substance if the University determines the student committed a disciplinary violation and the student is under the age of 21.

### Directory Information Notice

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that the University, with certain exceptions, obtain students' written consent prior to the disclosure of personally identifiable information (PII) from their education records. However, the University may disclose appropriately designated "directory information" without written consent, unless a student has advised the University to the contrary in accordance with University procedures.

Students who do not want the University to disclose any or all of the types of information designated below as directory information from their education records without their prior written consent must notify the University's Director of Records in writing. Those who choose to block the University from releasing directory information should note that this will restrict financial records, degree conferral, and dates of attendance from being released to any agencies that may require this information for employment or loan deferment. Once directory information has been blocked, the student must submit a formal written request to remove the block.

The University has designated the following information as directory information:

- Student's name, address and telephone number
- Date and place of birth
- Email address
- Photograph
- Program of Study (including degree, major, minor, and/or educator certification area)
- Dates of attendance and enrollment status/grade level
- Degrees, honors, and awards received
- Credit hours in progress or already completed

- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- The most recent educational agency or institution attended

### **Retention of Records**

Missouri Baptist University has adopted the recommendations of the American Association of Collegiate Registrars and Admissions Officers as its policy concerning retention of student records. The majority of a student's record is maintained in the permanent file and will be retained until five (5) years after graduation or the date of last attendance, whichever is later. Exceptions include audit authorizations, schedule adjustment forms, registration forms, and transcript requests which are maintained one (1) year from date submitted. In addition, official transcripts from high schools and other colleges or universities will be maintained for ten (10) years after graduation or last date of attendance.

Records of academic performance, including individual student records (transcripts, narrative evaluations, competency assessments, etc.) change of grade forms, original graded rosters, and graduation lists are maintained permanently in the Records Office.

The admission materials of those who apply but do not enroll are retained by the Admissions Office for one year after the term for which application was made.

### **Student Right-To-Know Act**

In accordance with Public Law 101-542, Missouri Baptist University reports sixty-one percent of first-time freshmen students return the second year.

### **Campus Security Act**

In compliance with the Jeanne Clery Act, the Missouri Baptist University Public Safety Office publishes an Annual Security and Fire Safety Report on personal safety and crime statistics. The report is available on request from the Public Safety Office and is posted on the University's web site at the following link:

<https://www.mobap.edu/student-life/safety/clery-reports-and-title-ix-policy/>











## STUDENT SERVICES

### MYMBU

Missouri Baptist University student portal is a single sign-on service, called **MYMBU**, <https://mymbu.mobap.edu/>, which will allow students the ability to easily navigate across platforms without having to re-enter their password multiple times.

**How will students use the single sign-on system?** **MYMBU** will act as Missouri Baptist University's 24-hour, self-service web dashboard that provides eligible students a "one-stop shop" to access an array of services. Essentially, students will login to **MYMBU** one time and have access to a number of services. The student-centric site includes the following functions:

- **MYMBU Learn** — This section allows students to access MBU's Learning Management System, Canvas. Students who have forgotten their password can have their password reset using the Password Help Center.
- **MYMBU Life** — This section allows students to engage in life at MBU through open access to up-to-date information, news, important forms, and upcoming events for departments, organizations, and resident life.
- **MYMBU Access** — This section allows students to access personal academic information such as class schedules and unofficial transcripts; print both mid-term and final grade cards (grade reports will *not* be mailed); view active holds; change local address information; keep a personal calendar of events such as birthdays, athletic schedules, concerts, upcoming tests, etc.; access a Faculty Directory of campus email addresses and phone numbers; view lists of documents received and outstanding (Admissions, Financial Services, Teacher Education, etc.); order books from the bookstore; review and either accept or deny financial aid awards; pay tuition and fees; and locate other important information including course schedules and library reference sites.
- In addition, students may access campus email and library databases from the **MYMBU** dashboard.

To login to **MYMBU**, students will go to <http://www.mobap.edu> and click on the Current Students link. From that page, students will launch **MYMBU**. For students, the username to login to **MYMBU** is the student ID number found on their student ID

card. Students who do not have a current student ID card should contact the MBU IT department at 314-392-2377. Students who have forgotten their password can have their password reset using the Password Help Center <https://portal.mobap.edu/PasswordHelpCenter/>.

For other problems or questions, please contact the office related to the problem or question (Admissions for issues related to Admissions document tracking; Financial Services for billing or financial aid issues; Records Office for issues related to schedules, transcripts, or grade cards, etc.; Teacher Education for issues related to Teacher Education document tracking items, etc.).

### CANCELLATION OF CLASSES

In the event that day classes are cancelled due to severe weather, power outages, or other unforeseen circumstances, or if classes are to run on the Delayed Day Schedule, please note the following:

- The mobap.edu website will provide the most accurate information and details.
- Students may sign up through the Password Help Center to receive emergency text notifications to their cell phone. In addition, students may enroll by sending a text message to 313131 with the term mbustudents. Students should quickly receive a text message confirming participation in the program.
- The Main campus phone messaging system (314) 434-8262 will play updated information.
- The following broadcast centers will be notified: KMOX Radio (AM 1120), KSDK Channel 5, and other outlets.

Announcements on KMOX begin at 5:30 a.m. with a repeat listing at 6:30 a.m. KTVI Channel 2 and KSDK Channel 5 continually broadcast information from 5:30 a.m.-9 a.m. Announcements on the mobap website and phone system will be made as early as possible.

When the Delayed Day Schedule is announced, 8 a.m. classes are cancelled and students should report to school at 9:30 a.m. for classes that are scheduled to begin at 9 a.m. or 9:30 a.m. All other classes will meet as scheduled.

All evening class cancellations due to inclement weather will be decided by 4 p.m. and posted on the website and phone system.



## NOTICE OF NONDISCRIMINATION

Missouri Baptist University does not discriminate or permit discrimination by any member of its community on the basis of race, color, sex, national origin, age or disability with respect to admissions, housing, employment, services, financial aid, or any other educational programs or activities it operates. Inquiries regarding compliance related to students should be addressed to the Senior Vice President for Student Development/Associate Provost, Missouri Baptist University, One College Park Drive, St. Louis, Missouri 63141, 314-392-2211. Inquiries regarding compliance related to employees should be addressed to the Provost/Senior Vice President for Academic Affairs, Missouri Baptist University, One College Park Drive, St. Louis, Missouri 63141, 314-392-2201.

Inquiries concerning Title IX should be addressed to the University's Title IX Coordinator:

Senior Vice President for Student Development/Associate Provost  
Missouri Baptist University  
One College Park Drive  
St. Louis, Missouri 63141  
(314) 392-2211

## NONDISCRIMINATION POLICY AND COMPLAINT PROCEDURE

Missouri Baptist University is committed to excellence in education that is based on Christian values and standards. The University believes this goal can be achieved only in an environment free of discrimination and harassment.

Discrimination and harassment undermine the mission of the University, are prohibited by state and federal law, and will not be tolerated or condoned.

This policy is intended to address complaints of discrimination and harassment on the basis of sex, race, national origin, disability, age, or any other characteristics protected by law. It applies to all members of the University community, including faculty, staff, volunteers, and students. It is intended to comply with federal and state law, and to complement other University policies, including but not limited to the Notice of Nondiscrimination and the Sexual Assault and Relationship Violence Policy. In the event that a complaint involves allegations of sexual assault or relationship violence in which the accused is a student, the procedures set forth in the Sexual Assault and Relationship Violence Policy will apply.

### Definitions

For purposes of this Policy, the following definitions apply:

**“Harassment”** is defined as any unwelcome, unsolicited, and offensive conduct that is severe, pervasive, and tends to injure, degrade, or show hostility toward a person because of his or her sex, race, religion, national origin, disability, age, or other characteristic protected by law. Whether particular conduct constitutes harassment often depends on context, including the participants' reasonable understanding of the situation, their past interactions with each other, the nature of their professional relationship, and the setting in which the conduct occurs.

**“Sexual harassment”** is the use of personal power or authority to intimidate or attempt to intimidate or coerce a person of the

opposite sex (or same sex) into unwanted sexual activity or to create a hostile or offensive academic or work environment. Sexual harassment is distinguished from consensual relationships by the introduction of the element of coercion; threat; unwelcome sexual advances; requests for sexual favors; sexually explicit or suggestive material in written, verbal or visual form; or other unwelcome verbal or physical conduct of a sexual nature where:

1. Submission to such conduct is made either explicitly or implicitly a term or condition or an individual's employment or academic performance.
2. Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting the individual; or
3. Such conduct has the purpose or effect of substantially interfering with a student's or employee's academic or work performance, or creating an intimidating, hostile, or offensive academic or work environment.

**“Sexual Assault”** is a severe form of sexual harassment, and is defined in detail in the University's Sexual Assault and Relationship Violence Policy. It refers to engaging in any form of sexual contact or conduct with another without that person's clear, knowing, and voluntary consent. It is the responsibility of the person seeking to initiate sexual contact or conduct to affirmatively obtain such consent. It is not the responsibility of the intended recipient of such sexual contact to affirmatively deny such consent.

### Examples of Sexually Harassing Behavior:

Prohibited behavior may take various forms. Examples of conduct that may constitute sexual harassment include, but are not limited to:

1. Unwelcome sexual advances or requests for sexual favors.
2. Sexually explicit language, jokes, and/or innuendo.
3. Repeated sexual propositions, date invitations, solicitations, and flirtations known to be unwelcome.
4. Inappropriate and/or offensive touching, fondling, or bodily contact.
5. Sexually suggestive objects, pictures, videotapes, audio recordings, or literature presented or displayed in the classroom, faculty office, staff office, athletic area, or other common areas.
6. Threats or insinuations that may affect a person's employment, wages, promotional opportunities, grades, evaluations, and other academic or employment performance.
7. Sexual assault or attempted sexual assault.

**“Stalking”** occurs when a person purposely and repeatedly engages in an unwelcome course of conduct that would cause a reasonable person to fear for his, her or others' safety, or to suffer emotional distress. Stalking can occur via written, telephonic or electronic means.

## COMPLAINT PROCEDURES

Anyone who believes that he or she has been subjected to conduct that violates this policy may elect to pursue an informal or a formal complaint. An informal complaint will primarily involve discussion and counseling to resolve the matter, while a formal complaint may result in the University taking disciplinary action against the accused party. All complaints will be promptly,

thoroughly, and impartially investigated, and brought to a resolution within a reasonable time frame at each step of the process. In the event that a determination is made that an act of discrimination has occurred, appropriate corrective and remedial actions will be promptly taken.

Complaints regarding students should be addressed to:

Senior Vice President for Student Development/Associate Provost  
Missouri Baptist University  
One College Park Drive  
St. Louis, Missouri 63141  
(314) 392-2211

Complaints related to employees should be addressed to:

Provost/Senior Vice President for Academic Affairs  
Missouri Baptist University  
One College Park Drive  
St. Louis, Missouri 63141  
(314) 392-2201

### **Confidentiality and Protection of Both Parties**

The University will protect, to the extent permitted by law, the confidentiality and identity of both those individuals filing complaints under this policy, and those accused of violations. Because the University has an obligation to address discrimination, however, the University cannot guarantee complete confidentiality where it would conflict with the University's legal obligation to conduct a thorough investigation or take appropriate corrective action. However, in the event that disclosure of the University's information or sources is required by law, it will be limited to the extent possible. The University will, to the extent permitted by law, keep confidential all records of complaints, responses and investigations. The records maintained by the investigator will be available only those to administrators and other supervisors charged with responding to allegations of discrimination, or those individuals responsible for overseeing the process.

The complainant will be kept reasonably apprised of the status of the investigation, and shall be provided with written notice of the disposition of the complaint at each stage of the process. All reasonable actions will be taken to insure that the complainant and those testifying on behalf of the complainant will suffer no retaliation as the result of their participation in the complaint, investigation, or hearing process.

In extraordinary circumstances, the Provost/Senior Vice President for Academic Affairs may, at any time during the investigation of a discrimination complaint, suspend from teaching responsibilities any faculty member or instructional person accused of discrimination pending a final hearing, if after the allegations and interviewing of the accused, the complainant, and if appropriate, other persons having knowledge of the matter, the Provost/Senior Vice President for Academic Affairs finds that it is reasonably certain that the alleged discrimination has occurred and serious immediate irreparable harm will occur if the person continues to teach the class. In the same manner, the Senior Vice President for Student Development/Associate Provost may temporarily suspend any student alleged to have violated the policy from attending classes and/or otherwise enjoin from attending classes on campus

pending a formal hearing on the charges.

At the time the investigation commences, the accused will be informed of the nature of the allegations and the facts surrounding those allegations. A complainant found to have been intentionally dishonest in making the allegations or to have made them maliciously is subject to disciplinary action. False charges or complaints of discrimination will be treated as a serious offense, which is damaging to the total campus community.

### **Informal Complaint**

1. At the complainant's option, an informal complaint that one or more provisions of this policy have been violated shall be raised with the Senior Vice President for Student Development/Associate Provost in the case of an alleged student violator, or with the Provost/Senior Vice President for Academic Affairs in the event of an alleged staff or faculty violator.
2. The administrator to whom the complaint is made will counsel the complainant as to the options available under this policy and, at the complainant's request, may intervene on the complainant's behalf to attempt to resolve the complaint informally through discussions with the person alleged to have violated the policy.
3. The person to whom the informal complaint is made will not inform the accused of the complaint without the consent of the complainant.
4. The submission of an informal complaint does not preclude an individual from subsequently pursuing a formal complaint, if a satisfactory resolution is not achieved informally.

### **Formal Complaint**

A complainant wishing to make a formal complaint should file a written statement with the Senior Vice President for Student Development/Associate Provost (for alleged student violations) or the Provost/Senior Vice President for Academic Affairs (for alleged employee violations). The statement should include a detailed description of the conduct which the complainant believes violates this policy.

1. Upon receipt of a formal complaint under this policy, the Senior Vice President to whom it has been reported (or his/her designee) will commence a prompt, thorough, and impartial investigation into the allegations raised therein. In conducting the investigation, the appropriate administrator and his/her designee shall interview the complainant, the accused, and other persons believed to have pertinent factual knowledge. At all times the administrator responsible for the investigation will take appropriate steps to insure the confidentiality of the investigation.
2. The investigation will afford the accused a full opportunity to respond to the complainant's allegation(s).
3. All complaints will be adjudicated as expeditiously as possible, and generally within sixty (60) days after the filing of the complaint. At the conclusion of the investigation, the administrator's conclusion will be promptly and simultaneously communicated in writing to both the complainant and the accused. Possible outcomes of the investigation are:
  - a. A judgment that the allegations do not warrant discipline.



- b. Mutually acceptable resolution of the complaint.
- c. Issuance of a disciplinary sanction.

When the investigation is complete, the responsible administrator to whom the complaint is made will determine whether it is more likely than not that an alleged violation of this policy has occurred. If a mutually acceptable resolution of the matter cannot be achieved, a formal sanction shall be issued. The decision regarding sanctions will be made by the Provost/Senior Vice President for Academic Affairs when a faculty member, other instructional personnel, or staff member has been charged. The Senior Vice President for Student Development/Associate Provost will make the decision in the case of a student having been charged.

Except as specifically modified by other provisions of this policy, procedures and sanctions for violations of this policy by faculty and staff will be governed by the grievance policy and procedure outlined in the personnel procedures handbook, and sanctions for violations of this policy by students will be governed by the procedures outline herein (with the exception that, as previously noted herein, incidents of sexual assault or relationship violence involving students shall be governed by the University's specialized Policy on Sexual Assault and Relationship Violence).

**Permissible Sanctions for Violations of the Policy**

The sanctions for violation of this policy include, but are not limited to, censure, suspension, or termination of employees, faculty and staff of the University, and censure, probation, suspension, or expulsion of students.

**Request for Clarification of Sanctions**

If the respondent student objects to the sanctions or to how the investigation was handled, she or he may request an initial review and clarification of sanctions with the Senior Vice President for Student Development/Associate Provost.

1. Within three (3) business days of the decision regarding the investigation, the respondent may request an initial review and clarification of sanctions with the Senior Vice President for Student Development/Associate Provost. The request must be made in writing and must detail the reasons why, in light of established criteria for an appeal below (a-d), the person objects to the sanctions and desires an initial review and clarification. The Senior Vice President for Student Development/Associate Provost will evaluate the student's request and other documentation relevant to the violation based on the following criteria:
  - a. Irregularities in fairness that influenced the outcome of the disciplinary action. It is the burden of the student making the appeal to demonstrate the original decision would more likely than not have been different if the irregularity or error had not occurred.
  - b. Demonstrated prejudice against any party involved on the part of the investigator, or any other personnel who participated in the disciplinary action. The prejudice must be more than simple opposition to the appealing party's point of view; instead, evidence must show a significant conflict of interest, bias, pressure or influence that prevented a fair and objective hearing.
  - c. Discovery of new and significant evidence not available at the time of the original hearing/investigation.

- d. A sanction that is extraordinarily disproportionate to the violation.

2. Upon receipt of notification of the respondent's request for an initial review and clarification of sanctions, the Senior Vice President for Student Development/Associate Provost shall schedule a meeting with the student to further discuss the basis for the charges and sanctions, to be held within three (3) business days of the receipt of such request, and shall notify the student of the time and place of the meeting. Appeal of Sanctions to the University Conduct Committee  
If the respondent still objects to the sanctions following the meeting with the Senior Vice President for Student Development/ Associate Provost, she or he may appeal the decision to the University Conduct Committee.

**Appeal to the University Conduct Committee**

If the respondent student still objects to the sanctions following the meeting with the Senior Vice President for Student Development/ Associate Provost, she or he may appeal the decision to the University Conduct Committee. To appeal a sanction the respondent must, within three (3) business days, formally appeal to the University Conduct Committee by written notice delivered to the Senior Vice President for Student Development/ Associate Provost. Upon receipt of such appeal notice, the Senior Vice President for Student Development/ Associate Provost shall promptly deliver the notice to the Chair of the University Conduct Committee. The President of the University shall appoint the Chair, as well as the members of the Committee. The student may request a stay of sanctions during the appeal process. The Senior Vice President for Student Development/Associate Provost will determine the stay of sanctions. This decision cannot be appealed. The student is automatically placed on probation throughout the entire appeal process. Any further violations of the Student Conduct Code may result in the denial of the current appeal and immediate suspension or expulsion.

1. Within three (3) business days of the filing of the notice of appeal, the Chair of the University Conduct Committee shall assign a subcommittee consisting of three Committee members from the faculty or staff the task of evaluating the merit of the appeal. The student making the appeal must submit a written defense of his/her appeal detailing why he/she objects to the sanctions. The subcommittee should evaluate the student's appeal and other documentation relevant to the violation based on the criteria under Clarification of Sanctions Procedures 1. a-d above.
2. Requests for appeal will not automatically be granted and may be denied by the subcommittee if one (or more) of the appeal criteria is not demonstrated. Within five (5) business days the subcommittee will report its decision to the Chair of the University Conduct Committee. Notification will be given to the student by the Chair of the Conduct Committee within two (2) business days of receiving the subcommittee's decision. If the subcommittee denies the appeal, there is no further appeal.
3. If the subcommittee decides that the appeal should be heard by the full Conduct Committee, the Chair, within seven (7) days of receiving the subcommittee's decision, will establish the date, time, and place of a hearing of the charges against the student, and shall send written notice of such to the

student, the Senior Vice President for Student Development/ Associate Provost, and all of the members of the Committee. The date of the hearing shall be not less than seven (7) days and not more than twenty-one (21) days after the giving of the notice of the hearing. The University shall make arrangements for the making of a record of the hearing, either by a stenographer or other appropriate means, and shall bear the expense of making such record. The student shall have the following rights at the hearing:

- a. To be present at the hearing;
  - b. To cross-examine any witnesses presented by the administration;
  - c. To present witnesses and other appropriate documentary evidence; and
  - d. To remain silent or to testify in defense.
  - e. The student may be accompanied at the hearing by an advisor of their choosing. If the student engages an attorney, the attorney may serve as an advisor, but not in an advocacy role.
4. Following the conclusion of the hearing, the Committee shall deliberate in closed session and within reasonable time shall render a decision by a majority vote. The Chair of the Committee shall deliver the written findings and the decision of the Committee to the Senior Vice President for Student Development/Associate Provost as soon as is practical after the decision is rendered. The student shall be notified of the Committee recommendation and the final decision concerning the disciplinary actions in a joint meeting with the Senior Vice President for Student Development/Associate Provost and the Committee Chair. Once the process is completed, there is no further appeal.
5. The complainant shall be apprised in writing of the disposition of the grievance at each stage of the process. Any notice to the respondent student under this discipline policy will be delivered to the student in a manner agreed to in advance by both the student and the Senior Vice President for Student Development/Associate Provost. If the student desires to pick up a notice subsequent to an appeal, the student shall make an appointment between two (2) and seven (7) working days with the Senior Vice President for Student Development/ Associate Provost to receive and sign for the written result of the appeal. If the student prefers notice to be mailed, it shall be sent by certified mail to the most recent address shown in the official student file maintained by the University, and shall be deemed received when deposited in the U.S. Mail with postage pre-paid. If, at any time during the appeal process, the student desires to designate a different address for notice, the student shall so advise the Senior Vice President for Student Development/ Associate Provost, and such address, along with designated telephone number, shall be forwarded to the Chair of the Conduct Committee by the Senior Vice President for Student Development/Associate Provost.

### **Retaliation**

Retaliation against anyone reporting or thought to have reported discriminatory behavior, or against anyone who cooperates in an investigation of such behavior, is prohibited by law and by University policy. Such retaliation shall be considered as a serious violation of the policy and shall be considered independent

of whether informal or formal complaint of harassment is substantiated. Encouraging others to retaliate shall constitute a violation of the policy. Examples of conduct that may constitute retaliation include, but are not limited to:

1. Unfair grading.
2. Unfair evaluation.
3. Unfair assignments.
4. Having information withheld or made difficult to obtain in a timely manner, such as class information, recommendations, or grades.
5. Not being informed about important events, such as meetings or changes in policy.
6. Ridicule (public or private).
7. Verbal or written threats or bribes.
8. Refusal to meet with the person even though that person has a right to do so.
9. Name-calling.
10. Further harassment or other discriminatory actions.

Steps to prevent retaliation may include, but are not limited to:

1. Lateral transfer of one or more of the parties to a different employment setting or a comparable move to a different classroom setting.
2. Arrangements that academic and/or employment evaluations concerning the complainant or others be made by an appropriate individual other than the accused.

### **Education as a Key Element of the Policy**

Educational efforts are essential to the establishment of a campus environment that is as free as possible of discrimination. There are at least four (4) goals to be achieved through education:

1. Ensuring that all faculty members, students, and employees are aware of their right to be free from discrimination and harassment;
2. Reasonably informing individuals of conduct that is proscribed by the policy;
3. Ensuring that administrators properly respond to complaints of violations of this policy; and
4. Helping to sensitize students, employees, faculty members, and administrators to the issue of discrimination and harassment on campus.

To support this policy, Missouri Baptist University will conduct periodic orientation and educational programs for faculty, students, and staff concerning discrimination. This orientation and educational process will be administered by the Senior Vice President for Student Development/Associate Provost.

### **Preparation and Dissemination of Information**

The office of the Provost/Senior Vice President for Academic Affairs is charged with distributing copies of this policy and procedures to all current members of the University community and to all those who join the community in the future. An annual letter from the office of the Provost/Senior Vice President for Academic Affairs will be sent to all faculty and staff to remind them of the contents of this Policy. Copies of this policy and procedures will be continuously available at appropriate University centers and offices. The office of the Provost/Senior Vice President for Academic Affairs will develop a series of training sessions for those persons who are likely to receive complaints that the policy has been violated, including but not

limited to such persons as residence hall assistants, academic advisors, division chairs/deans, and faculty. The Senior Vice President for Student Development/Associate Provost will develop a program designed to inform and educate students to the issue discrimination and harassment, the conduct prohibited on campus by this policy and the appropriateness of sanctions for violations of this policy. A mandated program for those students determined to have violated the policy and will be imposed as a component of any complaint resolved through conciliation.

### **The Office of Civil Rights**

A complainant who is not satisfied with the resolution offered by this Policy may file a complaint with the United States Department of Education, Office for Civil Rights. The contact information for that agency is as follows:

U.S. Department of Education, Office for Civil Rights  
One Petticoat Lane, 1010 Walnut, Suite 320  
Kansas City, Missouri 64106  
Telephone: (816) 268-0550  
Facsimile: (816) 268-0599  
Email: OCR.KansasCity@ed.gov

## **MISSOURI BAPTIST UNIVERSITY POLICY ON SEXUAL ASSAULT AND RELATIONSHIP VIOLENCE**

### **INTRODUCTION**

Missouri Baptist University is committed to fostering an environment that is free of sexual violence of any kind. All members of the University community share responsibility for fostering this environment by adhering to standards of conduct consistent with this policy. The University seeks to provide a supportive climate that will encourage individuals to report incidents of sexual violence. Accordingly, this policy is designed to provide prompt and compassionate support services, ensure that appropriate steps are taken when a complaint is made, and protect the rights of all parties throughout the process.

This policy is designed to cover all conduct by an accused party who is a student at MBU. In the event that conduct in question is attributable to a member of the University's faculty or staff, the University's investigation will be referred to the Office of the Provost/Senior Vice President for Academic Affairs, and be conducted pursuant to the University's Harassment Policy.

It is important to note here that MBU believes and teaches that students should only be engaged in consensual sexual activity within the bonds of covenant marriage between a man and a woman. See MBU's "Statement on Sexual Behavior" for further clarification. The definitions that follow are given for the purpose of helping to identify behavior that violates this policy, as required by state and federal laws.

The University encourages the reporting of all incidents of sexual misconduct, including, but not limited to, sexual assault, relationship violence, and stalking. The decision to report such incidents is a deeply personal and often difficult decision, but is often a way for the victim to begin healing. Such reporting may also help prevent future incidents of a similar nature from

occurring. Victims are not required, however, to report such incidents, and will not be penalized if they choose not to report an incident to law enforcement or a Compliance Officer.

The first priority for any victim of sexual assault or relationship violence should be to seek appropriate medical attention for any medical injuries and to preserve evidence in the event the Reporting Party chooses to pursue a complaint. The University will maintain and publish information containing resources and guidance for victims of sexual assault, relationship violence, and stalking. In addition to the information contained in this policy, additional information will be maintained in the University's Annual Security and Fire Safety Report and any other means identified by the University administration to make the information readily available to the campus. Copies will also be maintained by the College's Title IX Coordinator, who will make such information available to any interested person.

### **Definitions**

All definitions set forth in the Student Conduct Code are applicable to this Policy. In addition, the following definitions also apply:

**"Consent"** –Effective consent is the basis of the analysis applied to unwelcome sexual contact. Lack of consent is the critical factor in any incident of sexual misconduct.

1. Consent to participate in sexual activity is freely and actively given, and requires clear communication between all persons involved in the sexual encounter.
2. Consent is active, not passive. Consent can be communicated verbally or by actions, but in whatever way consent is communicated, it must be mutually understandable. Silence, in and of itself, cannot be interpreted as consent.
3. It is the responsibility of the initiator of sexual contact to make sure they understand fully what the other person(s) involved in the activity wants and does not want sexually.
4. Consent to one form of sexual activity does not imply consent to other forms of sexual activity.
5. Previous relationships or previous consent does not imply consent to future sexual acts.
6. Consent cannot be procured by use of physical force, compelling threats, intimidating behavior, or coercion. Coercion is unreasonable pressure for sexual activity. Coercive behavior differs from seductive behavior based on the type of pressure someone uses to get consent from another.
7. Effective consent cannot be given by minors, mentally disabled individuals, or persons incapacitated as a result of consumption of drugs or alcohol.
  - a. Incapacitation is a state where one cannot make a rational, reasonable decision because they lack the ability to understand the "who, what, when, where, why or how" of their sexual interaction.
  - b. This policy also covers someone whose incapacity results from mental disability, sleep, involuntary physical restraint, or from the taking of a so-called "date-rape" drug. Possession, use and/or distribution of any of these substances, including but not limited to: Rohypnol, LEAN, Ketomine, GHB, or Burundanga is prohibited, and administering one of these drugs to another student

for the purpose of inducing incapacity is a violation of this policy.

**“Stalking”** – Stalking occurs when a person purposely and repeatedly engages in an unwelcome course of conduct that would cause a reasonable person to fear for his, her, or others’ safety, or to suffer emotional distress. Stalking can occur via written, telephonic or electronic means, and can constitute a violation of the University’s sexual harassment policy.

**“Dating Violence”** refers to violence by a person who has been in a romantic or intimate relationship with the victim. Whether a relationship exists will depend on the length, type, and frequency of interaction. Any report of Dating Violence will be addressed under all applicable policy violations and may result in disciplinary action similar to the sanctions described below for sexual assault.

**“Domestic Violence”** refers to violence committed by a current or former spouse or intimate partner, current or former cohabitant, a person with whom a victim shares a child in common, a person similarly situated to a spouse under domestic or family violence law, or anyone else protected under domestic or family violence law. Any report of Domestic Violence will be addressed under all applicable policy violations and may result in disciplinary action similar to the sanctions described below for sexual assault.

**“Sexual assault”** refers to engaging in any form of sexual contact or conduct with another without that person’s clear, knowing, and voluntary consent. It is the responsibility of the person seeking to initiate sexual contact or conduct to affirmatively obtain such consent. It is not the responsibility of the intended recipient of such sexual contact to affirmatively deny such consent. For purposes of this Policy, acts of sexual assault are classified into two categories: Level 1 and Level 2.

#### **Level 1**

A Level 1 sexual assault refers to any sexual contact without consent and includes intentional touching, either of the victim or when the victim is forced to touch, directly or through clothing, another person’s genitals, breasts, thighs, buttocks or other intimate parts.

A student found responsible for a Level 1 sexual assault may be suspended. Other sanctions may include, but are not limited to, disciplinary probation, mandated counseling assessment, campus restrictions, and/or other educational sanctions. Other relevant factors may be considered in assigning sanctions, including the student’s conduct history.

#### **Level 2**

A Level 2 sexual assault refers to any attempted or actual sexual penetration of any kind without the person’s consent. Examples include vaginal, oral, or anal penetration by fingers, genitals, or objects.

A student found responsible for a Level 2 sexual assault may receive a long-term suspension or even expulsion from the University. Additional sanctions may include, but are not limited to, disciplinary probation, mandated counseling assessment, campus restrictions, and/or other educational sanctions. Other relevant factors may be considered in assigning sanctions, including the student’s conduct history.

**“Sexual Harassment”** refers to unwelcomed, unsolicited, and offensive conduct that is severe or pervasive and tends to injure, degrade, disgrace, or show hostility toward a person because of a person’s gender and may include persons of the same sex. Sexual assault is a severe form of sexual harassment and a single instance of sexual assault may be sufficient to create a hostile environment. Descriptions of additional types and examples of sex-based harassment are contained in the University’s Harassment Policy.

**“Sexual Exploitation”** – Sexual Exploitation occurs when a person takes nonconsensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of the other sexual misconduct offenses.

**“Title IX Coordinator”** refers to the person responsible for overseeing all sex discrimination, sexual harassment, and sexual assault and relationship violence complaints at the University. The Title IX Coordinator is also responsible for conducting an annual report and review of all complaints to identify and address any patterns or systemic problems within the University community.

### **REPORTING PROCEDURES**

Missouri Baptist University encourages members of its community to report all incidents of sexual assault or relationship violence. Any threats of retaliation or efforts to impede the reporting or investigation of a potential violation of this policy are strictly prohibited and will result in disciplinary action. The University provides several options for reporting incidents of sexual harassment, including sexual assault and relationship violence, and/or stalking:

#### 1. Confidential Resources

- Licensed counselor in Student Health Services (completely confidential option)
- Additional confidential resources can be found in the “Resources” section of this policy.

2. Formal Complaint – A formal complaint may be filed with any of the on-campus contacts described in “Resources” section of this policy, or with the University’s Title IX Coordinator, Dr. Andy Chambers: Senior Vice President for Student Development/Associate Provost, Missouri Baptist University, 1 College Park Drive; (314) 392-2211; CHAMBERS@mobap.edu. A complaint should include the reporting party’s name and contact information, and a written description of the incident in question. When such a formal complaint is received, it will be referred to the University’s Title IX Coordinator for a prompt and impartial investigation. The Reporting Party may choose to pursue the matter under the conduct procedures described herein, but is not obligated to do so. However, the University reserves the right to pursue that process when appropriate information is available.

3. Criminal Report – A reporting party may also choose to file a criminal report with the Creve Coeur Police Department, or other appropriate jurisdiction. Such a report may be made simultaneously with a report to the University. The University’s Department of Public Safety is available to assist a reporting party with any such criminal report. Individuals may also wish to obtain an order of protection, no-contact order, or restraining order from the relevant jurisdiction.



Once the University receives notice of a complaint of sexual assault or relationship violence, the reporting party will be provided with a comprehensive list of all available resources and reporting options. Multiple reporting options may be pursued by a victim. However, regardless of the reporting option(s) pursued, the University's primary priority is to ensure that a victim of sexual assault or relationship violence receives prompt medical attention to treat any injuries and preserve any evidence.

All employees who become aware of sex-based harassment, including sexual assault and relationship violence, are required to report that information to one of the reporting contacts listed in the "Resources" section of this policy, unless they are otherwise designated as confidential resources.

### **INTERIM MEASURES**

When a report is made to the University, or the University otherwise learns of potential discrimination, harassment, or retaliation, the University may, if appropriate, take immediate action to protect the alleged victim, including implementing interim measures. These measures may include altering a student's class schedule, providing academic or counseling support, or making changes to transportation or work situations.

### **CONDUCT PROCESS**

The following procedures will govern all investigations of complaints alleging violations of this policy. Missouri Baptist University reserves the right to deviate from these procedures when such deviation is necessary to ensure appropriate processing of the investigation. The University's conduct process for sexual assault and relationship violence complaints will be prompt, equitable, and conducted in consultation with the Title IX Coordinator or his designee. The procedures will follow those set forth in the Student Conduct Code, but to the extent that the procedures outlined in this policy may conflict with the Conduct Code, the procedures detailed herein shall apply. Those procedures include:

1. An investigation into the report shall be conducted by an MBU Title IX Investigator. The investigation will be conducted within a reasonable amount of time required to complete the investigation after receipt of the complaint.
2. The purpose of the investigation is to establish whether there is a reasonable basis for believing the alleged violation of this policy has occurred. During the course of an investigation, the Title IX Investigator will work with other appropriate University offices and personnel in a discreet manner to ensure the investigation is handled properly.
3. If the complainant or the respondent is under 17 years of age his/her parent or legal guardian may be notified of the complaint.
4. The investigation shall include an interview of the complainant and the respondent, as well as any relevant witnesses suggested by the complainant and the respondent.
5. In conducting the investigation, the appropriate administrator or his/her designee may interview the complainant, the accused, and other persons believed to have pertinent factual knowledge. At all times the Title IX Coordinator, who is ultimately responsible for the investigation, will take appropriate steps to ensure the

6. confidentiality of the investigation and protection of all parties.
7. Title IX requires that in all procedures involving allegations of violations of this policy, the standard of proof shall be "preponderance of the evidence" test. This is not the same as the standard that would be followed in a court of law, or "proof beyond a reasonable doubt." The preponderance of the evidence standard means that the evidence obtained from the investigation shows that it is "more likely than not" that the accused violated this policy.
8. After all available information is reviewed and interviews are completed, the Title IX Investigator will deliver the results of the investigation to the Senior Vice President for Student Development/Associate Provost/Title IX Coordinator who will, in consultation with appropriate administrators, review all information and evidence and:
  - a. Determine whether a violation of this policy has likely occurred, and if so, the appropriate response. Sanctions for violating this policy include, but are not limited to, censure, suspension, or expulsion.
  - b. The Title IX Coordinator will notify the complainant and the respondent simultaneously in writing regarding all outcomes of the investigation, including appeal procedures, as well as any changes that may be made to the results.
  - c. Partner with members of the campus community to take corrective action as may be appropriate under the circumstances.
8. Protection of the campus community is paramount, and the University may find it necessary to take appropriate disciplinary action with or without concurrence of the complainant, where a sexual assault is found to have occurred, and the safety of the campus community is at risk.
9. The complainant and respondent are entitled to have one advisor present during a campus disciplinary proceeding. The role of this advisor is strictly limited to providing support and advice to the student. The advisor is not permitted to participate in the proceedings as an advocate. At the conclusion of an on-campus disciplinary action relating to a sexual assault, both the complainant and accused shall be informed in writing of the outcome of any campus disciplinary proceeding alleging a sexual assault.
10. All complaints will be adjudicated as expeditiously as possible and generally within sixty (60) business days after the filing of the complaint.

### **Clarification of Sanctions Procedures**

If the respondent objects to the sanctions or to how the investigation was handled, she or he may request an initial review and clarification of sanctions with the Senior Vice President for Student Development/Associate Provost.

1. Within three (3) business days of being notified by the Title IX Coordinator of the decision regarding the investigation, the respondent may request an initial review and clarification of sanctions with the Senior Vice President for Student Development/Associate Provost. The request must be made in writing and must detail the reasons why, in light of established criteria for an appeal below (a-d), the person objects to the sanctions and desires an initial review and clarification. The Senior Vice President for Student Development/Associate

Provost will evaluate the student's request and other documentation relevant to the violation based on the following criteria:

- a. Irregularities in fairness that influenced the outcome of the disciplinary action. It is the burden of the student making the appeal to demonstrate the original decision would more likely than not have been different if the irregularity or error had not occurred.
  - b. Demonstrated prejudice against any party involved on the part of the Title IX Coordinator, Title IX Investigator, or any other personnel who participated in the disciplinary action. The prejudice must be more than simple opposition to the appealing party's point of view; instead, evidence must show a significant conflict of interest, bias, pressure or influence that prevented a fair and objective hearing.
  - c. Discovery of new and significant evidence not available at the time of the original hearing/investigation.
  - d. A sanction that is extraordinarily disproportionate to the violation.
2. Upon receipt of notification of the respondent's request for an initial review and clarification of sanctions, the Senior Vice President for Student Development/Associate Provost shall schedule a meeting with the student to further discuss the basis for the charges and sanctions, to be held within three (3) business days of the receipt of such request, and shall notify the student of the time and place of the meeting.

### **Appeal of Sanctions to the University Conduct Committee**

If the respondent still objects to the sanctions following the meeting with the Senior Vice President for Student Development/Associate Provost, she or he may appeal the decision to the University Conduct Committee. To appeal a sanction the respondent must, within three (3) business days, formally appeal to the University Conduct Committee by written notice delivered to the Senior Vice President for Student Development/Associate Provost. Upon receipt of such appeal notice, the Senior Vice President for Student Development/Associate Provost shall promptly deliver the notice to the Chair of the University Conduct Committee. The President of the University shall appoint the Chair, as well as the members of the Committee. The student may request a stay of sanctions during the appeal process. The Senior Vice President for Student Development/Associate Provost will determine the stay of sanctions. This decision cannot be appealed. The student is automatically placed on probation throughout the entire appeal process. Any further violations of the Student Conduct Code may result in the denial of the current appeal and immediate suspension or expulsion.

1. Within three (3) business days of the filing of the notice of appeal, the Chair of the University Conduct Committee shall assign a subcommittee consisting of three Committee members from the faculty or staff the task of evaluating the merit of the appeal. The student making the appeal must submit a written defense of his/her appeal detailing why he/she objects to the sanctions. The subcommittee should evaluate the student's appeal and other documentation relevant to the violation based on the criteria under Clarification of Sanctions Procedures 1. a-d above.

2. Requests for appeal will not automatically be granted and may be denied by the subcommittee if one (or more) of the appeal criteria is not demonstrated. Within five (5) business days the subcommittee will report its decision to the Chair of the University Conduct Committee. Notification will be given to the student by the Chair of the Conduct Committee within two (2) business days of receiving the subcommittee's decision. If the subcommittee denies the appeal, there is no further appeal.
3. If the subcommittee decides that the appeal should be heard by the full Conduct Committee, the Chair, within seven (7) days of receiving the subcommittee's decision, will establish the date, time, and place of a hearing of the charges against the student, and shall send written notice of such to the student, the Senior Vice President for Student Development/Associate Provost, and all of the members of the Committee. The date of the hearing shall be not less than seven (7) days and not more than twenty-one (21) days after the giving of the notice of the hearing. The University shall make arrangements for the making of a record of the hearing, either by a stenographer or other appropriate means, and shall bear the expense of making such record. The student shall have the following rights at the hearing:
  - a. To be present at the hearing;
  - b. To cross-examine any witnesses presented by the administration;
  - c. To present witnesses and other appropriate documentary evidence; and
  - d. To remain silent or to testify in defense.
4. Following the conclusion of the hearing, the Committee shall deliberate in closed session and within reasonable time shall render a decision by a majority vote. The Chair of the Committee shall deliver the written findings and the decision of the Committee to the Senior Vice President for Student Development/Associate Provost as soon as is practical after the decision is rendered. The student shall be notified of the Committee recommendation and the final decision concerning the disciplinary actions in a joint meeting with the Senior Vice President for Student Development/Associate Provost and the Committee Chair. Once the process is completed, there is no further appeal.
5. Any notice to the student under this discipline policy will be delivered to the student in a manner agreed to in advance by both the student and the Senior Vice President for Student Development/Associate Provost. If the student desires to pick up a notice subsequent to an appeal, the student shall make an appointment between two (2) and seven (7) working days with the Senior Vice President for Student Development/Associate Provost to receive and sign for the written result of the appeal. If the student prefers notice to be mailed, it shall be sent by certified mail to the most recent address shown in the official student file maintained by the University, and shall be deemed received when deposited in the U.S. Mail with postage pre-paid. If, at any time during the appeal process, the student desires to designate a different address for notice, the student shall so advise the Senior Vice President for Student Development/Associate Provost, and such address, along with designated telephone number, shall be forwarded

to the Chair of the Conduct Committee by the Senior Vice President for Student Development/Associate Provost.

### **Protection of Complainant and Others**

To the extent possible, the proceedings will be conducted in a way calculated to protect the confidentiality and safety of the complainant, respondent, and witnesses. The parties will be informed promptly about the outcome of the proceedings.

1. At the time the investigation commences, the accused will be informed of the nature of the allegations, the identity of the complainant, and the facts surrounding the allegations.
2. At any time, the Title IX Coordinator or designee may recommend that interim protections or remedies for the parties involved or witnesses be provided by appropriate University officials. These protections or remedies may include: separating the parties, placing limitations on contact between the parties, temporary suspension, or making alternative workplace or student housing arrangements, which could include removing a student from campus housing at their own expense. These remedies may be applied to one, both, or multiple parties involved. The Title IX Coordinator will take any steps necessary to make sure that there is no recurrence or further violation of this policy. Failure to comply with the terms of interim protections may be considered a separate violation of University policy.
3. A complainant found to have been intentionally dishonest in making allegations or to have made them maliciously is subject to disciplinary action. False charges or complaints of sexual harassment will be treated as a serious offense, which is damaging to the total campus community. Intentionally false reports may also violate state criminal statutes and/or civil defamation laws.

### **Confidentiality**

1. All inquiries, complaints, and investigations are treated with discretion. Information is disclosed as law and policy permit or require. However, the identity of the complainant will be disclosed to the person(s) accused of such conduct. Publicizing information about alleged sex discrimination or retaliation is strictly prohibited, and may be considered a violation of University policy.
2. The Title IX Coordinator shall maintain all information pertaining to a complaint or investigation in secure files.
3. **Federal Statistical Reporting Obligations.**

Certain campus officials (Campus Security Authorities) have a duty to report violations of this policy for federal statistical reporting purposes. All personally identifiable information is kept private, but statistical information must be passed along to Campus Security Authorities regarding the type of incident and its general location (on or off-campus, in the surrounding area) but no addresses are given for publication in MBU's Annual Security and Fire Safety Report as required by the Clery Act.

### **Retaliation**

Missouri Baptist University prohibits retaliation against anyone reporting, alleging, or complaining about a violation of this policy. Retaliation is prohibited by Title IX, and shall be considered as a serious violation of the policy and shall be considered independent of whether an informal or formal complaint is

substantiated. Encouraging others to retaliate shall constitute a violation of the policy. Any person who retaliates against a complainant will be subject to possible disciplinary action up to and including expulsion.

### **Intent**

The fact that a person did not intend to violate this policy is not considered a defense to a complaint. The use of alcohol or drugs will never function to excuse behavior that violates this policy.

### **Outcomes for Sexual Assault**

Disciplinary action at the University will normally proceed even if criminal proceedings have been initiated. Missouri Baptist University's action will not be subject to challenge on the grounds that criminal charges involving the same incident have been dismissed or reduced, or that no criminal charges have been brought. The procedures and burdens of proof in a disciplinary action are different from those applicable to a criminal trial. If civil authorities are notified, students can anticipate that Missouri Baptist University may consult with and be in communication with such authorities. Students violating the University's policy against sexual assault, sexual misconduct, relationship violence (domestic and dating), or stalking may be subject to disciplinary action, up to and including loss of educational opportunities, loss of scholarship, suspension, dismissal, or expulsion.

### **TRAINING AND AWARENESS PROGRAMS**

In addition to the information contained in this Policy, the University will, in accordance with the Campus Sexual Violence Elimination Act ("SaVE Act"), provide training and information to members of the campus community regarding the following topics:

1. Safe and positive steps an individual may take to intervene to prevent harm or intervene when there is a risk of domestic violence, dating violence, sexual assault, or stalking against another person;
2. Information about how to recognize warning signs of abusive behavior in order to mitigate the likelihood of perpetration, victimization, or bystander inaction;
3. Awareness campaigns and prevention programs intended to stop domestic violence, dating violence, sexual assault, and stalking before they occur, and to increase campus awareness and share information and resources for the same purpose;
4. Written notification to students and employees about existing counseling, health, mental health, victim advocacy, legal assistance, and other services available for victims, both within the institution and in the community.

The University will distribute this information to members of the campus community through its Annual Security and Fire Safety Report and any other means identified by the University administration to make the information readily available to the campus. Copies will also be maintained by the Title IX Coordinator, who will make such information available to any interested person.

### **COUNSELING AND REPORTING RESOURCES**

- MBU Anonymous tip line – (314) 744-7620
- MBU Department of Public Safety – (314) 744-5355

- Dr. Andy Chambers, Senior Vice President for Student Development/Associate Provost (also the MBU Title IX Coordinator) – (314) 392-2211
- Krista Huse, Administrative Assistant to the Senior Vice President for Student Development/Associate Provost – (314) 392-2212
- Kim Grey, Associate Dean of Students – (314) 392-2241
- Any MBU Student Development staff member
- If the victim is a student-athlete, she/he can contact the Assistant Coach, Head Coach, or Dr. Tom Smith, Director of Athletics – (314) 392-2264.
- If the victim lives in student housing, a Resident Life staff member can be contacted (Resident Assistant, Assistant Resident Director, Resident Director, or the Director of Resident Life). Staff can be reached at the following numbers:
  - o North Hall Resident Director – (314) 485-8477
  - o Pillsbury Huff Hall Resident Director – (314) 392-2104
  - o Spartan Village Resident Director – (314) 485-8475
  - o Associate Dean of Students – (314) 392-2241
- Creve Coeur Police Department – 911/(314) 432-8000
- Victims may also go directly to Mercy Medical Center
- Other helpful resources include:
  - o Sexual Assault Center – Saint Louis (314) 531-7273
  - o Safe Connections – Saint Louis
    - ◆ 24-Hour Crisis Helpline (314) 531-2003
    - ◆ Main Office Number (314) 646-7500
    - ◆ Main Fax Number (314) 646-8181
  - o Women’s Safe House (314) 772-8952
  - o Alive (Alternatives to Living in Violent Environments)
    - ◆ St. Louis Crisis Line: (314) 993-2777
    - ◆ Franklin County Crisis Line: (636) 583-5700 or (800) 941-9144
  - o Victim Service Council, (314) 615-2600

## **POLICY UPDATES**

The most up to date version of this policy is maintained in the office of the Senior Vice President for Student Development/Associate Provost.

## **Student Email Use Policy**

### **A. BACKGROUND**

In accordance with Missouri Baptist University (MBU) policy, every student is required to have and to maintain an official MBU e-mail address. Some students may elect to forward their e-mail to an address different from their official MBU email account. Any student who elects to forward MBU e-mail to a different e-mail address assumes full responsibility for reading e-mail at the forwarded location. Students are expected to check their University e-mail account, or the account to which their University e-mail is forwarded, at least twice a week.

### **B. POLICY**

Email is a mechanism for official communication within Missouri Baptist University. The University has the right to expect that such communications will be received and read in a timely fashion. Official email communications are intended only to meet the academic and administrative needs of the campus community. Official University email accounts are required for all enrolled students. The addresses are all of the form [Student ID#]@mobap.edu. Official email address will be **directory information**.

## **C. DEFINITIONS**

### **1. Redirecting of email**

If students wish to have email redirected from their MBU email address to another email address they may do so, but at their own risk. The University will not be responsible for the handling of email by outside vendors or by departmental servers. Having email redirected does not absolve students from the responsibilities associated with official communication sent to their MBU email account. Information and warnings about forwarding email are available at <http://www.mobap.edu/student-life/it/>.

### **2. Expectations about student use of email**

Students are expected to check their email on a frequent and consistent basis in order to stay current with University-related communications. Students have the responsibility to recognize that certain communications may be time-critical. “I didn’t check my email,” error in forwarding mail, or email returned to the University with “Mailbox Full” or “User Unknown” are not acceptable excuses for missing official University communications via email.

### **3. Privacy**

Users should exercise extreme caution in using email to communicate confidential or sensitive matters, and should not assume that email is private and confidential. It is especially important that users are careful to send messages only to the intended recipient(s). Particular care should be taken when using the “reply” command during email correspondence.

## **D. GUIDELINES**

An “MBU statement of use” email policy will be placed in all MBU course syllabi. In addition, faculty will determine how electronic forms of communication (e.g., email) will be used in their classes, and will specify their requirements in the course syllabus. The “MBU statement of use” email policy and the faculty member’s “official student email policy” will ensure that all students will be able to comply with email-based course requirements specified by faculty. Faculty can therefore make the assumption that students’ official mobap.edu accounts are being accessed and faculty can use email for their classes accordingly.

## **Computer Use Policy**

### **A. BACKGROUND**

Campus computing is intended to support the mission of Missouri Baptist University (MBU) in providing an excellent liberal arts education in a distinctively Christian environment and requires responsible, ethical, and legal use of computer resources by all students, faculty, and staff. This policy sets forth provisions for any form of computer use on MBU campus or equipment.

### **B. POLICY**

All users are expected to abide by the guidelines set forth in this policy. Using the University’s computers is a privilege and may be revoked at any time. All material stored electronically on MBU servers such as voicemail, email, and files are the sole property of the University and may be reviewed periodically.



## C. DEFINITIONS

- **Acceptable behavior includes, but may not be limited to the following:**
  1. Using computer resources for University courses, research, University functions, and correspondence.
  2. Respecting copyright and other intellectual property rights. Violation of this may result in a fine of up to \$250,000 and a jail sentence of up to 5 years. For more details please see <http://www.riaa.com/>
  3. Abiding by security restrictions on all systems and information to which you have access.
  4. Accepting responsibility for your own work by learning how to use hardware and software appropriately.
  5. Using your personal account properly.
  6. Changing your password in accordance with University guidelines. Passwords must be changed every ninety days, must be at least eight characters long with at least one number and one uppercase letter and may not contain any part of your name.
- **Unacceptable behavior includes, but is not limited to the following:**
  1. Cheating, plagiarism, or information theft through the use of logins or passwords of other users.
  2. Wasting finite computer resources. (i.e.: online time, paper, disk space, etc.)
  3. Accessing, examining, or attempting to examine files, mail, and/or data belonging to others.
  4. Sending unsolicited, annoying, harassing, or obscene messages. This also includes bulk email to University personnel for non-work related items such as, but not limited to, items for sale, pictures, etc.
  5. Distributing passwords or otherwise attempting to gain access to secure areas, this also includes protection of your own personal passwords. The University will never ask for your password in an email, these are outside threats trying to gain access to our systems and email.
  6. Invading the privacy of other individuals.
  7. Knowingly damaging any University hardware or software.
  8. Deleting any University provided software or deleting any data belonging to another user.
  9. Using multiple terminals or microcomputers simultaneously.
  10. Installing unauthorized software.
  11. Knowingly introducing a computer virus.
  12. Violating any rules or regulations posted.
  13. Accessing materials from the internet (such as pornography and other questionable materials), which are not consistent with the university's mission in maintaining a distinctly Christian environment.

## D. GUIDELINES

Violation will result in disciplinary and/or legal action and may result in a loss of access, fines, probation, and/or expulsion/termination. Anyone who has questions about policy guidelines, violations or other irresponsible use of technology resources, should contact the following; For student user related issues contact the Senior Vice President for Student Development/Associate Provost (314) 392-2212. For all other users, contact the Provost's office at (314) 392-2202.

Federal law has established penalties for infringements upon copyrights, intellectual property rights, and privacy rights of individuals. The Revised Statutes of the State of Missouri (569.093569.009) have established penalties for tampering with intellectual property of computer users or computer equipment. Penalties range from a one-year sentence and a fine of \$1,000 to a five-year sentence with a \$5,000 fine, depending on the damage caused.

## Library Code of Conduct

The mission of the library is to provide students, staff, and faculty with the broadest array of information resources in an easy and timely manner, and to create an academic environment conducive to study, access, and research. All users are expected to abide by the guidelines set forth by this policy. The use of the stations, resources, etc., is a service and privilege to all.

- Users are required to turn their cell phones off, or set it to 'vibrate.' If it is necessary to take a call please take it outside, and keep calls private.
- Patrons are expected to maintain a quiet atmosphere by refraining from loud conversations in all areas of library. Your fellow library users will thank you for being considerate.
- Computer stations are dedicated for research and academic work. Playing games is not allowed.
- Distribution of leaflets and other notices/advertisements not related to the library/university activities is prohibited.
- Failing to adhere to the copyright law, and systematically downloading or printing from a source not licensed infringes on the copyright law, and will not be tolerated.
- Students who are disruptive and/or rude to the library staff will be reported promptly to the Senior Vice President for Student Development/Associate Provost.
- Students must show their ID's when asked by the staff. It is a safety procedure if an emergency should occur.
- Eating/drinking or bringing any kind of food into the library is not allowed.
- Opening the exit emergency door, except for emergency situations, is a violation, and the individual will be reported immediately to Public Safety.

Violations of any of the above will result in a disciplinary action by the Senior Vice President for Student Development/Associate Provost.

## Fair Use

### LIMITATIONS ON EXCLUSIVE RIGHTS: FAIR USE

One of the rights accorded to the owner of copyright is the right to reproduce or to authorize others to reproduce the work in copies or phonorecords. This right is subject to certain limitations found in sections 107 through 118 of the copyright law (title 17, U. S. Code). One of the more important limitations is the doctrine of "fair use." The doctrine of fair use has developed through a substantial number of court decisions over the years and has been codified in section 107 of the copyright law.

## Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For “willful” infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

For more information, please see the Web site of the U.S. Copyright Office at [www.copyright.gov](http://www.copyright.gov), especially their FAQ’s at [www.copyright.gov/help/faq](http://www.copyright.gov/help/faq).

## Academic Success Center

The Academic Success Center, which operates under the Office of Student Development, provides students with services and resources that enhance student learning in and outside of the classroom environment and thus improves the opportunity each student has to succeed at MBU. The ASC Writing Lab, tutoring services, and academic enrichment workshops are coordinated through the Academic Success Center under the direction of the Director of Student Success. Test administration services are also provided through the ASC. In addition to classroom make-up tests, examinations – including the ACT, Residual ACT, CLA+ for first-time freshmen, mid-level assessment tests (CAAP and MoGEA), DSST, Major Field Tests, and CPCE – are scheduled, administered, and supervised by the Coordinator of Testing/Assistant to the Director of Student Success. See the ASC web page for additional information at <http://www.mobap.edu/student-life/success/>.

Incoming students who are accepted to Missouri Baptist University on probation are required to participate in Quest, a program of academic support offered by the Academic Success Center including individual meetings with the Director of Student Success or another Quest mentor. This program is designed to assist students with achieving a 2.0 or higher cumulative grade point average. A Quest contract must be signed with the Director of Student Success prior to the first day of classes. Should students neglect participation in the program and fail to have a 2.0 or higher cumulative grade point average at the end of the first semester, they will receive a “hold” requiring them to meet with the Director of Student Success. They may also be required to meet with the Senior Vice President for Student Development/Associate Provost by recommendation of the Director of Student

Success. Students who continue to neglect participation in the program and fail to achieve a 2.0 cumulative grade point average at MBU may be in danger of losing financial aid and having future enrollment at MBU prohibited.

## The Special Needs Access Office: Services for Students with Disabilities

The Special Needs Access Office offers services to students who have documented disabilities of a permanent or temporary nature. The Special Needs Access Office provides the following services for students with disabilities who are enrolled at Missouri Baptist University:

1. Coordination of reasonable classroom accommodations;
2. Referral services for individual counseling;
3. Information provided for obtaining diagnostic evaluations for students who suspect they have a disability;
4. Consultation with faculty and staff members regarding accommodations; and
5. Liaison with community professionals and agencies.

To qualify for services, students must self-identify to the Special Needs Access Office. Students must meet with the Special Needs Access Coordinator to discuss their needs and provide appropriate written documentation of a disability from a qualified professional or agency. Students are encouraged to establish documentation at least two weeks prior to the first day of the semester.

Students who need accommodations must register each semester with the Special Needs Access Office. Instructor Notification Memos, which describe the student’s needed accommodations, will be developed with the student’s written permission. It is the student’s responsibility to pick up and deliver memos, as well as discuss his/her needs with each instructor.

The goals of the Special Needs Access Office are to provide appropriate support services to students, staff, and faculty; to minimize physical and attitudinal barriers; and to provide autonomy and self-advocacy for persons with disabilities. For more information visit <http://www.mobap.edu/student-life/success/special-needs-access/>.

The Special Needs Access Office is housed in the Academic Success Center, room FLD-117. The Special Needs Access Coordinator, Jennifer Davis, can be reached via phone at (314) 485-8473 or email at [davisjc@mobap.edu](mailto:davisjc@mobap.edu).

## Career Services

The Career Services Office operates under the supervision of the Director and provides services to all students and alumni. Services include career planning, campus recruiting, personal interviews, job search assistance and referrals, resume and cover letter critiques, interview coaching, internships, seminars, workshops, and career fairs.

In addition, Career Services offers several web-based resources to connect students and alumni with its services. Those services include:

- **Career Exploration** through MBU Focus 2 for those interested in exploring career options or who need help choosing a program of study. An **Online Career Library** through VAULT allows students access to the most current periodicals, journals, and resources to help them in their career journey.
- **Job Search Assistance** through MBULINK, an online job database used by Career Services to connect students and employers. Registration is required. All users must be current students or alumni of the university.
- **Credential Files** are established and maintained online through INTERFOLIO, a credential and dossier management system. Those who wish to establish a file may access Interfolio through <http://www.mobap.edu/student-life/career-services/>. Fees for services are available online through Interfolio or through the Career Services Webpage.

The Career Services Office is located in Field Academic Hall in the Student Development Suite on the Main campus.

### Counseling Services

Counseling and Wellness Services are coordinated through the Office of Student Development. Counselors are available to meet individually with students by appointment, which are scheduled through the Student Development Office. All sessions with counselors are completely confidential. Information and resources for counseling and wellness services are listed online at: <http://www.mobap.edu/student-life/counselingwellness/>.

### Requests For Medical Withdrawal

All requests for medical withdrawals must be appealed to the Senior Vice President for Student Development/Associate Provost using the Withdrawal from School form. Students must notify the Senior Vice President for Student Development/Associate Provost as soon as the medical need is detected and must remain in regular contact with him or his designee regarding the progress of the medical situation. Students must provide a typed letter from their attending physician stating the exact reason for the need to withdraw and the date the physician began treatment of the medical situation. Final resolution of the medical withdrawal from classes will be subject to the approval of the Provost/Senior Vice President for Academic Affairs. An appeal for a medical withdrawal does not automatically make null and void any tuition charges incurred during the semester in which the student needs to withdraw. Nor does it automatically void the student's grades for the semester. Students who fail to notify the Senior Vice President for Student Development/Associate Provost of the need to withdraw based on the medical need will be responsible for the entire balance due on their account. All medical withdrawal requests must be submitted within the same semester as the need arises. Any/all requests submitted after the close of the affected semester is complete will not be reviewed.

Should the medical need be resolved, the student must provide the Senior Vice President for Student Development/Associate Provost a typed letter from the attending physician giving approval for the student to return at either a full-time or limited basis prior to the student's re-admittance to the University. If

special considerations are needed, they must be stated in the physician's letter. It will be the responsibility of the student to meet with the Special Needs Access Coordinator if special considerations are required.

### International Student Services

The Office of International Student Services is responsible for recruitment, admission, student development and immigration compliance for all non-immigrant students at Missouri Baptist University and international alumni engaged in Optional Practical Training. The OISS staff is committed to providing the best possible service to international students throughout their educational journey. OISS also provides opportunities for international students and U.S. students to engage in cross-cultural learning activities.

Services include: International Student Orientation, enrollment verification letters, assistance with applications for Practical Training, immigration advising, and workshops on F-1 visa status benefits. Most services are provided through appointment only. Appointments are available on Tuesdays and Wednesdays.

### Sports And Recreation Complex

The Carl and Deloris Petty Sports and Recreation Complex raises the level of excellence in campus life through enhanced recreation facilities, including a fitness center with strength training and cardiovascular equipment, an indoor track, a group fitness and dance area for a wide variety of classes, student locker rooms, and much more.

The suspended indoor track allows recreational walkers and runners a bird's-eye view of the gymnasium.

The group fitness room, complete with a surround sound system and mirrored walls, offers a beautiful view of the eastern side of the MBU campus. Students, faculty, and staff can participate in a variety of group fitness offerings designed to exercise the body and mind. For specific information on available classes, go to <http://www.mobap.edu/student-life/src/fitness/groupfitness/>.

The spacious fitness center offers free weights, weight machines, and cardiovascular machines- everything needed to help improve flexibility, develop strength, tone muscles, and improve overall health and wellness. State of the art equipment, oversized flat screen televisions, and great music give patrons a workout experience to look forward to again and again. For fitness center hours go to <http://www.mobap.edu/student-life/src/>.







## GRADUATE GOVERNANCE

### Academic Governance

The Graduate Studies Program of Missouri Baptist University is designed to ensure that graduate students receive a high quality academic educational program while maintaining a traditional Christian perspective. The University, through its graduate program, is committed to enriching its students' lives intellectually, professionally, and spiritually, and providing educational services to the community. The program emphasizes the development of an instructional environment that enables scholarly research, reflective thinking, performance-based experiences, performance-based competency assessment, creative expression, and involvement in the community at-large. These qualities are an extension of those accentuated in the undergraduate programs in which the University seeks to produce highly motivated, liberally educated individuals, and resourceful problem solvers who will become independent and responsible citizens in a global society. The faculty of the Graduate Studies Program attempts to expand on these qualities by being fully committed to teaching, research, service to students, mentoring graduate students in their major fields of study, and maximally utilizing the resources of the University and community.

In order to maintain a high quality educational program for students, the University has organized the Graduate Studies Program in the following manner:

### Graduate Affairs Council

The Graduate Affairs Council is the primary governing body that recommends policies, procedures, new programs, and curriculum for the Graduate Studies Program. The Council is also the final arbiter for graduate student grievances. The Graduate Affairs Council has its own authority separate from the undergraduate program to make decisions regarding policies, procedures, curriculum, and student issues that relate to the Graduate Studies Program. The Graduate Affairs Council currently consists of ten members, including the Vice President for the Graduate Studies Program. The Vice President for the Graduate Program serves as the Chair of the Graduate Affairs Council. The Graduate Affairs Council meets as need warrants.

### Graduate Faculty

Graduate faculty members are appointed by the Board of Trustees of Missouri Baptist University to teach graduate courses, mentor graduate students, and serve on committees of the Graduate Studies Program. Graduate faculty members are approved in the same manner as undergraduate faculty except that they must also be approved by the Vice President for Graduate Studies. Typically, graduate faculty members are individuals holding an earned terminal degree or its equivalent with experience in higher education and special knowledge in the field they are teaching. Individuals with less than a terminal degree, but who are recognized leaders in their field or have special experience in their field, may also teach in the Graduate Studies Program. The graduate faculty meets in plenary session at least once each semester and meets in special called meetings as the need arises. Normally, the academic load for a full-time graduate faculty member is nine (9) hours each semester.

### Vice President for Graduate Studies

The Vice President for Graduate Studies has oversight of the Graduate Studies Program including the admission, registration, advisement, and graduation of students in the program; the recruitment and appointment of graduate faculty in conjunction with Division Chairs/Deans; the design of the graduate curriculum and the development of new graduate programs; the development of the policies and procedures of the Graduate Studies Program; and the budgeting process. The Vice President for Graduate Studies serves as the Chair of the Graduate Affairs Council and Moderator of the graduate faculty when it is in plenary session.







## GRADUATE DEGREES AND CERTIFICATES OFFERED

Degree or Certificate	Abbreviation	Concentration
Certificate in Exercise Science	CES	
Certificate in Fitness Management	CFM	
Certificate in Sport Management	CSM	
Master of Arts in Christian Ministry	MACM	Apologetic Studies Biblical Counseling Biblical Languages Pastoral Ministries Urban Ministries
Master of Arts in Counseling	MAC	Counselor K-8 Counselor 7-12 Counselor K-8 (non-teaching) Counselor 7-12 (non-teaching) Counselor Licensure
Master of Arts in Teaching	MAT	Classroom Teaching
Master of Business Administration	MBA	
Master of Educational Administration	MEA	Elementary Principal K-8 Secondary Principal 7-12 Special Education Director K-12
Master of Educational Technology	MET	
Master of Science in Education	MSE	Curriculum and Instruction
Master of Science in Corporate Security Leadership	MSCS	
Master of Science in Criminal Justice	MSCJ	
Master of Science in Fitness Management	MSFM	
Master of Science in Sport Management	MSSM	
Educational Specialist	Ed.S.	Curriculum and Instruction Superintendent
Doctor of Education	Ed.D.	Leadership in Teaching and Learning Higher Education Leadership

## ADMISSION REQUIREMENTS

The Graduate Affairs Council sets the minimum standards for full admission to the Graduate Studies Program. Students are enrolled as either degree-seeking or non-degree-seeking. All degree-seeking students may enroll in graduate courses under one of the following classifications: full admission, provisional admission, or probationary admission. Special student admission includes visiting students and individuals who are taking classes for professional development and are not seeking to complete a degree or graduate certification.

### **Policy for Applicants with Criminal Backgrounds**

Applicants and students must disclose criminal convictions and adjudications, as well as pending criminal charges, on their Applications for Admission. Those who disclose this information must provide a written narrative that should include the approximate date of each incident, explain the circumstances, and reflect on what the applicant or student has learned from the experience, and why the applicant should be admitted to the University. The student or applicant should provide this narrative directly to the Chairman of the Admissions Review Committee.

Applicants and students disclosing criminal convictions and adjudications or pending criminal charges on their applications for admission will be subject to a criminal background check conducted by the University's Public Safety department. After receiving the results of the background check, the University will contact the applicant. The Admissions Review Committee will review all relevant information regarding the application and make an admissions decision. The University will notify the applicant or student of the admissions decision. The Committee's decision is final.

Failure to provide accurate and complete information during the admissions process will subject the applicant or student to discipline and sanctions, up to, and potentially including, immediate dismissal from the University. The University will not provide tuition or fee refunds to students who do not, in the University's sole judgment, accurately and completely disclose the required information during the admissions process.

Applicants and students should also be aware that those who are pursuing degrees leading to application for professional licensure or certification, and/or who will be participating in clinical placements, internships, or practica through their University program may be required to submit to a criminal background check, finger printing, or drug screening by their host facility or accrediting body. In such situations, students may be responsible for obtaining and paying for the background check or other screening process and for delivering required documentation to the facility. It will be up to the host facility to determine whether a student will be allowed to work at that facility. Students should further be aware that a criminal record may jeopardize licensure by the State certification body. Students may consult the certification body corresponding to their intended occupation for more details. Successful completion of a program of study at the University does not guarantee licensure, certification, or employment.

## MASTER'S DEGREES

### **Full Admission**

Students accepted for full admission must meet the following minimum requirements:

1. The applicant must have a bachelor's degree from an accredited college or university with an overall grade point average of 2.75 on a 4.0 scale.
2. Students applying for the Master of Science in Sport Management or Master of Science in Fitness Management who do not meet minimum grade point average requirements have the option of taking the Graduate Record Examination (GRE) or the Graduate Management Admissions Test (GMAT).
3. Students seeking the Master of Educational Administration degree must submit evidence of initial certification to teach and a Missouri Educator Profile (MEP) Educational Leader Development Report.
4. Students seeking a Master of Educational Administration degree must submit evidence of two years of teaching experience in either elementary or secondary education prior to being recommended for certification.
5. Students seeking a Master of Arts in Counseling degree must submit a current national background check before they will be considered for admittance to the program. Results must be sent directly to the Director of Public Safety, Missouri Baptist University, One College Park Drive, St. Louis, MO 63141.
6. Students seeking a Master of Arts in Counseling degree in School Counseling must also submit a Missouri Educator Profile (MEP) School Counselor Development Report.
7. Students applying for the Master of Science in Criminal Justice must have a minimum 2.75 undergraduate GPA. While there are no prerequisite criminal justice courses for admission to the program, students who have not had any Criminal Justice experience or Criminal Justice undergraduate classes may be required to take CRJS 133 Introduction to Criminal Justice and CRPO 453 Constitutional Law I prior to beginning the program.
8. Students seeking Special Education Director K-12 certification must have a degree in Special Education or Student Services (ie: Speech Pathology, Counseling, etc.). Students must hold a master's degree in Educational Administration and have achieved a passing score on the state required assessment. Students seeking recommendation for this certification must complete a minimum of twelve (12) hours at the University.

### **Provisional Admission**

Students may be accepted provisionally if a transcript is the only item missing. That transcript CANNOT be the transcript that lists the undergraduate degree for master's candidates or the transcript that lists the master's degree for specialist candidates. All other documentation must be submitted. All transcripts must be submitted before students will be permitted to enroll for subsequent semesters.

### **Probationary Admission**

Students may be accepted on a probationary basis if they meet the following requirements:

1. Students with a grade point average between 2.50 and 2.749 who meet all other admission requirements may be admitted on a probationary basis. Approval from the Division Chair/Dean, a second department chair, and the Vice President for Graduate Studies is required before probationary admission status will be granted. For students transferring with nine (9) or more hours of graduate credit, admittance will be based solely on the graduate GPA instead of the undergraduate GPA. This stipulation is conditional upon Classroom Teaching candidates seeking initial certification having at least a combined graduate/undergraduate 2.500 GPA (DESE will require a minimum cum GPA of 2.750 for certification).
2. If probationary student status is granted, the student must maintain a 3.0 grade point average for the first twelve (12) hours of graduate work at Missouri Baptist University in order to be considered for full admission status.

### **Master of Science in Sport Management and Master of Science in Fitness Management Probationary Admission**

Students applying for the Master of Science in Sport Management or Master of Science in Fitness Management degrees who do not meet minimum grade point average (GPA) requirements may be considered for probationary admission based on the following:

1. A minimum GPA of 2.5 on a 4.0 scale in the last sixty (60) units attempted.
2. A minimum GRE score of 750 (verbal plus quantitative).
3. A minimum GMAT score of 500 (verbal plus quantitative).
4. A minimum GRE formula score of 1700 (GPA x GRE).
5. A minimum GMAT formula score of 1500 (GPA[200+GMAT]).

### **Non-Degree-Seeking Admission**

Students may enroll in graduate courses as non-degree-seeking students if they are taking courses for professional development or personal interest only. Credit earned in these courses will not result in the awarding of a graduate degree, however, some credit *may* be applied as degree credit if the student chooses to pursue a master's degree at a later time. If a student decides to pursue a master's degree, all materials for full admission as a degree-seeking student must be submitted. Non-degree-seeking students are not eligible for Federal Financial Aid.

### **Visiting Student Admission**

Visiting students are defined as students taking only one class at Missouri Baptist University. Visiting students are not eligible for federal financial aid.

**Note: A visiting student may take only one class at the visiting student status. Upon completion of one class, a student must apply to the graduate program as either a non-degree or a degree-seeking student. All materials listed in the above applicable section will be required for acceptance into the program.**

### **Special Student Admission**

Students may enroll in select graduate courses without submitting a regular application or meeting other admissions requirements if

they are taking courses for professional development only. These students must submit a Special Student Application/Registration form at the time of enrollment for the specific course.

### **Students Seeking Graduate Certification**

Students with a baccalaureate degree who have not received teacher certification may take graduate courses to meet teacher certification requirements. Students in this category should see the bulletin section on Graduate Certification Only and speak with the Graduate Advisor for Classroom Teaching for advice and assistance in obtaining Missouri Teacher Certification.

### **Students Seeking Special Education Director Certification**

Students seeking Special Education Director K-12 certification must have a degree in Special Education or Student Services (ie: Speech Pathology, Counseling, etc.). Students must hold a master's degree in Educational Administration and have a passing score on the School Leaders Licensure Assessment. Students seeking recommendation from the University must complete specified coursework and complete a minimum of twelve (12) hours at the University.

### **Students Seeking Add-On Certification**

Students with a baccalaureate degree who hold teaching certification may receive add-on certification in the areas of: Gifted Education, Library Media Specialist, Special Reading, Cross-Categorical Disabilities, Early Childhood, Early Childhood Special Education, and Driver Education.

Students who hold a master's degree in Counseling Psychology, Educational Psychology, Guidance and Counseling, or Education and who have certification as a classroom teacher or a school counselor may seek add-on certification as a School Psychological Examiner.

Students may be classified as degree-seeking or non-degree-seeking, but must apply as degree-seeking to receive financial aid.

### **Readmission after an Extended Absence**

Students returning to the University after an extended absence (over one year) must submit a new application. Students are not required to pay an additional application fee when readmitting. The student's enrollment status will be readmitted. If the student has an absence exceeding three years, the student must reapply to the Graduate Studies Program, submitting all required documentation with the exception of previously received transcripts. Documentation of any coursework taken during the interim must be submitted by having an **official** transcript mailed **directly** from the regionally or nationally accredited college, university, or other post-secondary institution where the coursework was completed. Students readmitting will be under the degree requirements in effect at the time of re-admittance.

## APPLICATION PROCEDURES - MASTER'S DEGREES

### Application Procedures – Degree-Seeking Students

1. Submit a completed Graduate Application for Admission, along with a \$35.00 non-refundable application fee made payable to **Missouri Baptist University** to: Graduate Admissions Office, Missouri Baptist University, One College Park Drive, St. Louis Missouri 63141. Application is also available online at <http://www.mobap.edu/graduate> (fee waived for online applications).
2. Complete the Business Office Master Promissory Note (BOMPN) – this note guarantees that the student will be responsible for any charges incurred while enrolled at Missouri Baptist University. This is not a payment plan and there is no charge associated with the document.
3. Include an original statement of professional experiences and goals. (This is an essay of approximately two pages detailing what the student has done professionally up to this point, why the chosen professional field is being pursued, and the student's professional plans for using the degree or certification when the course of study has been completed.)
  - a. Applicants pursuing a Master of Arts in Counseling should include their strengths and weaknesses and answer the question, "What will I contribute to the counseling profession?"
  - b. Applicants pursuing a Master of Arts in Christian Ministry should include a statement of faith and a spiritual autobiography.
4. Submit a written letter of recommendation from an employer or a professional.
  - a. Applicants pursuing a Master of Arts in Christian Ministry must also submit a letter of recommendation from a pastor.
  - b. Applicants pursuing a Master of Science in Corporate Security Leadership must submit one letter of recommendation from an employer or professional in their chosen field.
5. Submit official transcripts mailed ***directly*** from ***each*** regionally or nationally accredited college, university, or other post-secondary institution attended. This ***includes*** original transcripts for any course accepted as transfer credit on another institution's transcript. **Only transcripts mailed directly to Missouri Baptist University Graduate Admissions will be accepted as official copies. Hand carried transcripts, faxed transcripts, and transcripts "Issued to Student" will not be accepted.** In addition, if the post-secondary institutions attended were outside of the United States, the student must have transcripts and/or degrees evaluated by an approved Transcripts/Credential Evaluation Service. Please see the Admission Procedures for International Students section of the bulletin for additional information. Students graduating from Missouri Baptist University's master's degree or specialist programs need not resubmit transcripts that are already on file.
6. Students applying for the Master of Educational Administration degree must also provide evidence of state teacher certification.
7. Students seeking a Master of Arts in Counseling degree must submit a current national background check before they will be considered for admittance to the program. Results must be sent directly to the Director of Public Safety, Missouri Baptist University, One College Park Drive, St. Louis, MO 63141. In the event that the background check shows any incidence that might prevent certification, the student must provide a letter of explanation to the Chairman of the Admissions Review Committee. The Admissions Review Committee makes the final decision and advises Graduate Admissions.
8. Every applicant whose native language is not English must provide proof of English proficiency or meet criteria for a waiver of English Proficiency Requirements. Please see the Admission Procedures for International Students section for additional information.
9. All applicants who are Permanent United States Residents must submit a copy of the front and back of their Permanent Residence card.

### Application Procedures – Non-Degree-Seeking Students

1. Submit a completed Graduate Application for Admission, along with a \$35.00 non-refundable application fee made payable to **Missouri Baptist University** to: Graduate Admissions Office, Missouri Baptist University, One College Park Drive, St. Louis Missouri 63141. Application is also available online at <http://www.mobap.edu/graduate> (fee waived for online applications).
2. Complete the Business Office Master Promissory Note (BOMPN) – this note guarantees that the student will be responsible for any charges incurred while enrolled at Missouri Baptist University. This is not a payment plan and there is no charge associated with the document.
3. Submit a photocopy of your Missouri Teaching Certificate **or** an official transcript showing an earned bachelor's degree (or master's degree, if applicable).

### Application Procedures – Visiting Students

1. Submit a completed Graduate Application for Admission, along with a \$35.00 non-refundable application fee made payable to Missouri Baptist University to: Graduate Admissions Office, Missouri Baptist University, One College Park Drive, St. Louis Missouri 63141. Application is also available online at <http://www.mobap.edu/graduate> (fee waived for online applications).
2. Complete the Business Office Master Promissory Note: this note guarantees that the student will be responsible for any charges incurred while enrolled at Missouri Baptist University. This is not a payment plan and there is no charge associated with the document.

### **Note: All required application materials must be submitted before:**

1. A student can be fully admitted into the University.
2. Registrations can be authorized from unofficial to official status.
3. Financial aid can be processed or applied.
4. Registration for a subsequent term will be permitted.



***Students must submit the same documentation required of degree-seeking students if they wish to apply for federal financial aid.***

Students have one semester in which to complete their graduate file. Registration for subsequent semesters will be blocked until file is complete.

## **TRANSFER POLICIES - MASTER'S DEGREES**

### **Transfer Students/Transfer Credit**

Transfer credits must have been earned within the seven (7) years prior to entry into the Graduate Studies Program. Transfer credits must be approved by the Graduate Advisor and the Division Chair/Dean or Program Director and must have grades of A, B, S, CR, or P. Students may not take courses from other programs while enrolled at Missouri Baptist without written approval from the Vice President for Graduate Studies.

Students entering the Master of Arts in Christian Ministry (MACM) degree program may transfer up to nine (9) graduate credits into the Missouri Baptist University Graduate Studies Program from another regionally accredited college or university. The total hours transferred to Missouri Baptist, including courses from other programs while enrolled, may not exceed nine (9) hours. These nine (9) hours may include up to a maximum of nine (9) credit hours as Credit for Prior Learning. Students must complete at least twenty-seven (27) hours of credit plus RREL 573 Project/Internship at Missouri Baptist University. Coursework completed at colleges/universities or other postsecondary institutions which are not regionally accredited, but which are accredited by a body recognized by the Council for Higher Education Accreditation (CHEA) may be evaluated on an individual basis in keeping with whether or not the course would be appropriate to apply toward a master's program at Missouri Baptist University.

Students entering the Master of Arts in Counseling (MAC) degree program may transfer up to twelve (12) graduate credits into the Missouri Baptist University Graduate Studies Program from another regionally accredited college or university. The total hours transferred to Missouri Baptist, including courses from other programs while enrolled, may not exceed twelve (12) hours.

Students entering the Master of Arts in Teaching (MAT) degree program may transfer up to nine (9) graduate credits into the Missouri Baptist University Graduate Studies Program from another regionally accredited college or university. The total hours transferred to Missouri Baptist, including courses from other programs while enrolled, may not exceed nine (9) hours.

Students entering the Master of Business Administration (MBA) degree program may transfer up to six (6) graduate credits into the Missouri Baptist University Graduate Studies Program from another regionally accredited college or university. The total hours transferred to Missouri Baptist, including courses from other programs while enrolled, may not exceed six (6) hours. Students must complete at least thirty (30) hours of credit, including BUSN 583 Capstone Project, at Missouri Baptist University.

Students entering the Master of Science in Corporate Security Leadership program may transfer up to six (6) graduate credits into the Missouri Baptist University Graduate Studies Program from another regionally accredited college or university. The total hours transferred to Missouri Baptist, including courses from other programs while enrolled, may not exceed six (6) hours. Students must complete at least thirty (30) hours of credit, including MCSL 583 Security Leadership Capstone, at Missouri Baptist University. Students must complete the capstone class online.

Students entering the Master of Science in Criminal Justice program may transfer up to six (6) graduate credits into the Missouri Baptist University Graduate Studies Program from another regionally accredited college or university. The total hours transferred to Missouri Baptist, including courses from other programs while enrolled, may not exceed six (6) hours. Students must complete at least thirty (30) hours of credit, including CRJS 583 Capstone Project, at Missouri Baptist University. Students must complete the capstone class online.

Students entering the Master of Educational Administration (MEA), Master of Educational Technology (MET), or Master of Science in Education (MSE) degree programs may transfer up to six (6) graduate credits into the Missouri Baptist University Graduate Studies Program from another regionally accredited college or university. The total hours transferred to Missouri Baptist, including courses from other programs while enrolled, may not exceed six (6) hours.

Students entering the Master of Science in Sport Management (MSSM) or Master of Science in Fitness Management (MSFM) degree programs may transfer up to six (6) graduate credits into the Missouri Baptist University Graduate Studies Program from another regionally accredited college or university. The total hours transferred to Missouri Baptist, including courses from other programs while enrolled, may not exceed six (6) hours. SMGT 576 Internship in Sport Management serves as the culminating activity for graduate students in the Sport Management degree program. The course must be completed through Missouri Baptist University. No transfer credits will be accepted into the Graduate Certificate programs in Exercise Science, Fitness Management, or Sport Management.

The University only recognizes institutions accredited by the current edition of Accredited Institutions of Postsecondary Education published by the CHEA and the American Council on Education.

## **EDUCATIONAL SPECIALIST DEGREE (Ed.S.)**

### **Full Admission**

Students accepted for full admission must meet the following minimum requirements:

1. The applicant must have a master's degree in Education (or related degree) or Educational Administration from an accredited college or university with an overall grade point average of 3.25 on a 4.0 scale.

2. A Master of Educational Administration degree from an accredited college or university is required for pursuit of the Superintendent concentration.
3. Applicants pursuing the Superintendent concentration must submit evidence of principal certification.
4. Applicants without teacher certification may pursue the Curriculum and Instruction concentration only.

### Provisional Admission

Students may be accepted provisionally if a transcript is the only item missing. That transcript CANNOT be the transcript that lists the master's degree for specialist candidates. All other documentation must be submitted. All transcripts must be submitted before students will be permitted to enroll for subsequent semesters.

### Probationary Admission

Students may be accepted on a probationary basis if they meet the following requirements:

1. Students with a grade point average between 3.0 and 3.249 who meet all other admission requirements may be admitted on a probationary basis. Approval from the Division Chair/Dean, a Graduate Admissions Committee member, and the Vice President for Graduate Studies is required before probationary admission status will be granted.
2. If probationary student status is granted, the student must maintain a 3.0 grade point average for the first twelve (12) hours of graduate work at Missouri Baptist University in order to be considered for full admission status.

### Readmission after an Extended Absence

Students returning to the University after an extended absence (over one year) must submit a new application. Students are not required to pay an additional application fee when readmitting. If the student has an absence exceeding three years, the student must reapply to the Graduate Studies Program, submitting all required documentation with the exception of previously received transcripts. Documentation of any coursework taken during the interim must be submitted by having an **official** transcript mailed **directly** from the regionally or nationally accredited college, university, or other post-secondary institution where the coursework was completed. Students readmitting will be under the degree requirements in effect at the time of re-admittance.

## APPLICATION PROCEDURES - SPECIALIST

### Application Procedures – Degree-Seeking Students

1. Submit a completed Graduate Application for Admission, along with a \$35.00 non-refundable application fee made payable to **Missouri Baptist University** to: Graduate Admissions Office, Missouri Baptist University, One College Park Drive, St. Louis Missouri 63141. Application is also available online at <http://www.mobap.edu/graduate> (fee waived for online applications).
2. Complete the Business Office Master Promissory Note (BOMPN) – this note guarantees that the student will be responsible for any charges incurred while enrolled at Missouri Baptist University. This is not a payment plan and

there is no charge associated with the document.

3. Submit a written letter of recommendation from an employer or a professional.
4. Submit a statement of professional experiences and goals explaining why the applicant is pursuing the Ed.S. degree and how MBU's program will help to achieve the applicant's goals.
5. Submit official transcripts mailed **directly** from **each** regionally or nationally accredited college, university, or other post-secondary institution attended. This **includes** original transcripts for any course accepted as transfer credit on another institution's transcript. Only transcripts mailed directly to Missouri Baptist University Graduate Admissions will be accepted as official copies. **Hand carried transcripts, faxed transcripts, and transcripts "Issued to Student" will not be accepted.** In addition, if the post-secondary institutions attended were outside of the United States, the student must have transcripts and/or degrees evaluated by an approved Transcripts/Credential Evaluation Service. Please see the Admission Procedures for International Students section of the bulletin for additional information. Students graduating from Missouri Baptist University's masters' or specialist programs do not need to resubmit transcripts that are already on file.
6. Every applicant whose native language is not English must provide proof of English proficiency or meet criteria for a waiver of English Proficiency Requirements. Please see the Admission Procedures for International Students section for additional information.
7. All applicants who are Permanent United States Residents must submit a copy of the front and back of their Permanent Residence card.

### **Note: All required application materials must be submitted before:**

1. A student can be fully admitted into the University.
2. Registrations can be authorized from unofficial to official status.
3. Financial aid can be processed or applied.
4. Registration for a subsequent term will be permitted.

***Students must submit the same documentation required of degree-seeking students if they wish to apply for federal financial aid.***

Students have one semester in which to complete their graduate file. Registration for subsequent semesters will be blocked until file is complete.

## TRANSFER POLICIES - SPECIALIST

### Transfer Students/Transfer Credit

Transfer credits must have been earned within the seven (7) years prior to entry into the Graduate Studies Program. Transfer credits must be approved by the Graduate Advisor and the Dean of the Education Division or Program Director and must have grades of A, B, S, CR, or P. Students may not take courses from other graduate programs while enrolled at Missouri Baptist without written approval from the Vice President for Graduate Studies.

Students entering the Educational Specialist (Ed.S.) degree program may transfer up to six (6) specialist-level credits into the Missouri Baptist University Graduate Studies Program from another regionally accredited college or university. The total hours transferred to Missouri Baptist, including courses from other programs while enrolled, may not exceed six (6).

## DOCTOR OF EDUCATION DEGREE (Ed.D.) LEADERSHIP IN TEACHING AND LEARNING

### Full Admission

Students accepted for full admission must meet the following minimum requirements:

1. The applicant must have an educational specialist degree or its equivalent from an accredited college or university with an overall grade point average of 3.7 on a 4.0 scale in educational specialist coursework, and an overall 3.5 GPA in graduate coursework. A 3.0 GPA must be maintained throughout the course of study.
2. Applicants must be reviewed and approved by the Doctoral Candidate Selection Committee.
3. Methods of Inquiry I, or an equivalent course completed within the last seven years. (Please contact the Ed.D. office, [doctorate@mobap.edu](mailto:doctorate@mobap.edu), with an unofficial transcript to confirm equivalencies for this course.)

### Readmission after an Extended Absence

Students returning to the University after an extended absence (over one year) must submit a new application and a letter of appeal to the Doctor of Education Oversight Committee. Students are not required to pay an additional application fee when readmitting. If the student has an absence exceeding three years, the student must reapply to the Doctor of Education Program, submitting all required documentation with the exception of previously received transcripts. Documentation of any coursework taken during the interim must be submitted by having an **official** transcript mailed **directly** from the regionally or nationally accredited college, university, or other post-secondary institution where the coursework was completed. Per acceptance from the Doctor of Education Oversight Committee, students readmitting will be under the degree requirements in effect at the time of readmittance.

## APPLICATION PROCEDURES - DOCTORATE

### Application Procedures – Degree-Seeking Students

A student desiring admission to the Doctor of Education degree program at Missouri Baptist University must complete the following steps:

1. Submit a completed Doctoral Application for Admission, along with a \$50.00 non-refundable application fee made payable to **Missouri Baptist University** to: Doctor of Education, Missouri Baptist University, One College Park Drive, St. Louis Missouri 63141. Application is also available online at <http://www.mobap.edu/doctorate>.
2. Submit official transcripts mailed **directly** from **each** regionally or nationally accredited college, university, or other post-secondary institution attended. This **includes**

original transcripts for any course accepted as transfer credit on another institution's transcript. Only transcripts mailed directly to Missouri Baptist University Graduate Admissions will be accepted as official copies. Hand carried transcripts, faxed transcripts, and transcripts "Issued to Student" will not be accepted. In addition, if the post-secondary institutions attended were outside of the United States, the student must have transcripts and/or degrees evaluated by an approved Transcripts/Credential Evaluation Service. Please see the Admission Procedures for International Students section of the bulletin for additional information. Students graduating from Missouri Baptist University's masters' or specialist programs do not need to resubmit transcripts that are already on file.

3. Submit three academic references from individuals who can comment knowledgeably on the applicant's academic ability, potential to do scholarly work and succeed in the doctoral program, and past performance as an educator in the field. One letter should be from a current supervisor, one from a professional colleague, and one from a faculty member who has interacted with the applicant in a recent specialist or master's program of study. Applicants waive the right to disclosure of letters.
4. Submit a professional vita.
5. Submit a statement of professional experiences and goals (this is an essay of approximately two pages, typed and double-spaced, detailing what the applicant has done professionally up to this point, why he or she is pursuing this degree, what he or she hopes to accomplish in the doctoral program and in the future, and why he or she believes MBU's doctoral program will help to accomplish the applicant's goals).
6. Submit a research paper completed in a graduate level course as a writing sample. This will be used to determine the applicant's ability to communicate effectively and must meet a high standard of professional writing and critical thinking.
7. Complete an on-site writing assessment and interview with doctoral panel (which will be scheduled after all of the required items are submitted).
8. Complete the Business Office Master Promissory Note (BOMPN) – this note guarantees that the student will be responsible for any charges incurred while enrolled at Missouri Baptist University. This is not a payment plan and there is no charge associated with the document.
9. Every applicant whose native language is not English must provide proof of English proficiency or meet criteria for a waiver of English Proficiency Requirements. Please see the Admission Procedures for International Students section for additional information.
10. All applicants who are Permanent United States Residents must submit a copy of the front and back of their Permanent Residence card.

### **Note: All required application materials must be submitted before:**

1. A student can be fully admitted into the University.
2. Registrations can be authorized from unofficial to official status.
3. Financial aid can be processed or applied.
4. Registration for a subsequent term will be permitted.

**NOTE: No candidate will be considered for admission into the Doctor of Education program until all materials for admission are submitted. Students will not be admitted on a Provisional basis.**

## TRANSFER POLICIES - DOCTORATE

### Transfer Students/Transfer Credit

Missouri Baptist University does not accept transfer credits from any other college or university for students entering the Doctor of Education (Ed.D.) in Leadership in Teaching and Learning degree program, with the exception of the Methods of Inquiry I course.

## DOCTOR OF EDUCATION DEGREE (Ed.D.) HIGHER EDUCATION LEADERSHIP

### Full Admission

Students accepted for full admission must meet the following minimum requirements:

1. A Master's degree from an accredited university with a cumulative grade point average of 3.0 on a 4.0 scale in graduate coursework. A 3.0 GPA must be maintained throughout the course of study.
2. Applicants must be reviewed and approved by the Doctoral Candidate Selection Committee.
3. Methods of Inquiry I, or an equivalent course completed within the last seven years. (Please contact the Ed.D. office, [doctorate@mobap.edu](mailto:doctorate@mobap.edu), with an unofficial transcript to confirm equivalencies for this course.)

### Readmission after an Extended Absence

Students returning to the University after an extended absence (over one year) must submit a new application and a letter of appeal to the Doctor of Education Oversight Committee. Students are not required to pay an additional application fee when readmitting. If the student has an absence exceeding three years, the student must reapply to the Doctor of Education Program, submitting all required documentation with the exception of previously received transcripts. Documentation of any coursework taken during the interim must be submitted by having an **official** transcript mailed **directly** from the regionally or nationally accredited college, university, or other post-secondary institution where the coursework was completed. Per acceptance from the Doctor of Education Oversight Committee students readmitting will be under the degree requirements in effect at the time of readmittance.

## APPLICATION PROCEDURES - DOCTORATE

### Application Procedures – Degree-Seeking Students

A student desiring admission to the Doctor of Education degree program at Missouri Baptist University must complete the following steps:

1. Submit a completed Doctoral Application for Admission, along with a \$50.00 non-refundable application fee made payable to **Missouri Baptist University** to: Doctor of Education, Missouri Baptist University, One College Park Drive, St. Louis Missouri 63141. Application is also available

online at <http://www.mobap.edu/doctorate>.

2. Submit official transcripts mailed **directly** from **each** regionally or nationally accredited college, university, or other post-secondary institution attended. This **includes** original transcripts for any course accepted as transfer credit on another institution's transcript. Only transcripts mailed directly to Missouri Baptist University Graduate Admissions will be accepted as official copies. **Hand carried transcripts, faxed transcripts, and transcripts "Issued to Student" will not be accepted.** In addition, if the post-secondary institutions attended were outside of the United States, the student must have transcripts and/or degrees evaluated by an approved Transcripts/Credential Evaluation Service. Please see the Admission Procedures for International Students section of the bulletin for additional information. Students graduating from Missouri Baptist University's masters' or specialist programs do not need to resubmit transcripts that are already on file.
3. Submit three academic references from individuals who can comment knowledgeably on the applicant's academic ability, potential to do scholarly work and succeed in the doctoral program, and past performance as an educator in the field. One letter should be from a current supervisor, one from a professional colleague, and one from a faculty member who has interacted with the applicant in a recent specialist or master's program of study. Applicants waive the right to disclosure of letters.
4. Submit a professional vita.
5. Submit a statement of professional experiences and goals (this is an essay of approximately two pages, typed and double-spaced, detailing what the applicant has done professionally up to this point, why he or she is pursuing this degree, what he or she hopes to accomplish in the doctoral program and in the future, and why he or she believes MBU's doctoral program will help to accomplish the applicant's goals).
6. Submit a research paper completed in a graduate level course as a writing sample. This will be used to determine the applicant's ability to communicate effectively and must meet a high standard of professional writing and critical thinking.
7. Complete an on-site writing assessment and interview with doctoral panel (which will be scheduled after all of the required items are submitted).
8. Complete the Business Office Master Promissory Note (BOMPN) – this note guarantees that the student will be responsible for any charges incurred while enrolled at Missouri Baptist University. This is not a payment plan and there is no charge associated with the document.
9. Every applicant whose native language is not English must provide proof of English proficiency or meet criteria for a waiver of English Proficiency Requirements. Please see the Admission Procedures for International Students section for additional information.
10. All applicants who are Permanent United States Residents must submit a copy of the front and back of their Permanent Residence card.



**Note: All required application materials must be submitted before:**

1. A student can be fully admitted into the University.
2. Registrations can be authorized from unofficial to official status.
3. Financial aid can be processed or applied.
4. Registration for a subsequent term will be permitted.

**NOTE: No candidate will be considered for admission into the Doctor of Education program until all materials for admission are submitted. Students will not be admitted on a Provisional basis.**

**TRANSFER POLICIES - DOCTORATE**

**Transfer Students/Transfer Credit**

Missouri Baptist University will accept up to six (6) transfer credits from another regionally accredited college or university for students entering the Doctor of Education (Ed.D.) in Higher Education Leadership degree program. Transfer credits must have been earned within the seven (7) years prior to entry into the Ed.D. Higher Education Leadership Program. Transfer credits must be approved by the Director of the Doctor of Education Program and must have grades of A, B, S, CR, or P.

**ADMISSION PROCEDURES FOR GRADUATE INTERNATIONAL STUDENTS**

International students seeking admission into the graduate program must meet all the requirements for full admission into the program. In addition, they will need to submit the following items to complete their admission process:

1. A fully completed and signed Application Supplement for International Students.
2. Evidence of English proficiency. This is determined by a minimum score on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). MBU's TOEFL code is 2258. Official, original test results must be sent directly to MBU. (Copies of test results cannot be used for admission.)

TOEFL	Internet-based	80
TOEFL	Computer-based	213
TOEFL	Paper-based	550
IELTS		6.5
PTE Academic		58

Note: Students from the following countries who have completed high school or secondary school in an English-speaking school are not required to prove English Proficiency: Australia, Belize, Canada (except Quebec), the Fiji islands, Guyana, Ireland, Jamaica, Kenya, New Zealand, Uganda, United Kingdom, Zimbabwe, and English speaking countries in the Caribbean upon approval by the Director of International Student Services.

An English Proficiency Exam may be waived at the discretion of the Director of International Student Services if a

student has completed at least 24 university-level credit hours at another U.S. college or university with the minimum 2.75 on a 4.0 scale. ESL/ELS/EIEP classes, or any other remedial courses, even if taken in a university setting, will not be accepted toward the English Proficiency waiver. A waiver cannot be considered until official transcripts are submitted. Students who attended a high school in the U.S. may be waived from the English Proficiency requirement if they have completed at least two years in the U.S. and have a minimum of a 2.0 CGPA.

3. Signed and dated Financial Estimate Worksheet.
4. Proof of financial ability to support himself/herself while attending MBU. This proof must be in the form of:
  - a. An original bank statement, savings account statement or bank letter in English no more than two months old showing the current balance at the time of print. If bank statements are in a language other than English a certified translation must accompany the financial document.
  - b. A notarized affidavit of support from a sponsor defining the exact amount of available funds designated to the student, guaranteeing support of student at the specified amount throughout course of study at MBU, and the period of time for which support is pledged. This requirement is waived if the student is providing proof of his/her own personal funds in sufficient amounts to cover all expenses in the bank statement as outlined in (a); AND
  - c. The complete name, physical address, phone number, and email address of the student's financial sponsor.
5. A Certified Translation of Transcripts & Credentials for any postsecondary coursework completed or degrees earned.
6. An Official Credentials Evaluation. Students with degrees from a foreign country may be considered for admission to a graduate program only if the degree has been officially documented as equivalent to the appropriate U.S. degree. Please refer to the Minimum Requirements for each Degree Program. For example, those applying for a Master's must have the equivalent of a U.S. baccalaureate degree. All records must be official college or university transcripts showing the individual subjects studied and the grades received in each course.
7. A \$200 Admissions Deposit. This deposit is required upon acceptance and must be paid before enrollment and before the New Student Packet, which includes the I-20, can be sent. It will be applied to first semester tuition and fees. If the student chooses to attend another institution after paying the deposit, the amount may be refunded minus an administrative withdrawal fee. The fee is refundable before May 1<sup>st</sup> for Fall applicants and before October 1<sup>st</sup> for Spring applicants depending upon the form of payment.
8. For students outside the U.S., copies of the following items are not required for admissions but before the new student packet can be sent: A photocopy of immunization records\* and copy of the passport biographical page(s). For students within the U.S., copies of the following items are not required for admissions but before the new student packet can be sent: Immunization record, passport, copy of visa or USCIS approval notice, I-94 and I-20. \*Immunization records should include the history of immunizations for measles/mumps/

*rubella, tetanus, diphtheria, polio, hepatitis B, and the results of a tuberculosis test.*

9. International Student Health Insurance Plan: By university policy, all F-1 international students are required to have health insurance, and students are automatically enrolled in the International Student Health Plan when they enroll in classes at MBU. Regardless of the number of credit hours being taken, enrolled international students must participate in the International Student Health Plan.

If a student arrives with sufficient coverage provided through a parent's policy, through his/her home country's government or through a spouse who is living or working in the U.S., the student may request a waiver of the university's health insurance policy. The student must complete a Waiver Request form and submit it along with proof of insurance coverage (Valid Insurance card and complete coverage information in English) to the Office of International Student Services when the student first arrives on campus. This information must be submitted by the end of the first week of classes or the student's account will be automatically billed for health insurance. Completion of the waiver is NOT a guarantee of the waiver's approval.

The link to the complete policy for MBU international students is <http://www.lewermark.com/mobap>.

For those students applying for admission to the Teacher Education program, once the degree is documented as equivalent, it can be accepted to fulfill the minimum degree requirement for certification (see the section on General Certification Requirements.)

Missouri Baptist University requires that students have this evaluation done through one of the following agencies:

Academic & Professional International Evaluations, Inc.  
Post Office Box 5787  
Los Alamitos, California 90721-5787  
Phone: (562) 594-6498  
Fax: (562) 594-8498  
Web site: [www.apie.org](http://www.apie.org)  
Contact the agency for instructions before sending documents.

American Association of Collegiate Registrars and Admissions Officers  
International Education Services  
One Dupont Circle NW  
Suite 520  
Washington, DC 20036-1135  
Phone: (202) 293-9161  
Fax: (202) 872-8857  
Web site: [www.aacrao.org](http://www.aacrao.org)  
Contact the agency for instructions before sending documents.

\*\*Educational Credential Evaluators, Inc  
P.O. Box 514070  
Milwaukee, WI 53203-3470  
Phone (414) 289-3412  
Fax: 414-289-3411  
[www.ece.org](http://www.ece.org)

\*\* Students seeking teaching certification should **NOT** use ECE, Inc. This agency is not approved by the Department of Elementary and Secondary Education. For DESE approved evaluation agencies, see the Education section of the Bulletin.

Foreign Consultants, Inc.  
Credential Evaluation Services  
3000 Dundee Road  
Suite 209  
Northbrook, IL 60062  
Phone: (773) 761-0000 or (847) 498-4499  
Fax: (847) 412-9570  
Web site: [www.foreignconsultants.com](http://www.foreignconsultants.com)  
Contact the agency for instructions before sending documents.

International Education Research Foundation, Inc.  
Credentials Evaluation Service  
Post Office Box 3665  
Culver City, CA 90231-3665  
Phone: (310) 258-9451  
Fax: (310) 342-7086  
Web site: [www.ierf.org](http://www.ierf.org)  
Contact the agency for instructions before sending documents.

World Education Services, Inc. (preferred)  
Bowling Green Station  
Post Office Box 5087  
New York, NY 10274-5087, USA  
Phone: (212) 966-6311  
Fax: (212) 966-6395  
[www.wes.org](http://www.wes.org)

The results from the evaluation must be mailed to Missouri Baptist University. This process will take 30 to 60 days.

There is a fee for this evaluation. Students may obtain an application for evaluation of transcripts by contacting any of the services listed above or through the Missouri Baptist University International Student Services Office by calling (314) 744-5301. Photocopies of transcripts, the application, and the fee must be submitted to the above address. This request should be made immediately after application for admission to Missouri Baptist University so that results will be received in time to meet International Student deadlines. Degrees from Foreign Educational Institutions must be verified before admittance into the graduate program.

**NOTE: Due to restrictions imposed by U.S. immigration law, International students in F-1 status, may not be admitted into Online Programs. At MBU these include: the Master of Science in Sport Management and the Master of Science in Fitness Management. This does not restrict students from taking online courses as part of their curriculum; contact the International Student Services Office for specific details.**

Students interested in programs requiring state certification or licensure must meet residency requirements established by the Missouri Department of Elementary and Secondary Education (DESE) and the Missouri Committee for Professional Counselors. Completion of the master's degree in these areas does not guarantee placement in a school or agency.

## ENROLLMENT PROCEDURES FOR GRADUATE INTERNATIONAL STUDENTS

1. Per immigration law, international students in F-1 or J-1 status must be enrolled a minimum of 12 credit hours (undergraduate) and 6 credit hours (graduate) in the Fall and Spring semesters to maintain their visa status. Immigration allows less than full-time enrollment in certain circumstances, such as final semester of study or documented medical illness. For a full listing of reasons, please contact the Office of International Student Services. If the student will not be enrolled full-time, he or she must receive permission from International Services prior to registering for less than a full course load or prior to dropping below a full course load.
2. Only three (3) credit hours of distance learning (online) courses may be counted towards the minimum full-time enrollment requirement. If a student is registered for more than the minimum enrollment requirements, then that student may enroll in more than three credit hours of distance learning. For example, an undergraduate student enrolled in fifteen (15) total credit hours may take up to six (6) credit hours of on-line courses
3. Students in their final semester of study may not enroll in only on-line course(s). This prohibition includes the summer semester if summer is the student's final semester.
4. Per immigration law, F-1 students must attend the college/ university and campus listed on their current I-20 (immigration document). Most F-1 students will have immigration documents that list the Main (West County) campus as the campus of attendance. Only MEA and Ed.S. students will be admitted to complete their degree programs at a Regional Learning Center.
5. Only five MBU Regional Learning Centers have been approved by the Department of Homeland Security's Student and Exchange Visitor program to have international students. These are MBU-Troy/Wentzville, MBU at Jefferson College, MBU in Arnold, MBU in Union, and MBU in Pacific. International students must have prior approval from the Office of International Students to take courses at these locations.
6. International Students in other visa or immigration statuses are not subject to the same restrictions as F-1 and J-1 students. International Students who are subject to the above requirements will have an alert in CAMS under the FERPA Warning section as International.







## UNIVERSITY FEES AND FINANCIAL INFORMATION

### **Business Office Master Promissory Note (BOMP)**

A Business Office Master Promissory Note (BOMP) must be completed by all students at the beginning of their current course of study. Undergraduate students who have had a break in their attendance of at least one semester and graduate students who have had a break in attendance of at least two semesters (excluding summer sessions) are required to file a readmit application online and complete a new BOMP. Main campus students must complete the BOMP in the Student Accounts Office prior to receiving their student ID card and course schedule prior to the beginning of classes for the first semester of enrollment. Regional Learning Center students may complete the BOMP at the site they are attending or in the Student Accounts Office. Graduate students may submit the BOMP with their Graduate Admission packet or complete one with their assigned Graduate Advisor. Any student may also download the BOMP and complete it following the directions on the website: <http://www.mobap.edu/forms>.

The completed form may either be faxed to the Student Accounts Office at 314-744-5320 or mailed to:

Student Accounts Office  
Missouri Baptist University  
One College Park Drive  
St. Louis, MO 63141

There is no charge for the completion of this note and it does not take the place of a payment agreement. Classes will not be moved to official status without a completed BOMP for the current course of study on file.

### **Payment of Accounts**

All accounts are due and payable prior to the first day of classes each semester. The University offers a variety of financial aid to assist students in paying accounts, which are described in the catalog section on financial aid, scholarships, military and veterans' benefits. All institutional and external aid applications must be completed and submitted to the Student Financial Services Office at least ten working days prior to the first day of classes. The student is responsible for the accuracy and timeliness of all applications. Should arrangements for payment appear necessary, such arrangements should then be made with the Student Financial Services Office in order to finalize official registration. Payments may be made through **myMBU Access**. The University also honors Discover, MasterCard, and VISA credit cards.



## SEMESTER EXPENSES (Excluding Textbooks)

The following fees are in effect for the 2015-2016 academic year.

### MAIN CAMPUS

#### UNDERGRADUATE CHARGES:

##### Fall and Spring Semesters, Full-Time (12-18 hours):

Comprehensive Tuition.....	\$11,345.00
Overload Fee, per credit hour over 18.....	\$755.00
Student Services Fee.....	\$530.00

##### Fall and Spring Semesters, Part-Time (less than 12 hours):

Tuition, per credit hour.....	\$782.00
Student Services Fee, per credit hour.....	\$25.00

##### Summer and Winterim:

Comprehensive Tuition (9-15 hours).....	\$5,859.00
Tuition, per credit hour.....	\$651.00

#### Parking Fees for Full- and Part-Time:

##### Fall and Spring (Day and Evening):

Parking Lots A and B.....	\$90.00
Parking Lot C.....	\$68.00
Parking Lots D & E – Residence Hall Lots ( <i>residents only</i> ).....	\$0
Evening/Saturday Enrollment Only.....	\$68.00

##### Summer and Winterim (Day and Evening):

All Lots.....	\$68.00
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#### GRADUATE CHARGES:

##### All Terms:

Master's & Ed.S. Tuition, per credit hour.....	\$570.00
Ed.D. Tuition, per credit hour.....	\$630.00

## OFF-CAMPUS PROGRAMS

Tuition and fees at off-campus sites are charged **in addition** to any comprehensive undergraduate Main campus tuition and fees for full-time, undergraduate Main campus students.

#### UNDERGRADUATE:

##### Missouri Baptist University at Jefferson College

Undergraduate Tuition, per credit hour.....	\$326.00
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##### Missouri Baptist University at Lewis and Clark

Undergraduate Tuition, per credit hour.....	\$326.00
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##### Missouri Baptist University at John A. Logan

Undergraduate Tuition, per credit hour.....	\$326.00
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##### Missouri Baptist University at Rend Lake

Undergraduate Tuition, per credit hour.....	\$326.00
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##### Missouri Baptist University in Union

Undergraduate Tuition, per credit hour.....	\$342.00
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##### Missouri Baptist University in the Mineral Area

Undergraduate Tuition, per credit hour.....	\$342.00
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##### Missouri Baptist University in Arnold

Undergraduate Tuition, per credit hour.....	\$342.00
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##### Missouri Baptist University-Troy/Wentzville

Undergraduate Tuition, per credit hour.....	\$401.00
Dual Enrollment @ Bowling Green HS, per credit hour.....	\$98.00
Buchanan HS Dual Enrollment @ MBU, per credit hour.....	\$133.00

##### Missouri Baptist University in St. Charles

Undergraduate Tuition, per credit hour.....	\$401.00
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#### GRADUATE (all Regional Learning Centers):

Master's & Ed.S. Tuition, per credit hour.....	\$475.00
Ed.D. Tuition, per credit hour.....	\$630.00

#### DISTANCE LEARNING:

Undergraduate/Graduate Web Courses, per credit hour.....	\$526.00
Ed.D., per credit hour.....	\$630.00
Online Programs, per credit hour:	
BPS-SMGT, BPS-M&L, MSE, MSFM, MSSM.....	\$526.00
MAC, MACM, MBA, MET, MSCJ, Ed.S.....	\$588.00

## SPECIAL PROGRAMS

EXCEL Program, per credit hour.....	\$63.00
MBU Achieve Program, per credit hour.....	\$85.00
High School Dual Enrollment on Campus, per credit hour.....	\$104.00
BJC, per credit hour.....	\$262.00
PEP, per credit hour.....	\$112.00
Special Seminars, per credit hour.....	\$105.00

#### Credit for Prior Learning (undergraduate and graduate)

Portfolio Evaluation Fee, per credit hour.....	\$45.00
Portfolio Transcription Fee, per credit hour.....	\$236.00





**Credit by Examination**

Advanced Standing by ACT/SAT Transcription Fee, per credit hour.....	\$70.00
Challenge Test Administration Fee, per credit hour.....	\$40.00
Challenge Test Credit by Exam, per credit hour.....	\$100.00
CLEP/DSST Credit Transcription Fee, per credit hour.....	\$70.00

**COURSE SPECIFIC FEES**

**(in addition to tuition and student service fee):**

**Activity Course Fees**

KACT 101A Archery.....	\$31.00
KACT 101D Self Defence.....	\$31.00
KACT 101G Golf.....	\$40.00
KACT 101X Bowling.....	\$40.00
Christian Vocations Fee (RRED 273).....	\$150.00
EDSP 463/563 Individual Diagnostic and Classroom Assessment.....	\$10.00
EDUC 201 Professional Growth & Development I*	
• Missouri Educator Profile (MEP) .....	\$22.00
• Missouri General Education Assessment (MoGEA)** ..	\$49.00
EDUC 471 Student Teaching Seminar*	
• Missouri Pre-Service Teacher Assessment .....	\$275.00
EXSC 363 Adapted Physical Activity.....	\$10.00
EXSC 453/553 Fitness Management.....	\$75.00
EXSC 483/583 Principles of Human Performance .....	\$100.00
Field Experience Fee (EDCL 211, 411, 511).....	\$31.00

**GRADUATE INTERNSHIP/PRACTICUM FEES (per course):**

Counseling Practicum (ELPS 563).....	\$120.00
Counseling Internships (ELPS 572/573/574, ELPS 583*, ESPS 583*).....	\$355.00
• Missouri School Counselor Performance Assessment.....	\$275.00
EDCL 582 Library Practicum.....	\$48.00
Psychological Examiner, Cross-Categorical Disabilities, Gifted Education, and Reading Practicums.....	\$175.00
IDST 311 Leadership Development .....	\$100.00
Laboratory Fee, per credit hour.....	\$31.00
(biology, chemistry, communications, computer, exercise science, and physics laboratory courses)	

**MUSIC: CLASS INSTRUCTION**

Instrument, Piano, or Voice.....	\$115.00
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**MUSIC: PRIVATE INSTRUCTION (instrumental or piano)**

MUAI or MUAP 101/301 (30 minute lesson).....	\$180.00
MUAI or MUAP 111/311 (45 minute lesson).....	\$235.00
MUAI or MUAP 112/312 (60 minute lesson).....	\$355.00

**MUSIC: PRIVATE INSTRUCTION (voice)**

*(includes fee for accompanist)*

MUAV 101 (30 minute lesson).....	\$240.00
MUAV 111/311 (45 minute lesson).....	\$325.00
MUAV 112/312 (60 minute lesson).....	\$470.00
Seminar Fee (REMU 473 Christian Ministry Internship) .	\$105.00
Student Teaching Fee (16 weeks).....	\$900.00
Undergraduate Clinical Experience/Internship/Practicum Fee, per credit hour.....	\$31.00

*\*Students will receive a voucher code with which to register for the assessment(s) associated with this course. Fees are set by the Missouri Department of Elementary and Secondary Education (DESE).*

*\*\*Required only for undergraduate, degree-seeking students*

**OTHER FEES:**

**(in addition to tuition and student service fee):**

ACT Residual Test Fee.....	\$60.00
Application Fee (excluding Ed.D. program) .....	\$35.00
Application Fee (Ed.D. program).....	\$50.00
Audit Fee, per credit hour equivalent.....	\$252.00
Graduation Fee, Undergraduate (final semester only).....	\$220.00
Graduation Fee, Graduate (final semester only).....	\$240.00
Note Fee .....	\$35.00
Test Proctor Fee (Non-MBU Student).....	\$30.00
Transcript Fee (second and subsequent copies).....	\$6.00

**PENALTIES:**

Administrative Withdrawal (on first day of term).....	\$125.00
Late Registration Penalty.....	\$25.00
Missed Test Fee.....	\$50.00
Returned Check Charge.....	\$30.00
Schedule Adjustment (after regular registration) .....	\$25.00

## POLICIES GOVERNING FINANCES

### Release of Student Transcript

There is no charge for the first official transcript issued for any student, but there is a charge of six dollars (\$6.00) for each additional official transcript. The student's account must be paid in full and all holds cleared before any transcript of credit can be issued. There will be a ten (10) day waiting period before the transcript is released if students choose to clear their account and/or pay for their transcript using a check. All requests for official transcripts must be made in writing to the Director of Records. Transcript request forms are available in the Records Office, Regional Learning Center offices, or online at: [http://www.mobap.edu/images/stories/academics/Records/transcript\\_request\\_form.pdf](http://www.mobap.edu/images/stories/academics/Records/transcript_request_form.pdf). Unofficial transcripts are available online through **MYMBU Access**.

### Delinquent Accounts

Students whose accounts are delinquent will not be permitted to register and/or return for a succeeding semester or term. In addition, transcripts will not be issued, and the student will not be permitted to participate in commencement exercises, if scheduled to graduate. Delinquent accounts are charged interest, collection fees, and court costs, when submitted to the collection agency, and will be reported to a national credit bureau.

Students have six months following their last recorded date of attendance to dispute their bill based on their attendance.

### Enrollment Status Change

If a student adds or drops individual courses changing status from part-time to full-time, or full-time to part-time, semester expenses will be recalculated to reflect the changed status. Refund calculations will be made according to the refund schedule which follows.

### Refund Schedules

It is understood that each student enters for at least one term, and the University assumes the expense of making provisions accordingly. Therefore, a student's withdrawal does not materially reduce the costs to the University. Tuition refunds are pro-rated from the date withdrawal is approved by the Records Offices as follows in the case of a course load status change, such as overload to full-time, full-time to part-time, a reduction of course load within the part-time status, or complete withdrawal/dismissal from the University. Refunds for classes of non-standard term length are published in the respective class schedule.

#### Fifteen/Sixteen Week Classes

Withdrawal on the 1st day.....	100% of tuition (less administrative withdrawal fee)
Withdrawal after 1st day through end of 2nd week.....	90% of tuition
Withdrawal during 3rd and 4th weeks.....	50% of tuition
Withdrawal during 5th through 8th weeks.....	25% of tuition
Withdrawal after 8th week.....	0% of tuition

#### Twelve-Week Classes

Withdrawal on the 1st day.....	100% of tuition (less administrative withdrawal fee)
Withdrawal after 1st day through end of 1st week.....	90% of tuition
Withdrawal during 2nd and 3rd weeks.....	50% of tuition
Withdrawal during 4th through 6th weeks.....	25% of tuition
Withdrawal after 6th week.....	0% of tuition

#### Ten-Week Classes

Withdrawal on the 1st day.....	100% of tuition (less administrative withdrawal fee)
Withdrawal after 1st day through end of 1st week.....	90% of tuition
Withdrawal during 2nd and 3rd weeks.....	50% of tuition
Withdrawal during 4th and 5th weeks.....	25% of tuition
Withdrawal after 5th week.....	0% of tuition

#### Eight-Week Classes

Withdrawal on the 1st day.....	100% of tuition (less administrative withdrawal fee)
Withdrawal after 1st day through end of 1st week.....	90% of tuition
Withdrawal during 2nd week.....	50% of tuition
Withdrawal during 3rd and 4th weeks.....	25% of tuition
Withdrawal after 4th week.....	0% of tuition

#### Five-Week Classes

Withdrawal on the 1st day.....	100% of tuition (less administrative withdrawal fee)
Withdrawal after 1st day through end of 1st week.....	90% of tuition
Withdrawal during 2nd week.....	50% of tuition
Withdrawal during 3rd week.....	25% of tuition
Withdrawal after 3rd week.....	0% of tuition

#### Four-Week Classes

Withdrawal on the 1st day.....	100% of tuition (less administrative withdrawal fee)
Withdrawal on the 2nd day.....	90% of tuition
Withdrawal during 3rd day through 4th day.....	50% of tuition
Withdrawal during 5th through 8th day.....	25% of tuition
Withdrawal after 8th day.....	0% of tuition

#### Three-Week Classes

Withdrawal on the 1st day.....	100% of tuition (less administrative withdrawal fee)
Withdrawal on the 2nd day.....	90% of tuition
Withdrawal after 2nd day through end of 1st week.....	50% of tuition
Withdrawal during 2nd week.....	25% of tuition
Withdrawal after 2nd week.....	0% of tuition

#### Two-Week Classes

Withdrawal on the 1st day.....	100% of tuition (less administrative withdrawal fee)
Withdrawal on the 2nd day.....	90% of tuition
Withdrawal on the 3rd day.....	50% of tuition
Withdrawal on the 4th or 5th day.....	25% of tuition
Withdrawal after the 5th day.....	0% of tuition









## FINANCIAL SUPPORT INFORMATION

### FEDERAL FINANCIAL AID

#### Graduate Federal Aid

Graduate students must apply first through the Free Application for Federal Student Aid (FAFSA). Students are encouraged to apply as soon as possible after January 1 for the following academic year. Federal aid available to MBU graduate students includes the TEACH Grant, the Unsubsidized Stafford Loan and the Grad-PLUS loan.

In accordance with Title IV regulations, a student attending Missouri Baptist University is required to remain in good academic standing and maintain satisfactory academic progress. Academic progress shall be regarded as satisfactory for financial aid purposes if the student is maintaining a grade point average of 3.0 on a 4.0 scale. A graduate student whose current semester grade point average is below 3.0 on a 4.0 scale at the end of the Spring semester may be placed on federal aid suspension. Written appeals may be addressed to the Financial Aid Committee for consideration.

Students who do not comply with current academic regulations are subject to review and possible termination of financial aid.

Students receiving federal assistance must certify Selective Service Registration status and that they are not in default on previous student loans or owe a repayment to the Federal Pell Grant program. This certification is done through the completion of the FAFSA.

#### Application for Federal Financial Aid

Missouri Baptist University requires all graduate students to follow the procedures outlined below when applying for student aid:

1. Complete the admission process by submitting a degree seeking application, supplying all academic transcripts,

along with appropriate test scores, and any other required admission materials.

2. Complete the current award year Free Application for Federal Student Aid (FAFSA) at <https://fafsa.ed.gov/> and request that the results be sent to Missouri Baptist University (Title IV School Code 007540).
3. Students need to complete Entrance Counseling and Master Promissory Note for their loan(s) at <https://studentloans.gov/myDirectLoan/index.action>. This site is also where a student completes the PLUS Request for the Graduate PLUS loan. Once the loan has been originated, an award notification will be sent detailing specific financial assistance. Revised award notifications may be issued if eligibility changes.
4. Admission and financial aid files, including federal verification process if student is chosen, must be complete before any loans may be awarded.

#### Important Dates

January 1	Begin filing Free Application for Federal Student Aid (FAFSA) for the upcoming academic year.
February 1	Deadline for completion of student financial aid file in order to receive institutional financial aid for Spring (current) semester. Aid for students applying after this date will be considered as funds are available.
June 1	Deadline for completion of student financial aid files in order to receive institutional financial aid for Summer (current) session.
June 30	Deadline to file Free Application for Federal Student Aid (FAFSA) for the <b>current</b> academic year. (Please note: Stafford loans cannot be processed once the term has ended.)
October 1	Deadline for completion of student financial aid files in order to receive institutional financial aid for Fall (current) semester.

## SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID ELIGIBILITY

Missouri Baptist University completes Satisfactory Academic Progress (SAP) once a year at the end of the spring semester. Financial aid recipients must demonstrate through their scholastic records that they are making satisfactory academic progress toward completion of their program(s) of study in order to maintain eligibility for enrolling in classes and receiving any form of federal financial assistance. Academic progress for financial aid is measured at the end of each year utilizing qualitative and quantitative standards.

### Credit Definitions

Credits attempted are defined as all classes for which a student receives a passing grade ("C" or better), or an "F", "XF", "IP", "IN", "W", "WF". Credits earned are defined as all classes for which a student receives a passing grade ("C" or better). Repeated courses count as credits attempted during each term the student is enrolled in the course; however, the highest grade will be counted once as credits earned.

### Qualitative Standards for Financial Aid Eligibility

At the end of the spring semester, ALL students who have an overall cumulative GPA below a 3.0 will be placed on Federal Aid Suspension for the next semester.

### Quantitative Standards for Financial Aid Eligibility

This standard has two components: maximum time frame and course completion rate. The maximum time frame in which a student must complete an educational program of study cannot exceed 150 percent of the published program length measured in credit hours attempted. Example: A student pursuing an educational program that requires 36 hours would be allowed to attempt a maximum of 54 hours [ $36 \times 150 \text{ percent} (1.5) = 54$ ]. The number of hours attempted includes any transfer hours accepted from other institutions that are applied to the student's program of study. In conjunction with the maximum program length, students must successfully complete (measured as credit hours earned) at least 66.67 percent of all coursework attempted as they progress through their program of study. This is a cumulative process, illustrated as follows: A student has maintained satisfactory academic progress for the first year of enrollment. However, at the end of the second year, the student's academic transcript indicates 45 hours attempted and 27 hours earned. The course completion rate is 60.0 percent (27 divided by 45). The student does not meet the required 66.67 percent standard and thus will be placed on Financial Aid Suspension and the student will have to appeal to the Financial Aid Committee to receive federal aid for the next semester.

### Financial Aid Suspension

Students on Financial Aid Suspension are not eligible for any form of federal financial assistance and remain ineligible until satisfactory academic progress standards are met or there has been an approved appeal or approved academic plan.

### Appeal Process

Students who feel mitigating circumstances existed which adversely affected their ability to maintain satisfactory academic progress may submit a written appeal. This appeal should be directed to the Financial Services Office. The Financial Aid Committee will hold a hearing in a timely manner to consider the appeal. If a student's appeal is approved by the Financial Aid Committee, the student will be placed on Financial Aid Probation for one term. After the Financial Aid Probation term students must be making Satisfactory Academic Progress (SAP) or must successfully follow their academic plan. If the student's appeal is not approved the student has no additional recourse.

Students placed on Federal Aid Suspension will remain on suspension unless an appeal is approved by the Financial Aid Committee or they reach satisfactory academic progress by taking courses without federal aid. The student will have two options.

- a. Option 1: Students submit an application to the Financial Aid Committee asking to extend their financial aid for one semester with an explanation of their prior grades and what they will do to achieve a 3.0 by the end of the next semester. They may be placed on probation for one semester (generally the fall) and must be maintaining SAP by the end of that semester. If not, they may be placed back on Federal Aid Suspension with no additional appeal process until they have once again achieved Satisfactory Academic Progress.
- b. Option 2: Students complete an appeal form and submit it to the Financial Aid Committee and also submit an Academic Plan. This Academic Plan must explain how they will attain SAP by a certain timeframe, not to exceed one academic year. At the end of the academic year, they must be maintaining SAP. In addition, each semester, they will be reviewed and must be making progress towards their plan.

Students who do not comply with current academic regulations are subject to review and possible termination of financial aid.

***The SAP regulations of this section supersede all similar policies in previous catalogs and are effective for all students as of July 1, 2011.***

### Federal Financial Aid Consortium Agreement

A consortium agreement is a written agreement between two eligible schools which allows a student to receive federal assistance at one (Home) institution for coursework completed at a separate (Host) institution. The Home Institution is the institution at which the student will be receiving their final Degree or Certificate. (If you are enrolled as a full-time degree-seeking MBU student, you do not need to complete a Financial Aid Consortium Agreement.)

Federal Financial Aid Consortium Agreement forms are available online at <https://www.mobap.edu/financial-aid/forms/> or by contacting the Financial Services Office. The forms may also be available at your Regional Learning Center.

## TEACH GRANT PROGRAM

The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides up to \$4,000 per year in grants for graduate and undergraduate students who intend to **teach full-time in high-need subject areas** for at least **four years at schools that serve students from low-income families**. Graduate students are eligible for \$4,000 per year (\$8,000 total). Students may receive up to \$16,000 for undergraduate study and up to \$8,000 for graduate study. Part-time students are eligible, but the maximum grant will be reduced. The grant is also available for post-baccalaureate teacher certification coursework.

**IF YOU FAIL TO COMPLETE THE FOUR-YEAR TEACHING OBLIGATION YOU WILL BE REQUIRED TO REPAY THE GRANT WITH INTEREST!!!**

### Student Eligibility Requirements

To receive a TEACH Grant you must:

- Complete the Free Application for Federal Student Aid (FAFSA) at <https://fafsa.ed.gov/>. Meet the eligibility requirements listed at <https://www.mobap.edu/financial-aid/types-of-aid/financial-aid-grants-scholarships/federal-grants/>.
- Be enrolled in a program of study designated as TEACH Grant-eligible. Eligible programs are those that prepare a student to teach in a high-need area. For example, a bachelor's program with a math major could qualify for a student who intends to be a math teacher. TEACH Grant-eligible graduate programs of study at MBU include the following:
  - **Master of Arts in Teaching with initial certification in the following areas:**
    - Cross-Categorical Disabilities Stand-Alone (K-12)
    - Early Childhood Special Education Stand-Alone (Birth-Grade 3)
    - Early Childhood-Early Childhood Special Education Combined (Birth-Grade 3)
    - Early Childhood-Early Childhood Special Education (Birth-Grade 3)/Elementary (1-6) Combined
    - Early Childhood (Birth-Grade 3)/Elementary (1-6)/Cross-Categorical Disabilities (K-12) Combined
    - Elementary Education (1-6)/Cross-Categorical Disabilities (K-12) Combined
    - Middle School Mathematics (5-9)
    - Middle School Science (5-9)
    - Secondary Mathematics (9-12)
    - Secondary Science (9-12)
      - Categorical Biology
      - Categorical Chemistry
      - Categorical General Science
      - Unified Science-Biology
      - Unified Science-Chemistry
  - **Master of Arts in Teaching with add-on certification in the following areas:**
    - Cross-Categorical Disabilities (K-12)
    - Early Childhood Special Education (Birth-Grade 3)
    - Gifted Education (K-12)
    - Special Reading (K-12)

- **Other possible teacher shortage areas are listed in the Department of Education's Annual Teacher Shortage Area Nationwide Listing online at <https://studentaid.ed.gov/sa/types/grants-scholarships/teach>.**
- Meet one of the following academic achievement requirements:
  - Score above the **75th percentile** on a college admissions test (e.g. SAT, ACT, or GRE), **OR**
  - Graduate from high school with a **cumulative GPA of at least 3.25** (on a 4.0 scale) to receive a grant as a freshman, **OR**
  - Have a **cumulative GPA of at least 3.25** (on a 4.0 scale) on your college coursework to receive a grant for each subsequent term.
- Sign a TEACH Grant **Agreement to Serve (ATS)** and respond to requests by the U.S. Department of Education confirming your continuing intention to meet the teaching obligation. The ATS is available electronically at <https://teach-ats.ed.gov/ats/index.action>.
- Complete a TEACH Grant Eligibility Worksheet, available at <https://www.mobap.edu/teach-grant>.

### TEACH Grant Agreement to Serve and Promise to Pay

Each year you receive a TEACH Grant, you must sign a TEACH Grant Agreement to Serve and Promise to Pay (service agreement) that will be available electronically on a Department of Education website <https://teach-ats.ed.gov/ats/index.action>. The TEACH Grant service agreement specifies the conditions under which the grant will be awarded, the teaching service requirements, and includes an acknowledgment by you that you understand that if you do not meet the teaching service requirements you must repay the grant as a Federal Direct Unsubsidized Loan, with interest accrued from the date the grant funds were first disbursed.

### Teaching Obligation

To avoid repaying the TEACH Grant with interest you must be a highly-qualified, full-time teacher in a high-need subject area for at least four years at a school serving low-income students. You must complete the four years of teaching within eight years of finishing the program for which you received the grant. You incur a four-year teaching obligation for each educational program for which you received TEACH Grant funds, although you may work off multiple four-year obligations simultaneously under certain circumstances. Specific definitions of these terms are included below.

### Highly-Qualified Teacher

You must perform the teaching service as a highly-qualified teacher, which is defined in federal law. The definition can be found online at: <http://www2.ed.gov/policy/elsec/leg/esea02/pg107.html>.

### Full-Time Teacher

You must meet the state's definition of a full-time teacher and spend the majority (at least 51 percent) of your time teaching one of the high-need subject areas. Elementary teachers who teach many subjects would not be able to fulfill their service agreement



## High-Need Subject Areas

- Bilingual Education and English Language Acquisition
- Foreign Language
- Mathematics
- Reading Specialist
- Science
- Special Education
- Other teacher shortage areas are listed in the Department of Education's Annual Teacher Shortage Area Nationwide Listing at: <https://studentaid.ed.gov/sa/types/grants-scholarships/teach>.

## Schools Serving Low-Income Students

Schools serving low-income students include any elementary or secondary school that is listed in the Department of Education's Annual Directory of Designated Low-Income Schools for Teacher Cancellation Benefits at: <https://www.tcli.ed.gov/CBSWebApp/tcli/TCLIPubSchoolSearch.jsp>.

## Documentation

You must respond promptly to any requests for information or documentation from the U.S. Department of Education, even if they seem repetitive. These requests will be sent to you while you are still in school as well as once you are out of school. You will be asked regularly to confirm that you either still intend to teach or that you are teaching as required. You must provide documentation to the U.S. Department of Education at the end of each year of teaching.

If you temporarily cease enrollment in your program of study or if you encounter situations that affect your ability to begin or continue teaching, you will need to stay in touch with the U.S. Department of Education to avoid your grants being converted to loans before you are able to complete your teaching obligation.

### **IMPORTANT REMINDER**

**Failure to complete the teaching obligation, respond to requests for information, or properly document your teaching service will cause the TEACH Grant to be permanently converted to a loan with interest. Once a grant is converted to a loan it cannot be converted back to a grant!**

### **FOR MORE INFORMATION**

- For more information about pursuing a TEACH Grant-eligible program, contact Kathleen Wendt, Director of Teacher Education Certification Advising, at 314-392-2324 or [wendt@mobap.edu](mailto:wendt@mobap.edu).
- For more information regarding eligibility for a TEACH Grant, contact Yolanda Dye, Financial Services Counselor, at 314-392-2366 or [dyey@mobap.edu](mailto:dyey@mobap.edu).

## GRADUATE LOANS

Eligible loan disbursements will be made after the beginning of each semester. Credit refund checks will be mailed to students once eligibility is verified at disbursement, typically no sooner than the end of the 4<sup>th</sup> week of the term.

## Federal Unsubsidized Stafford Student Loan Program

The amount varies up to \$20,500 per year for graduate students. This is a government-insured loan. Students must first file the Free Application for Federal Student Aid (FAFSA) and meet all other federal eligibility requirements. Students must be enrolled for at least three credit hours each semester.

**Student loan credit refund checks will be mailed to the address on file within 14 days of disbursement as mandated by federal law.**

## Federal Grad-PLUS Loans

This is a credit-based loan available to graduate students. Applicants must complete the PLUS Request and Master Promissory Note at [www.studentloans.gov](http://www.studentloans.gov). The amount of loan is limited to the cost of education minus financial aid. Amount of loan may vary for each application, and students are encouraged to borrow the maximum amount available through the Stafford Loan Program each year before they may borrow a Grad-PLUS Loan. Contact the Student Financial Services Office for information. Students must be enrolled for at least 3 credit hours each semester and meet all other federal eligibility requirements.

## MILITARY BENEFITS AND AID

### **VETERANS ASSISTANCE (VA)**

Information may be obtained from [Kathie Pitts](#) or [Kathy Hammers](#), the VA Certifying Officials in the Records Office.

### **Post 911 GI Bill and Yellow Ribbon Program**

Missouri Baptist University is pleased to offer a tuition-free education to students who qualify for full benefits under the Post 911 GI Bill. Veterans must have served more than 36 cumulative months of active duty since Sept. 10, 2001. To determine eligibility for Post 911 GI Benefits or to apply, visit <http://www.benefits.va.gov/gibill/>. For information on MBU's Yellow Ribbon Program, which will cover the balance of tuition after Post 911 benefits are applied, contact the VA Certifying Official in the Records Office or Student Financial Services Office. The MBU Yellow Ribbon match will automatically be awarded to students for whom the institution receives Post 911 GI Bill funds. Students must be eligible for 100% of the Post 911 GI Bill to qualify for Yellow Ribbon.

### **Montgomery GI Bill**

The Montgomery GI Bill predates the Post 911 GI Bill and is applicable to students who do not qualify, or are not eligible for full benefits, under the new GI Bill. Tuition benefits vary by type of educational program, length of service, military rank and applicable kickers. To determine eligibility for benefits or to apply, visit <http://www.benefits.va.gov/gibill/>.

### **Vocational Rehabilitation**

The federal government provides numerous benefits through the Vocational Rehabilitation Program. Specific questions pertaining to benefit eligibility at Missouri Baptist University should be directed to [Elizabeth Poeling](#), Associate Director of Student Financial Services/VA Certifying Official.



## GRADUATE INSTITUTIONAL FINANCIAL AID

### Alumni Concession

All recipients of a Missouri Baptist University baccalaureate degree are eligible to receive a concession on future coursework of:

1. One half of undergraduate tuition at the Main and Troy/Wentzville campuses
2. \$750 concession per semester of full-time (6+ hours/semester) Master's enrollment at tuition rates equal to or exceeding Main Campus rates. This concession is only applicable to courses offered by Missouri Baptist University. Some restrictions do apply.

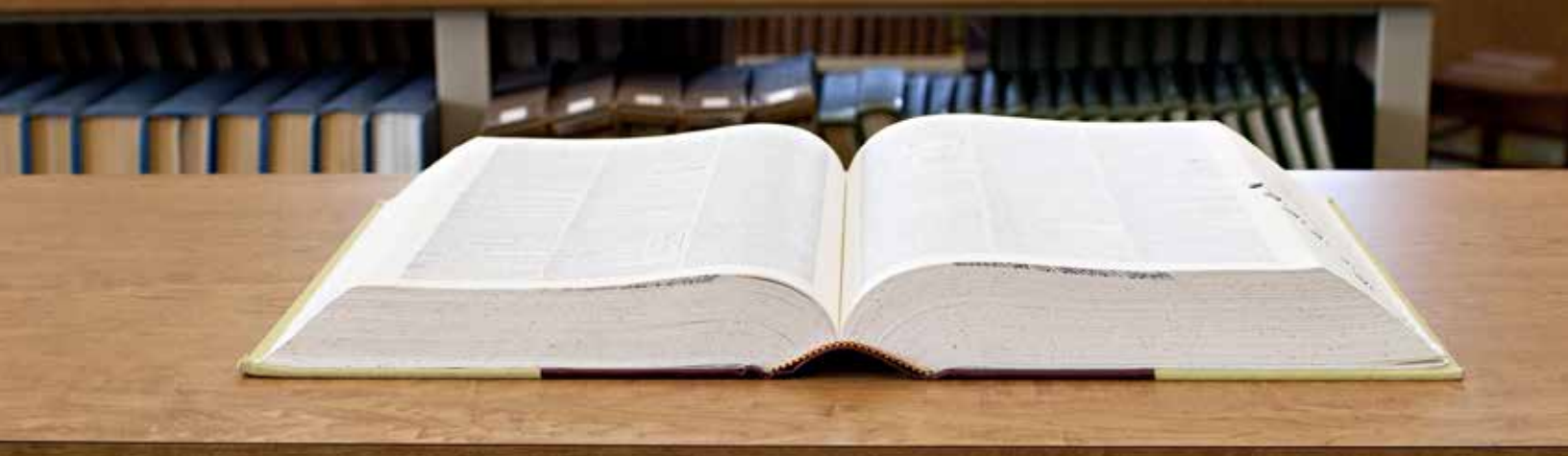
### Faculty/Staff Graduate Concession

All full-time employees may be eligible to receive a half-tuition concession for graduate programs. The employee must complete one year of full-time service in order to be eligible for the concession.

### Law Enforcement Grant

A grant of up to \$500 per semester is available to full-time graduate students who are pursuing the Master of Science in Criminal Justice degree and who are employed as law enforcement officers. To be eligible, students must submit a copy of their law enforcement identification card at the beginning of each academic year to the Financial Services Office.





## POLICIES AND PROCEDURES

### ACADEMIC POLICIES AND PROCEDURES

#### Plan of Study

Each degree-seeking or graduate certification-only student is required to develop a comprehensive plan of study indicating timelines, required courses, and research option (major project, professional portfolio with an action research component, or elective) with the Graduate Advisor. The worksheets for the plan of study are available in the Graduate Advisor's office and must be completed and approved at the beginning of the student's program, including transfer and portfolio credit for prior learning. The plan of study should be reviewed periodically with the Graduate Advisor to ensure that the student is meeting desired academic goals.

#### Directed Studies

Qualified students are permitted to engage in directed studies under graduate faculty supervision. Under this arrangement, students are enabled to explore subjects in depth, or examine new areas of study beyond the opportunity afforded by the University's curriculum. In some cases, catalog courses may be offered as directed studies. Graduate students may not earn more than six (6) credit hours of directed study in their master's program unless special permission is received in writing from the Vice President for Graduate Studies. Certain courses may not be taken by directed study, as specified in the course description. Directed studies are not permitted for the completion of a Master of Business Administration degree, the completion of the Educational Specialist degree, or the completion of the Doctor of Education degree. ***The Missouri Committee for Professional Counselors will not accept directed studies as meeting the academic requirements for counselor licensure.***

Directed study forms are available in the Records Office and approval must be obtained from the student's Graduate Advisor, the instructor of the course, Division Chair/Dean, and Vice President for Graduate Studies before the beginning of each term. The student and graduate faculty are expected to present the following items as part of the directed study: objectives, detailed description of the study, procedures for student-instructor interaction, method of evaluation, and anticipated resources needed for the study, or a course syllabus may be attached to the directed study form.

#### Senior Permission Students

Undergraduate students majoring or minoring in Accounting; Business Administration; Healthcare Management; Information Technology; Management; Marketing; Exercise Science; Health Sciences; Sport Management; English; Christian Ministry; Behavioral Sciences; Criminal Justice; Psychology; Human Services; Worship Arts Technology; Worship Leadership; Worship Studies; or Cross-Categorical Disabilities, or Early Childhood, Elementary, Health, Middle Childhood, Physical, Secondary, Music, or Early Childhood Special Education may take designated, dually-listed courses (400/500) during their senior year. The following guidelines apply to Senior Permission students:

1. Senior-level students (those who have earned at least 90 semester hours of credit), with a cumulative grade point average of 3.000, may request permission to take up to 12 hours of graduate credit with a maximum of 6 hours per semester (or 3 hours per 8 week session). Students may not be enrolled for more than 16 hours during any semester in which a senior permission course is taken.
2. Seniors will register for any dually listed (400/500) course as ***undergraduates (for 400-level courses) and will be charged undergraduate tuition.***
3. Seniors must complete the Senior Permission Application form and submit it to the Graduate Office, after obtaining written permission from their advisor for verification of eligibility requirements by the end of the first week of day classes or by the first class session for evening classes.
4. After receiving written approval from the Vice President for Graduate Studies, the Graduate Office will notify students and their instructors by the end of the second week of day classes, or by the second class session for evening classes, if they have met the eligibility requirements and have been approved to complete the course for graduate credit. Students who elect not to pursue graduate credit after approval has been granted must notify the Graduate Office in writing.
5. At the end of each semester, instructors will notify the Graduate Office of those students who have successfully completed graduate-level requirements. The Vice President for Graduate Studies will approve those students to receive graduate credit, and the undergraduate course will be updated to the graduate course on the transcript at that time.
6. These hours may count toward a master's degree if they meet the specific requirements for the program the student is pursuing. Credits earned as Senior Permission must be applied toward a master's program within seven years.



7. Students taking Criminal Justice (CRJS or CRPH) courses for senior permission must be enrolled in online sections.

This program is provided for regular undergraduate students enrolled in a program of study at Missouri Baptist University. Undergraduate students enrolled in courses at MBU through the Intercollege Consortium are not allowed to enroll in these courses for graduate credit.

## Enrollment Procedures

- 1. Schedule Classes** – Students will meet with their advisor to schedule classes unofficially. All registrations will be unofficial until cleared by the Admissions, Student Financial Services, and Records Offices. The advisor and student must both sign a registration form to be filed in the Records Office.

All new students will be advised and registered for their first term of enrollment by their assigned graduate advisor. While the student may choose to do this on campus, each student will be provided the opportunity to do this via remote access. Teleconferencing and Skype may be used to personalize this experience for students. The following information will be included in the initial registration:

- The graduate advisor will explain degree requirements and outline a degree plan.
- The graduate advisor will inform the student of any documents required for admission that are missing.
- The graduate advisor will inform the student of the tutorial for online registration available through **myMBU Access** if the student is enrolled in an eligible program.
- The graduate advisor will register the student for the first term of enrollment.

**NOTE:** Students who have been absent for over one year must file an online application to be readmitted by the Graduate Admissions Office.

- 2. Make Financial Arrangements**

- a. Business Office Master Promissory Note** – All students must complete a Business Office Master Promissory note (BOMP) at the time of admission or readmittance acknowledging that the student is responsible for payment of all charges through personal arrangements and/or financial aid (including, but not limited to, athletic scholarships, alumni, concessions, student loans, etc.).
- b. Financial Aid** – If seeking financial aid, students must complete their financial aid file and have loans guaranteed. Students must file their Free Application for Federal Student Aid (FAFSA) before any aid can be awarded. The FAFSA may be filed online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The MBU school code is 007540. Students who prefer to file a paper FAFSA may obtain one by calling 1-800-4-FED-AID.
- c. File Employer Reimbursement Letter** – If receiving employer reimbursement, students must have a letter from their employer on file with the Student

Financial Services Office detailing the amount and procedure for reimbursement and an MBU Third Party Agreement in order for such reimbursement to be considered in making satisfactory financial arrangements.

- d. Make Satisfactory Financial Arrangements with Student Financial Services** –

- i. If a continuing/returning student has a balance from a previous semester, this balance must be paid in full prior to the start of a new semester. If a returning student has a previous balance that has been submitted to the university's collection agency, the student must contact the agency to pay the balance including collection fees and interest fees.
  - ii. Pending financial aid awards and/or employee reimbursement will be considered in determining the balance after aid.
  - iii. The remaining balance after the credit of pending financial aid may be paid in monthly installments. Payment plans are prepared in the Student Financial Service Office located on the Main campus or at the Regional Learning Centers.
  - iv. Delinquent accounts will be submitted to the university's collection agency. Interest on the delinquent balances will be charged at an annual rate of eighteen percent (18%) plus the agency collection cost fees. Delinquent accounts will be reported to a national credit bureau.
- 3. Photo ID, Parking, and Network Login** – Main campus students will have their photo ID processed at the Help Desk in the Information Technologies Office, located in the modular building next to the Muncy Gym. First-time students, or those readmitting after a one-year absence, must also sign the Student Computer Use Policy form.

## Enrollment Procedures - Regional Learning Centers

Students enrolled at MBU Regional Learning centers may complete all registration procedures on site.

## Online Registration

Students in select programs may be eligible for online registration. Interested students should contact their graduate advisor to determine online registration eligibility.

Students in eligible programs who have gone through initial advisement, have completed their admissions file, and have been accepted into the university will be granted permission to register online through the student portal **myMBU Access**. A tutorial to guide the student through online registration is available on **myMBU Access**.

# REGISTRATION INFORMATION

Site Designations		
MA		Main Campus (West St. Louis County)
TW		MBU-Troy/Wentzville (Moscow Mills, MO)
JC		MBU at Jefferson College (Hillsboro, MO)
AJC		MBU in Arnold (Arnold, MO)
FC		MBU in Franklin County (Union, MO)
	MVFC	Meramec Valley
	SCFC	Saeger Middle School
	SJFC	St. James
	LDFC	St. Louis County Special School District
LC		MBU at Lewis and Clark (Godfrey, IL)
LM		MBU in Farmington (Leadington, MO)
JAL		MBU at John A. Logan (Carterville, IL)
	EGJL	Egyptian Health Department (Eldorado, IL)
RL		MBU at Rend Lake (Ina, IL)
MDL		Distance Learning (Only for full-time Main Campus undergraduate students taking 12-18 hours including web course(s))
WDL		Distance Learning (All Regional Learning Center students and graduate students as well as undergraduate students taking less than 12 hours at Main campus including web course(s))
OLP		Online Program Courses (Only for students accepted into the Online Programs)

In addition, the above site designations will have one or more of the following characters which will further denote specifics regarding the course:

- If preceded by the letter D – this denotes a day class (ex. DMA\*)
- If preceded by the letter E – this denotes an evening class (ex. EMA\*)
- If followed by an \* asterisk – this denotes a 15-week course (ex. DMA\*)
- If followed by the letter W – this denotes a weekend course (ex. EMAW)
- If followed by a 1 – this denotes a 1st 8-week course (ex. EMA1)
- If followed by a 2 – this denotes a 2nd 8-week course (ex. EMA2)
- If followed by a +1, +2, +3, or +4 – this denotes a 1st, 2nd, 3rd, or 4th 2-week summer course.
- If followed by # – this denotes a 3-week summer course.
- If followed by ^1, or ^2 – this denotes a 1st or 2nd 4-week course.
- If followed by %1 or %2 – this denotes a 1st or 2nd 5-week summer course.
- If followed by a ~ – this denotes an 8-week late start summer course.
- If followed by a = – this denotes a 12-week course

In addition to the above designations, a class may have an additional letter to denote multiple sections of the same course within the same term. (e.g. DMA\*A, DMA\*B). These designations

indicate that on Main Campus there are two daytime 15-week sections of the same course.

## Course numbers are designated as follows:

000-099	Developmental
100-199	Freshman
200-299	Sophomore
300-399	Junior
400-499	Senior
500-599	Master
600-699	Specialist
700-799	Doctoral

The last number in the three-digit number indicates how many credit hours the course carries (e.g. 503 – this is a master-level course that carries three credit hours).

## Online Courses:

The MDL sections are reserved for undergraduate students taking 12-18 hours on Main campus including any web course for which they are enrolled (9-15 hours for summer sessions). An undergraduate student taking 12-18 hours of Main campus classes pays a comprehensive tuition rate during the fall and spring semesters (during the summer there is a comprehensive flat rate for those enrolled for 9-15 hours). Enrolling a student in the MDL section of a course does not charge additional tuition and allows the course to count toward full-time enrollment which will impact scholarships.

Students taking classes at regional learning centers, or less than 12 hours on Main campus including any web course for which they are enrolled, are charged tuition on a per credit hour basis. The students in this situation are enrolled in the WDL section as it is charged on the per credit hour basis.

MDL/WDL courses with a type of HYB (Hybrid) indicate courses offered in a combined classroom and online format.

The OLP sections are reserved for students accepted into the Online Programs at MBU.

## Terms for Undergraduate, Master, and Specialist students:

FA-15	Fall	(August – December)
WT-15	Winterim	(December – January)
SP-16	Spring	(January – April)
SU-16	Summer	(April/May – August)

For specific start, end, add/drop, and withdrawal dates, see the Term Calendars on pages 7-9 of the Undergraduate Catalog or Graduate Bulletin.

## Terms for Doctoral students:

FAQ-15	Fall	(September –December)
WTQ-16	Winter	(January – March)
SPQ-16	Spring	(March – June)
SUQ-16	Summer	(June – September)



## GENERAL POLICIES AND PROCEDURES

### Academic Advisement

Each degree-seeking or graduate certification-only student is required to develop a comprehensive plan of study with the Graduate Advisor. Students should make an appointment with their assigned Graduate Advisor at the beginning of their program to develop their plan of study. The plan of study includes the required and elective coursework and timeline for the completion of the designated degree or certification program in which the student has enrolled. The Graduate Advisor also evaluates previous graduate transcripts for possible transfer of credit into the program. The Graduate Advisor must review and approve the student's Application for Graduation in order for the student to graduate. Students should see the appropriate bulletin sections for specific plans of study requirements for the respective degrees.

Students should see the appropriate bulletin sections on the Master of Arts in Christian Ministry, Master of Business Administration, Master of Arts in Counseling, Master of Arts in Teaching, Master of Educational Administration, Master of Educational Technology, Master of Science in Corporate Security Leadership, Master of Science in Criminal Justice, Master of Science in Education: Curriculum and Instruction, Master of Science in Fitness Management, Master of Science in Sport Management, Educational Specialist, and Doctor of Education for a summary of the process for the respective degrees.

### Changing Program of Study

Students who wish to change their program of study must submit a new application and all documents required for the new program of study (except for previously submitted transcripts) to the Graduate Admissions Office. See the bulletin sections on application procedures for specific documents required. The student is not required to pay an additional application fee provided the degree level remains the same.

### Sequential Master's Degrees

On occasion, a student may wish to pursue a sequential master's degree. Students interested in pursuing a sequential master's degree different from their first master's degree, may apply six (6) to twelve (12) hours from the first degree program, in accordance with the transfer policies established for each degree program, to satisfy requirements for the second degree program. Students must submit a new Application for Admission and all documents (except for transcripts already submitted) required for the second degree program. The application fee is waived. See the bulletin sections on application procedures for specific documents required.

Students who have previously earned a Master of Science in Education: Curriculum and Instruction degree from Missouri Baptist University may not pursue a subsequent Master of Arts in Teaching degree. Students who have previously earned a Master of Arts in Teaching degree from Missouri Baptist University may not pursue a subsequent Master of Science in Education: Curriculum and Instruction degree. Students who have earned a master's degree in Education from another college or university will have their transcript evaluated on a course by course basis to determine eligibility for a subsequent degree at Missouri Baptist University.

Students who have previously earned a Master of Science in Fitness Management degree from Missouri Baptist University may not pursue a subsequent Master of Science in Sport Management degree. Students who have previously earned a Master of Science in Sport Management degree from Missouri Baptist University may not pursue a subsequent Master of Science in Fitness Management degree.

Students whose first master's degree was earned at another institution may only apply for a second master's degree in a program that is substantially different from their first master's degree.

**Students may not pursue more than one degree at a time.**

### Application for Graduation Process

A student may apply for graduation when all requirements for the degree have been or will be completed by the end of the semester in which the student plans to graduate. The following policies and procedures apply in order to complete the graduation process:

1. An Application for Graduation must be completed by the Graduate Advisor and signed by the student, the Graduate Advisor, and the Vice President for Graduate Studies.
2. All graduate students are required to pay a graduation fee before they receive their diploma.
3. Students must complete all degree requirements before the degree conferral date each term (or conferral date of their graduation term).
4. Degrees are conferred three times during the academic year:
  - a. Fall and Winterim – at the conclusion of Winterim;
  - b. Spring – at the conclusion of the Spring Semester; and
  - c. Summer – at the conclusion of the 2nd 8-week summer session.
5. Diplomas will be mailed to students after degrees are conferred and all holds have been cleared.

Students should see the appropriate bulletin sections for a summary of the process for the respective degrees.

### Program Timeline for Master's and Educational Specialist Degrees

Degree and certification seeking students must complete all requirements within six (6) years of the time of admission to the program or from the time of enrollment in the first course at Missouri Baptist University.

### Program Timeline for the Doctor of Education Degree

The load for students enrolled in the Ed.D. in Leadership in Teaching and Learning program will be one three-hour course every twelve (12) weeks or a total of twelve (12) credit hours by the end of the first year. The timeline for completion of the Ed.D. Leadership in Teaching and Learning program for most students is projected to be two years, although some students may take longer to complete the dissertation. The study must be completed within seven years after admission into the program. It is expected that students will begin the process for completion of the dissertation near the end of the second term or early in the third term with the appointment of a project committee chair.

The load for students enrolled in the Ed.D. in Higher Education Leadership program will be one or two three-hour courses every twelve weeks. The timeline for completion of the entire program for most students is projected to be two and a half years, although some students may take longer to complete the dissertation. Students who take longer than two and a half years will be required to enroll in a zero credit hour extension with a fee the equivalent to one credit hour for each 12-week term beyond the tenth quarter in the program. The study must be completed within seven years after admission into the program. It is expected students will begin the process of the dissertation with the appointment of a Doctoral Committee Chair near the end of the second quarter in the program.

## DEFINITIONS OF ACADEMIC TERMS

### Definition of Semester and Terms

Missouri Baptist University operates on the semester plan for master and specialist level classes, offering two regular semesters of sixteen (16) weeks each. Eight-week evening and weekend classes, Winterim, and Summer terms operate on different calendar schedules, but within the semester hour principle. The doctorate is a cohort program that is on a twelve-week cycle limited to admission during specific times during the year.

### Definition of Semester Hour

Missouri Baptist University grants credit expressed as semester hours. Quarter hours are accepted in transfer as two-thirds of a semester hour. One semester hour normally requires one 55-minute class period per week throughout a regular 15-week semester. Adaptations of this principle are sometimes employed, especially in music, physical education, and laboratory courses.

- A one-credit hour laboratory science course meets for one hour and 55 minutes per week; a two-credit hour laboratory science course meets for the equivalent of three hours and 55 minutes per week.
- A one-credit hour physical education activity course meets for two 55-minute class sessions per week.
- A one-credit hour music ensemble meets for three 55-minute or two 85-minute class sessions per week.
- Applied music lessons follow this standard:
  - o One-credit hour lesson (elective/secondary) meets for 30 minutes per week.
  - o One-credit hour lesson (major/primary) meets for 45 minutes per week.
  - o Two-credit hour lesson (major/primary) meets for 60 minutes per week.

Courses operating on an accelerated schedule are offered in accordance with the semester hour principle: day summer sessions, two weeks and five weeks; Winterim, three weeks; and online, evening, weekend, and selected day classes, eight weeks.

### Definition and System of Course Numbers

Courses numbered 000-099 are developmental in nature and are not considered for degree credit. Courses numbered 100-299 are lower division courses designed for freshmen and sophomores. Those numbered 300-499 are upper division courses designed for juniors and seniors. Those numbered 500-599 are master's degree

level courses. Those numbered 600-699 are specialist degree level courses. Those numbered 700-799 are doctoral level courses. The third digit in the course number indicates the number of semester hours of credit which the course carries, except for classes with four-digit course numbers, in which case the third and fourth digits indicate the number of semester hours of credit (eg - 09 = nine, 12 = twelve).

### Special Numbering

1. A course number such as MUAP 111/311 indicates a course that may be taken for multiple semesters of credit. Private Piano for the first 4 semesters of credit would use the course number MUAP 111 and upon successful completion of the Sophomore Proficiency the student would receive upper division credit for Private Piano using the course number MUAP 311 for the final 4 semesters of credit.
2. A course number such as ETOP 541-543 indicates variable credit, ranging from one to three hours.
3. A course number such as EDUC 510 indicates a course which carries no credit per semester toward the degree, but is required for the major or program.
4. A course number such as KATH 271/371 indicates a course which may be taken twice for credit: the first semester for lower division credit and the second semester for upper division credit. A course number such as BIOL 273/373 indicates a course which may be taken once for either lower or upper division credit. Instructor approval is required before the student may register for upper division credit, and additional advanced work is required.
5. A course number such as COMT 483A/B indicates a course which may be taken for credit twice, with the A course being designated with I after the title and the B course being designated with II after the title. A course number such as HIRE 323A or HIRE 323B indicates separate but related courses.
6. Courses with prefixes such as EDPS or HIRE are cross-listed in two disciplines, such as Education/Psychology or History/Religion. The courses will be listed under both disciplines in the Course Schedule (see the Cross-Listed Courses information on the Course Description Index page).
7. Courses cross-listed at the 400- and 500-levels may be taken for either undergraduate or graduate credit. Selected courses are available to undergraduate students for graduate credit with Senior Permission (see the catalog section on Senior Permission). Students must complete all graduate course requirements to earn graduate credit.
8. A four-digit course number such as 5712, 5709, or 5703 indicates a course such as Student Teaching which carries twelve credit hours for a sixteen week semester. Students seeking certification in a K-12 subject area or in more than one subject will complete 5709+5703. Students seeking certification in only one area or level will complete 5712.
9. Courses listed at the 500-level designation are master's level classes.
10. Courses listed at the 600-level designation are specialist level classes.
11. Courses listed at the 700-level designation are doctoral level classes.

## GRADING POLICIES

### Uniform Grading Scale

93-100	A
85-92	B
75-84	C
74 and below	F

### Grade Point Average (GPA)

A student receives grade points for every unit of credit completed, calculated per the scale in the following table. The grade point average is obtained by dividing the total number of grade points earned by the total number of semester hours attempted. Courses in which grades of IP, CR, NC, P, W, WV, or AU were awarded are excluded in determining grade point averages. All other grades affect the grade point average.

Graduate course credit is given only for courses taken for graduate credit with course numbers ranging from 500-799. Failed courses must be repeated with the permission of the Vice President for the Graduate Studies Program. Students must have a cumulative grade point average of 3.0 on a 4.0 scale for degree credit courses by the end of their graduate degree program. Fitness Management, Sport Management, and Exercise Science certificates require a cumulative grade point average of 3.0 on a 4.0 scale to be granted.

Grade	Explanation	Affects GPA	Affects Earned Hours
A	4 grade points awarded per credit hour	YES	YES
B	3 grade points awarded per credit hour	YES	YES
C	2 grade points awarded per credit hour	YES	YES
F	0 grade points awarded per credit hour	YES	NO
AU	<b>Audit:</b> course not taken for academic credit	NO	NO
CR	<b>Credit:</b> courses offered on a Credit/No Credit basis*	NO	YES
IN	<b>Incomplete:</b> to be removed within one semester (15 weeks) after which time the grade will automatically be changed to an F	YES	NO
IP	<b>In Progress:</b> applies to a course or research spanning more than one grade-report period	NO	NO
NC	<b>No Credit:</b> courses offered on a Credit/No Credit basis*	NO	NO
P	<b>Pass:</b> Applies only to non-transcript degree audit courses in the Education Division	NO	YES
W	<b>Withdrawal</b> during the permissible withdrawal period	NO	NO
WF	<b>Withdrawal/Failure:</b> Withdrawal after the permissible withdrawal period	YES	NO
WV	<b>Waiver</b> of required course on basis of competency as established by examination	NO	NO
XF	<b>Unofficial Withdrawal/Failure</b> due to excessive absences	YES	NO

\*At present, the Credit/No Credit grading option is only available for courses carrying zero (0) credit hours (e.g. – EDUC 510 Teaching Field Experience II Seminar) and for the awarding of credit by examination or portfolio assessment of prior learning.

### FINAL GRADES

Final grades are available to all students at the conclusion of each semester or term. It is the student's responsibility to login to **MYMBU Access** to print out a final grade report. (See the bulletin section on **MYMBU** for more information on accessing the student portal page).

### Grade Policy/Repeating Courses

A master's degree student may receive C's in only two courses. A student who receives more than two C's will be asked to withdraw from his/her program of study. Courses with a grade of C may be repeated only one time. Repeated classes are counted toward the total number of C's that may be earned. Both grades will be reflected on the student's transcript.

Specialist-level graduate students must earn a grade of B or better in specialist-level courses in order to continue in the Educational Specialist program. A student who receives a grade lower than B will be asked to withdraw from the specialist program.

Doctoral-level graduate students must earn a grade of B or better in doctoral-level courses in order to continue in the Doctor of Education program. A student who receives a grade lower than B will be asked to withdraw from the doctoral program.

Students who receive a grade of F or XF in any class will be dismissed from the Graduate program and any classes for which they are registered at the time of dismissal will be dropped. Students have the right to appeal the dismissal by submitting, in writing, an appeal letter to the Vice President for Graduate Studies. A decision will be rendered by the Graduate Affairs Committee and Division Chair/Dean. Students given permission to repeat the F grade will be readmitted on a probationary basis.

Students must have a cumulative grade point average of 3.00 to graduate with a master's, specialist, or doctoral degree.

Students who are terminated due to unacceptable grades may reapply after one year at which time they will be asked what they have done since the dismissal to warrant readmission into the program, as well as to outline a program of action to achieve success upon being readmitted.

### Grade Appeal Policy

If a student believes he or she has received a course grade that is not reflective of the quality of work put forth in accordance with the expectations outlined in the course syllabus, the following procedure provides a way for that student to appeal the grade and address his or her concerns. However, the student should not assume that any grade appeal will be successful.

The first step is to contact the instructor upon posting of the final course grade. Final course grades are posted online through **MYMBU Access** the week following the end of the course. In the

event that the instructor is no longer employed by the University, the grade appeal will be determined by the Division Chair/Dean. This first step should be completed in writing by letter or e-mail no later than 30 days after the beginning of the semester following the one in which the disputed final grade was received (30 days into the Spring semester for a Fall or Winterim course or 30 days into the Fall semester for a Spring or Summer course). The appeal must be factually based and the evidence for the appeal clearly explained. An appeal may be based on one of the following standards: (1) the recorded grade is an error or (2) the grade determination was not reflective of the quality of work put forth in accordance with the expectations outlined in the course syllabus. These are the only legitimate grounds for an appeal. Students may not appeal an individual test, assignment, or project grade.

Upon receipt of the appeal, the instructor has fourteen (14) days to evaluate and respond in writing. The instructor's response need only notify the student as to whether the appeal has been sustained or denied. If the instructor determines that the grade should be changed, the instructor will file a Change of Grade Form with the Records Office. A copy of that communication will be provided to the student and to the Division Chair/Dean.

If the instructor denies the appeal, the student may next appeal to the Division Chair/Dean responsible for the course within fourteen (14) days of receiving the instructor's decision. If the course instructor is the Division Chair/Dean, or if the Division Chair/Dean reviewed the original appeal because the instructor is no longer with the University, the appeal would be to the Senior Vice President for Academic Affairs. To initiate the second-level appeal, the student must submit the following items to the Division Chair/Dean (or the Senior Vice President for Academic Affairs, when appropriate) and to the Records Office: signed Grade Appeal Form, the instructor's written denial, and an explanation with supporting evidence as to why the denial is deemed to be unjustified. The Grade Appeal Form is available in the Records Office and can be downloaded from the MBU website.

The Division Chair/Dean will consider the grade appeal and review the points of disagreement and thereby determine whether the grade was recorded in error, or whether the award of the grade was not reflective of the quality of work put forth in accordance with the expectations outlined in the course syllabus.

The Division Chair/Dean will render judgment as to whether the grade that has been assigned is the accurate grade. The Division Chair/Dean's decision will be the final determination of the grade.

### **Academic Probation and Suspension**

(Students who are admitted on Probationary status are subject to the following policy only after their initial semester of enrollment.)

Any student whose cumulative graduate grade point average falls below the required GPA will be placed on probation by the Vice President for Graduate Studies for one regular semester. The student is expected to show evidence of reasonable progress in improving academic performance during the probationary

period in order to continue in the program. Master and Specialist students must maintain a 3.0 GPA throughout their coursework. Doctoral students must maintain a 3.0 GPA throughout their coursework.

If the grade point has not been raised by the end of the probationary period, the student will be placed on academic suspension. The student may then petition the Vice President for Graduate Studies in writing for permission to re-enroll. The petition must explain the causes for academic deficiency and outline a program of action to overcome them. The Vice President for Graduate Studies must approve any such petition before the student is permitted to re-enroll for graduate classes at Missouri Baptist University. A student suspended for a second time may not be eligible for re-admission.

In order for students to continue to receive federally-funded financial aid, they must maintain satisfactory progress in the course of studies pursued at Missouri Baptist University. Students who have been placed on academic suspension must demonstrate that it is reasonable to expect that they will be able to graduate (achieve the appropriate cumulative grade point average for the degree being sought) within six academic years or twelve full-time semesters.

The regulations of this section supersede all similar policies in previous bulletins and are effective for all students.

### **Full-Time and Part-Time Loads**

Based on the level of work required for master- and specialist-level students, six (6) hours minimum and up to twelve (12) hours maximum per semester (16-week period) is considered a full-time load. Students may take up to six (6) hours each eight-week term. Up to six (6) hours may be taken each eight-week term during the summer and not more than twelve (12) hours for the entire summer. In certain cases, students may exceed this load if prerequisite undergraduate courses are included as part of the load. Students may not take more than twelve (12) hours of graduate credit in any given semester without the written permission of the Vice President for Graduate Studies, with the following exceptions, which have been approved by the Graduate Affairs Council:

- Students seeking initial certification, who are taking a combined graduate and undergraduate course load, are limited to six (6) hours of graduate credit (three (3) hours per 8-week session) and ten (10) hours of undergraduate credit. Students may not be enrolled for more than sixteen (16) hours during any semester in which they are enrolled for a combined course load.
- Doctoral-level students in the Leadership in Teaching and Learning program may take a total of three credit hours in a twelve (12) week period with the exception of their doctoral dissertation at which time students will be listed in the six-hour Doctoral Dissertation class.
- Doctoral-level students in the Higher Education Leadership program may take a total of six credit hours in a twelve (12) week period.



## **Graduate Courses Taken While an Undergraduate Student (Senior Permission)**

Missouri Baptist University undergraduate, senior-level students with a GPA of 3.0 or higher may take up to twelve (12) hours of graduate credit; they may take no more than six (6) hours in any one semester (or 3 hours per 8 week session). Students must obtain a Senior Permission form from the Graduate Office which must be signed by their academic advisor. To be eligible for Senior Permission, students will have completed a total of 90 hours of undergraduate work and cannot exceed a total of sixteen (16) hours in the semester in which they are taking senior permission courses. These hours may count toward the master's degree if they meet the specific requirements for the program. Credits earned as Senior Permission must be applied toward a master's program within seven years.

## **Attendance Policy**

Missouri Baptist University has no system of cuts or excused absences. Each instructor gives reasonable consideration for unavoidable absences and to the possibility of making up missed work. Class participation is an essential part of graduate coursework so instructors may count attendance points in the determination of the final course grade. The instructor has the right to request the withdrawal of a student with excessive absences in any course. Since eight-week courses are offered in an accelerated format, students who miss a total of three classes during an eight-week course will receive an automatic "F" for the class despite completion of course requirements unless other arrangements are made with the instructor.

## **Approved Style for Research Papers**

All formal communication by the student with regard to course assignments, either written or oral, is graded not only according to the content demanded by the assignment, but also according to established standards of proper English or specified in the Modern Language Association Manual (MLA) or the American Psychological Association Stylebook (APA), or composition books featuring these styles. The faculty of the division in which the student's major is listed determines the formal style required for papers, projects, or theses.

## **Missouri Baptist University Institutional Review Board**

Missouri Baptist University maintains an active Institutional Review Board (IRB) whose purpose is to insure the safety of research subjects and investigators. The IRB meets regularly to review all applications for conducting research by MBU students and faculty. All research conducted under the auspices of MBU is subject to the approval of the IRB. The policies governing the operation of the IRB and the research subject to it, as well as appropriate research application forms and procedures, can be accessed online at this link: <http://www.mobap.edu/student-life/institutional-review-board/>.

## **Academic Honesty and Integrity**

Academic dishonesty is not in keeping with Christian principles and jeopardizes the academic integrity of the University. It is considered to be a serious offense. Missouri Baptist University expects students to attach their names only to work or research that they have completed themselves. Materials and sources must be properly documented. Students must prepare original work and research, present their own reports and papers, and take examinations without any assistance or aids not expressly permitted in the testing procedure.

Academic dishonesty includes, but is not necessarily confined to: plagiarizing; cheating on examinations; submitting counterfeit reports, tests, or papers; stealing tests or other academic materials; knowingly falsifying academic records or documents such as transcripts; and submitting the same work to more than one class without consent of the instructors involved.

Academic dishonesty of any nature will result in disciplinary action, which may include receiving a failing grade on the work in question, failure in the course, or dismissal from the University.

## **Professional Behavior**

Students and faculty are expected to behave at all times in a manner that is in keeping with the standards of the profession that they are planning to enter. It is also important that students recognize and accept that Missouri Baptist University is a faith-based institution and it is expected that the values and traditions of the University will be respected regardless of whether the individual student personally agrees with these values. While the University provides a climate of openness with regard to a plurality of intellectual viewpoints, the use of profane or off-color language, with the exception of certain case-study material, is not considered appropriate behavior. Disrespectful and/or aggressive behavior toward other students, faculty members, or staff will not be tolerated. Students who act in a hostile or provocative manner in relation to others will be subject to disciplinary action. Disciplinary action may include a range of responses including warnings, memorandums for the record in the student's file, and/or dismissal from the University depending on the seriousness of the offense. The procedures for dealing with such behavior are included under Student Development of this Graduate Bulletin. See the Harassment Policy and Complaint Procedure and the Missouri Baptist University Policy on Sexual Assault and Relationship Violence.

## **DISTANCE LEARNING**

Through technologically-enhanced teaching-learning opportunities, Missouri Baptist University is prepared to reach out to a global and culturally diverse community of learners with a Biblically-based Christian perspective that students will find to be:

- Caring and personalized
- Learner-centered
- Respectful of individuality
- Accessible and convenient
- Responsive to students' spiritual, intellectual, and professional needs
- Accommodating to students' schedules
- Interactive among students, faculty, and staff
- Academically stimulating and challenging
- Replicating the same high quality for education and support services as in the traditional on-campus environment

### **Web-Enhanced Courses**

A web-enhanced course uses online technology and tools to support traditional classroom-based instruction, supply course material (ie: resources, lecture notes, assessments), and facilitate faculty-to-student and student-to-student communication (through email and discussion boards).

### **Web-Centric Courses**

The center of instruction shifts from the classroom to the Internet in a web-centric class. A web-centric course makes significant use of the Internet to facilitate and support self-paced, self-directed learning activities (online content, exercises, and assessments). This type of course has few classroom-based lectures or seminars.

### **Online Courses**

An online course at Missouri Baptist University can be accessed through the Internet from any location at any time. All instructional strategies are planned and executed around the communication capabilities and content resources available

on the Internet in any given online class offering. Online courses at MBU will not require any "face-to-face" meetings. Online communication requirements are flexible and generally asynchronous. Times and places for online interaction and communication in MBU online classes will be determined by the individual faculty member. The University offers online courses in various disciplines. Both undergraduate and graduate courses are available.

### **Online Programs**

MBU offers ten online graduate-level degree programs: Master of Arts in Christian Ministry, Master of Arts in Counseling: School Counseling, Master of Business Administration, Master of Educational Technology, Master of Science in Corporate Security Leadership, Master of Science in Criminal Justice, Master of Science in Education: Curriculum and Instruction, Master of Science in Fitness Management, Master of Science in Sport Management, and Educational Specialist: Curriculum and Instruction.

The Master of Educational Technology, Master of Science in Corporate Security Leadership, Master of Science in Criminal Justice, and Educational Specialist: Curriculum and Instruction are offered exclusively online. Students pursuing the Master of Arts in Christian Ministry, Master of Science in Education: Curriculum and Instruction, Master of Science in Fitness Management, and Master of Science in Sport Management degrees will have the option of completing the program online or through a hybrid approach that blends both online and classroom instruction. The Master of Business Administration and Master of Arts in Counseling degrees are available either as online or traditional (face-to-face) programs.

For more information, visit the Center for Distance Learning web page: <http://www.mobap.edu/online/> or see the program specific information listed by department in this bulletin.





## DIVISION OF BUSINESS MASTER OF BUSINESS ADMINISTRATION

### Graduate Faculty

**Brenda D. Bradford, M.A.**, Associate Professor of Business Administration; Chair-Business Division

**Stephanie Kontrim-Baumann, M.B.A.**, Assistant Professor of Marketing and Business Administration; Director of MBA Program

**Aaron Black, M.B.A., ABD**, Assistant Professor of Management and Business Administration; Dean of Adult & Online Programs

**Paul M. Faber, M.B.A.**, Assistant Professor of Business Administration and Management; Director of Diversity Priorities and Initiatives

**Brian Jackson, M.B.A.**, Instructor of Business Administration

**Karen Kannenberg, D.Mgt.**, Associate Professor of Accounting and Business

**Mary Sue Thompson, D.Mgt.**, Professor of Accounting and Business Administration; Dean MBU-Troy/Wentzville Regional Learning Center

### Mission Statement

In accordance with the mission statement of Missouri Baptist University, the Business Division seeks to provide a personalized academic program, based on a Christian, liberal arts, worldview that is applicable to the business world of today. The program is designed to produce motivated graduates equipped with practical and current business skills, ethical social and business attitudes, and ideals based on Christian precepts.

### Overview

The Master of Business Administration program is intended for “middle managers” who have basic experience in small business or corporate settings. Although the curriculum is designed to accommodate students without a specific background in management or business administration, students will be expected to perform at a graduate level in these courses. While there are no prerequisite business courses required for admission to the program, some students may be advised to complete specific undergraduate courses before enrolling in some of the graduate courses. For example, some students may be advised to take a basic accounting

course prior to enrolling in ACCT 503 Managerial Accounting. While there are no prerequisite business courses required, students must complete the MBA Core courses in a carefully designed sequence before enrolling in electives or the culminating capstone course. The Capstone Project provides students with the opportunity to synthesize what they have learned in the classroom and incorporate it into a project related to their own work situation to demonstrate their level of skill, knowledge, and applicability within that context.

### Online Program

Students in the online program may take up to two courses (six credit hours) of traditional courses and students in the traditional program may take up to two courses (six credit hours) of online courses. If a student has taken the maximum amount of courses in their program, and the advisor determines that the student needs to take additional courses, the student must present a written appeal to the Business Division Chair to request a waiver to exceed the limit as set in the program. If a waiver is granted, the student will only be allowed to take two additional three-credit hour online courses for the traditional program, or two additional three-credit hour traditional courses for the online program. The Business Division Chair will consult with the Vice President for Graduate Studies.

Students must take BUSN 583 Capstone Project in the program in which they are enrolled. Students in the online program must take the course online and students in the traditional program must take the course on campus. A request for an exception to this policy must be accompanied by a letter from the student to the Division Chair, and support of the student’s advisor. The Division Chair will consult with the Vice President for Graduate Studies.

Students who desire to change their program from the online MBA to the traditional MBA, or vice versa, must complete and submit a “Change of MBA Program Delivery Track” request form to their MBA Advisor. Upon request from the MBA Advisor, the Business Division Chair will consult with the Vice President for Graduate Studies and make a decision. This can only be done once through the duration of the student’s program. Should permission be granted, the student’s advisor will facilitate the change.

## Summary of the Master's Degree Process

To earn the MBA degree, a student must complete each of the following steps:

1. The student must develop a comprehensive plan of study with the Graduate Advisor.
2. The student must complete all coursework included in the plan of study.
3. The student must complete a capstone project.
4. The student must take the ETS Exit Exam that will be given upon completion of the capstone course.
5. An Application for Graduation, signed by the student, Graduate Advisor, and Vice President for Graduate Studies, must be filed with the Graduate Office and the Records Office in the semester prior to the term in which the student intends to graduate.
6. Students must pay the required graduation fee. Students are encouraged to participate in the graduation ceremony scheduled the first Tuesday evening after the last Saturday in April of each academic year. Students must notify the Vice President for Graduate Studies and the Director of Records if they choose not to participate. Students must pay the graduation fee whether they attend commencement or not.
7. All graduate students must have a 3.0 cumulative grade point average in order to graduate from the program.

## Transfer Students/Transfer Credit

Transfer credits must have been earned within the seven (7) years prior to entry into the Graduate Studies Program. Transfer credits must be approved by the Graduate Advisor and the Division Chair or Program Director and must have grades of "A," or "B." Courses that are not deemed suitable for graduate business electives or core class substitution, or were not earned from an accredited university or college, will not be approved. Students may not take courses from other graduate programs while enrolled at Missouri Baptist without written approval from the Vice President for Graduate Studies.

Students entering the Master of Business Administration (MBA) degree program may transfer up to six (6) graduate credits into the Missouri Baptist University Graduate Studies Program from another regionally accredited college or university. The total hours transferred to Missouri Baptist, including courses from other programs while enrolled, may not exceed six (6) hours. Students must complete at least thirty (30) hours of credit, including BUSN 583 Capstone Project, at Missouri Baptist University.

The University only recognizes institutions accredited by the current edition of Accredited Institutions of Postsecondary Education published by the CHEA and the American Council on Education.

## Directed Studies

Courses in the Master of Business Administration program are not available by directed study, as specified in the course description.

## Capstone Project

All students seeking the Master of Business Administration degree are required to take BUSN 583 Capstone Project in which they will be required to complete a research project. This course may not be taken until the student has completed all of the Core Requirements for the MBA degree. The student must also be within six hours of completing all requirements for the degree. Students are required to earn a grade of B or better in this course. The capstone project course must be completed through Missouri Baptist University.

## Exit Examination

MBA students are required to take the ETS exit examination during the final semester of their program and after completion of the capstone course. This exam will be scheduled and administered by the Business Chair/MBA Program Director or a designated substitute. Exit exams are required to graduate.

## MASTER OF BUSINESS ADMINISTRATION DEGREE REQUIREMENTS

<b>REQUIRED CORE:</b>	<b>27 Hours</b>
ACCT 503	Managerial Accounting
BCIS 403/503	Management Applications of Information Technology
BUSN 503	Executive Communications and Business Literacy*
BUSN 513	Legal and Ethical Environment of Business
BUSN 523	Financial Management
BUSN 533	International Business
ECON 503	Business Economics
MGPS 403/503	Organizational Behavior and Leadership
MRKT 503	Current Issues in Marketing
<b>ELECTIVES:</b>	<b>6 Hours**</b>
MGMT 513	Leading Change in Organizations
MGMT 523	Managerial Decision Making
MGMT 533	Human Resources Management
<b>CAPSTONE:</b>	<b>3 Hours</b>
BUSN 583	Capstone Project
<b>TOTAL:</b>	<b>36 HOURS</b>

\*Students must enroll in BUSN 503 during their first term and is a prerequisite for all other courses in the program. Students may be concurrently enrolled in BUSN 503 and one other course; this course may not be BUSN 583. BUSN 503 is only offered as an online course.

\*\*With the permission of the Business Division Chair and the Vice President for Graduate Studies, students may take electives from other graduate divisions. For example, a student who either works, or plans to work, as a financial administrator within a school district might opt to take electives in the area of Educational Administration in order to gain specific knowledge and skills related to private schools or public school systems.



MISSOURI BAPTIST

GATEWAY TO KNOWLEDGE FOR SERVICE

UNIVERSITY





## DIVISION OF EDUCATION

Degree	Concentration	
Master of Arts in Counseling	M.A.C.	<ul style="list-style-type: none"> <li>• Counselor K-8</li> <li>• Counselor 7-12</li> <li>• Counselor K-8 (non-teaching)</li> <li>• Counselor 7-12 (non-teaching)</li> <li>• Counselor Licensure</li> </ul>
Master of Arts in Teaching	M.A.T.	<ul style="list-style-type: none"> <li>• Classroom Teaching</li> </ul>
Master of Educational Administration	M.E.A.	<ul style="list-style-type: none"> <li>• Elementary Principal K-8</li> <li>• Secondary Principal 7-12</li> <li>• Special Education Director K-12</li> </ul>
Master of Educational Technology	M.E.T.	
Master of Science in Education	M.S.E.	<ul style="list-style-type: none"> <li>• Curriculum and Instruction</li> </ul>
Educational Specialist	Ed.S.	<ul style="list-style-type: none"> <li>• Curriculum and Instruction</li> <li>• Superintendent</li> </ul>
Doctor of Education	Ed.D.	<ul style="list-style-type: none"> <li>• Higher Education Leadership</li> <li>• Leadership in Teaching and Learning</li> </ul>

### Graduate Faculty

**Melanie Bishop**, Ed.D., Associate Professor of Education; Dean – Education Division

**Mary Ann Bouas**, Ed.S., Instructor of Education; Education Division Scheduling Coordinator & Undergraduate Advisor

**Sheri Brandt**, Ed.D., Assistant Professor of Education; Director of Teacher Education

**Erica Bumpers**, Ph.D., Associate Professor of Education; Director of Field Experiences

**Jim Chellew**, M.A., Assistant Professor of Education; Site Coordinator, MBU in Arnold Regional Learning Center

**David Collum**, Ed.D., Assistant Professor of Natural Sciences; Data Analyst

**Mary Ann Conaway**, Ph.D., Professor of Counseling and Education; Director of Counselor Education

**Tonia Crane**, Ph.D., Associate Professor of Education

**Timothy Delicath**, Ph.D., Associate Professor of Educational Research; Acting Director – Higher Education Leadership Program

**Diane Denney**, Ph.D., Professor of Education

**Mark D. Engelhardt**, Ph.D., Professor of Education; Education Site Coordinator, MBU-Troy/Wentzville Regional Learning Center

**Amber Henry**, Ed.D., Professor of Education; Dean, Jefferson County and Mineral Area Regional Learning Centers

**Ed Hillhouse**, Ed.D., Professor of Education; Dean, MBU in Pacific and MBU in Union Regional Learning Centers

**Susan K. Hladky**, Ed.D., Assistant Professor of Education

**Douglas T. Morris**, Ed.D., Professor of Education

**Alicia Noddings**, Ph.D., Assistant Professor of Education

**Lowell Pitzer**, M.A., Assistant Professor of Education

**Laura Rauscher**, Ph.D., Assistant Professor of Education and Counseling

**Larry Richardson**, M.S.E., Instructor of Human Services and Counseling; Coordinator for Graduate Advising

**Jeremy Ruckstaetter**, Ph.D., Assistant Professor of Counseling Education

**Julia Schroeder**, Ph.D., Professor of Education and Natural Sciences; Dean – Southern Illinois Regional Learning Centers

**Judith A. Scott**, Ph.D., Associate Professor of Education

**Shelton Smith**, Ed.D., Professor of Education; Director of K-12 Educational Leadership Programs

**Thomas M. Smith**, Ed.D., Professor of Education/Health and Sport Sciences; Associate Vice President and Director of Athletics

**C. Scully Stikes**, Ph.D., Professor of Counseling and Sociology

**Marsha Tierney**, M.S., Assistant Professor of Education; Site Coordinator, MBU in Union Regional Learning Center

**C. Clark Triplett**, Ph.D., Professor of Psychology and Sociology; Vice President for Graduate Studies and Academic Program Review

### Mission Statement

The Education Division at Missouri Baptist University seeks to develop reflective, problem-solving, professional educators of excellence from a Christian perspective; to enhance the lives of students in the classroom intellectually, spiritually, physically, and socially; and to significantly influence students through the demonstrated integration of Christian faith and learning in the classroom, so that they may become positive change agents in a globally and culturally diverse society.

This means more than simply valuing human diversity; it includes an imperative to promote equity and social justice and to intentionally prepare candidates to develop the knowledge bases, interpersonal skills and dispositions for serving diverse populations. Preparing candidates to become agents of social change is consistent with the Christian perspective and is reflected not only in the classroom, but also in field experiences in diverse settings. Based on its mission, the unit has undertaken the task of ensuring each candidate has experiences in schools with students from varied socioeconomic backgrounds, varied racial and ethnic groups, English language learners, and exceptional learners.

The following eight standards serve as the guiding principles by which MBU's educator preparation programs are measured:

Missouri Baptist University prepares licensure candidates who:

1. Consistently demonstrate the content, pedagogical, and pedagogical content knowledge necessary to facilitate learning for all students, and to demonstrate the knowledge, skills, competencies, and dispositions defined as appropriate to their area of responsibility.
2. Analyze and reflect on their practice using a variety of assessment strategies, including action research and are committed to continued professional development.
3. Observe and practice solutions to problems of practice in diverse clinical settings and with diverse PK-Grade 12 student populations.
4. Use their self-awareness and knowledge of diversity to create learning environments that support their belief that through active hands-and-mind-on learning, all students can learn challenging curricula.
5. Demonstrate and promote the strategic use of technology to enhance learning and professional practice.
6. Support schools, students, and community through leadership, service, and personal involvement.
7. Develop effective and supportive relationships that enhance communication among students, parents, and colleagues to facilitate learning.
8. Exhibit empathy for and sensitivity to students and colleagues.
9. Actively practice the profession's ethical standards.

Drawing from a rich combination of broad-based experiences and academic preparation, the professional education faculty seeks to facilitate in each student:

1. The development of an educational posture which is child-centered, experientially and authentically based, and consistent with a Christian perspective;
2. The enhanced awareness of Christian moral and ethical responsibilities relative to education in a diverse and changing society;
3. The development of critical thinking and effective problem-solving skills through a variety of traditional technologically-based experiences;
4. The application of experiential and research-based theories into the pedagogical process.

This program fosters in students a reflective and problem-solving heuristic (model) so that Missouri Baptist University graduates are able to make informed decisions as professional educators.

The program consists of a planned integrated system (pattern) of

coursework and authentic learning (field) experiences designed to enable the student to acquire a strong knowledge base and core of subject competencies, as well as to develop constructive social and personal attitudes to serve as a reflective professional in the education field. To that end, all students seeking state certification within the Education Division at Missouri Baptist University are expected to know and to be able to demonstrate their competency.

Those seeking initial certification to teach must demonstrate their competency in nine (9) standards as adopted by the Missouri State Board of Education as a part of the Missouri Standards for the Preparation of Educators (MoSPE).

1. Content Knowledge Aligned with Appropriate Instruction
2. Student Learning, Growth, and Development
3. Curriculum Implementation
4. Critical Thinking
5. Positive Classroom Environment
6. Effective Communication
7. Student Assessment and Data Analysis
8. Professionalism
9. Professional Collaboration

Those seeking initial certification as a Library Media Specialist must demonstrate their competency in seven (7) standards as adopted by the Missouri State Board of Education as a part of the Missouri Standards for the Preparation of Educators (MoSPE).

1. Teaching for Learning
2. Reading and Literacy
3. Information and Knowledge
4. Leadership and Advocacy
5. Program Management and Administration
6. Technology Integration
7. Professional Development

Those seeking certification as a School Counselor must demonstrate their competency through their Professional Counseling Portfolio in five (5) areas as adopted by the Missouri State Board of Education as a part of the Missouri Standards for the Preparation of Educators (MoSPE).

1. Student Development
2. Program Implementation
3. Professional Relationships
4. Leadership and Advocacy
5. Ethical and Professional Conduct

More detailed information concerning all folio requirements may be found in the *Professional Development Folio Guide for Teachers and Library Media Specialists* or the *Professional Development Folio Guide for School Counselors*, available in the University bookstore.

Those seeking certification as an Elementary, Middle, or Secondary Principal must demonstrate competency through their internship in six (6) standards as adopted by the Missouri State Board of Education as a part of the Missouri Standards for the Preparation of Educators (MoSPE) based on the national Interstate Leaders Licensure Consortium (ISLLC) Standards:



1. Vision, Mission, and Goals
2. Teaching and Learning
3. Management of Organizational Systems
4. Collaboration with Families and Stakeholders
5. Ethics and Integrity
6. Professional Development

Those seeking certification as a Superintendent of Schools must demonstrate competency through their internship in seven (7) standards as adopted by the Missouri State Board of Education as a part of the Missouri Standards for Professional Educators (MoSPE) based on the national Interstate Leaders Licensure Consortium (ISLLC) Standards:

1. Vision, Mission, and Goals
2. Teaching and Learning
3. Management of Organizational Systems
4. Collaboration with Families and Stakeholders
5. Ethics and Integrity
6. The Education System
7. Professional Development

### Missouri Educator Gateway Assessments (MEGA)

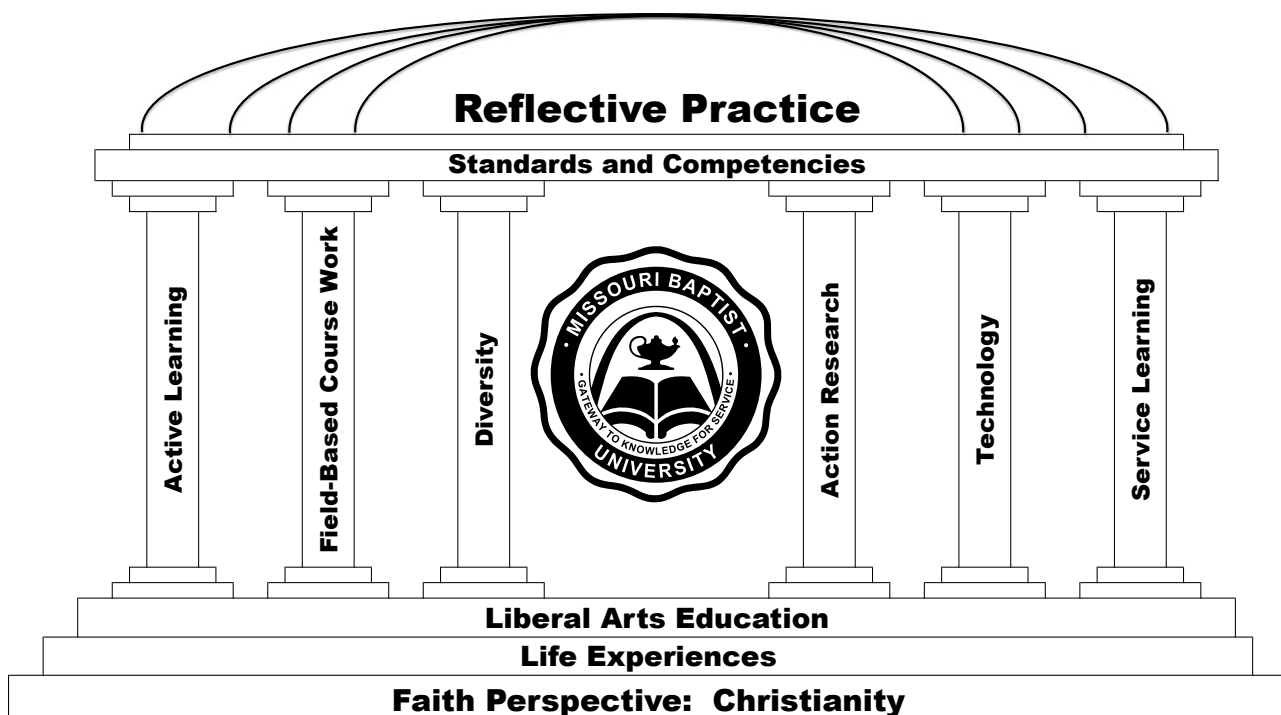
The Missouri Educator Gateway Assessments (MEGA) are a part of the Missouri Standards for the Preparation of Educators (MoSPE) Standard 2 – Design and Assessment. MEGA has three objectives in identifying the right educators, evincing knowledge of content, and demonstrating a positive impact on student growth. The Missouri Department of Elementary and Secondary Education (DESE) will be implementing MEGA in stages beginning in 2013-2014 through 2015-2016. Students will be required to complete any new assessments that are implemented during the course of their certification program as required by DESE.

Starting with the FA-13 semester, all students beginning a certification program at any level – teacher, library media specialist, school counselor, or principal – will be required to complete the Missouri Educator Profile (MEP). Students who are seeking teacher certification, both undergraduate and graduate, will complete the MEP in conjunction with EDUC 201 Professional Growth and Folio Development I. Students applying to the Master of Arts in Counseling and Master of Educational Administration will complete the MEP as part of the admission process to the university.

The Missouri Content Assessments (MoCA) replaced the Praxis and School Leadership Series as the content area exit exams for certification in September 2014. (DESE will continue to accept Praxis and SLS scores passed as of August 31, 2014, for initial certification through December 31, 2016.) Visit the MEGA website at <http://www.mo.nesinc.com/> for more information or to register for the MEP or MoCA.

DESE and Educational Testing Service (ETS) have partnered to create standards-based assessments for the state of Missouri. The assessments demonstrate performance in content coursework and clinical experience at the exit level for teachers, school/district leaders, school librarians and school counselors. The Missouri Performance Assessments are required for certification. The Missouri School Leader Performance Assessment (MoSLPA) for school leaders was implemented in 2014-2015. The Missouri Pre-Service Teacher Assessment (MoPTA) and Missouri Librarian Performance Assessment (MoLPA), designed for teacher and library media specialist candidates completing their student teaching experience, are being implemented in 2015-2016, as is the Missouri School Counselor Performance Assessment (MoSCPA), which is completed by school counseling candidates during their culminating internship. For more information visit <http://mega.ets.org/>.

### Conceptual Framework





## Curricular Practical Training (CPT)

In order for F-1 international students to participate in any off-campus field experience, internship, practicum, or sponsored research, they must apply for CPT (Curricular Practical Training) through the Office of International Student Services. This includes courses with embedded field experiences that are interactive rather than merely observational in nature. Students enrolled in courses qualifying under the CPT guidelines

DEPT	Course #	Course Title
ECCL	111	Pre-K Field Experience
ECCL	121	Infant/Toddler Field Experience
ECCL	466	Working with the Preschool Child
ECCL	4703, 4709, 4712 5703, 5709, 5712	Student Teaching: Early Childhood
ECED	363	Family and Community Resources in Early Childhood Education
ECED	453/553	Role of Movement and Creative Arts in Development of the Young Child: Seminar and Field Experience
ECSP	403/503	Introduction to Early Childhood Special Education: Seminar and Field Experience
ECSP	413/513	Teaching Young Children with Disabilities: Seminar and Field Experience
ECSP	4703, 4709, 4712 5703, 5709, 5712	Student Teaching: Early Childhood Special Education
EDAD	573	Principal Capstone
EDCL	211	Teaching Field Experience I
EDCL	411/511	Teaching Field Experience II
EDCL	451-456	Pre-Service Teaching Internship
EDDR	403/503	Driver Education I: Introduction to Safety Education
EDDR	413/513	Driver Education II: Organization
EDDR	433/533	Driver Education III: Instruction
EDDR	443/543	Driver Education IV: Developing Operational Skills
EDGT	583	Practicum in Gifted and Talented Education
EDEN	453/553	Teaching Language Arts and Composition in Grades 5-12: Seminar and Field Experience
EDHE	453/553	Curriculum, Theory and Methods of Health Science for Grades K-12: Seminar and Field Experience
EDPE	433/533	Curriculum, Theory, and Methods of Physical Education in the Elementary School: Seminar and Field Experience
EDPE	453/553	Curriculum, Theory, and Methods of Physical Education in the Middle School: Seminar and Field Experience
EDPE	463/563	Curriculum, Theory, and Methods of Physical Education in the Secondary School: Seminar and Field Experience
EDPS	573	Intelligence Testing
EDPS	583	Psychological Examiner Internship
EDRD	423/523	Integration of Literacy in the Content Areas

must complete a CPT Application Form with their advisor and submit it to the Office of International Student Services. A list of courses offered by the Education Division identified as requiring the CPT Application Form is listed below. Since requirements are subject to change, students should consult with their advisor and the Director of International Student Services if there is any question whether a course might meet the criteria for CPT. This list should not be considered exhaustive.

DEPT	Course #	Course Title
EDRD	433/533	Foundations of Literacy Instruction for Early Childhood/Elementary: Seminar and Field Experience
EDRD	443/543	Analysis and Correction of Reading Disabilities
EDRD	463/563	Reading and Writing Strategies for Middle/Secondary: Seminar and Field Experience
EDRD	573	Advanced Elementary Reading Disorders Practicum
EDRD	583	Advanced Secondary Reading Disorders Practicum
EDSP	433/533 434/534	Introduction and Methods of Teaching and Inclusion for Students with Cross-Categorical Disabilities and Field Experience
EDSP	453/553	Teaching Remedial Math K-12: Seminar and Field Experience
EDSP	4709+4703 5709+5703	Student Teaching: Special Education Cross-Categorical Disabilities
EDSP	573	Cross-Categorical Disabilities Practicum
EDUC	203	Teaching in a Diverse Society
EDUC	673	Teachers as Leaders and Field Experience
ELAD	533	The Role of Educational Administrator as Supervisor-Elementary: Seminar and Field Experience
ELCL	4703, 4709, 4712 5703, 5709, 5712	Student Teaching: Elementary
ELPS	563	Counseling Practicum
ELPS	583	Internship in Elementary School Counseling
ELPS	572/573/574	Counseling Licensure Internship
EMCL	4703, 4709, 4712 5703, 5709, 5712	Student Teaching: Middle School
ESAD	533	The Role of Educational Administrator as Supervisor-Secondary: Seminar and Field Experience
ESCL	4703, 4709, 4712 5703, 5709, 5712	Student Teaching: Secondary School
ESPS	583	Internship in Secondary School Counseling
GREd	563	School Improvement Project
GREd	673CI	Professional Portfolio and Field Experience
GREd	673S	Capstone for Superintendent Certification
HUSR	543	Personality Assessment of Children, Adolescents, and Adults
LBCL	583	Library Practicum
LBCL	5703+5709	Student Teaching: Library Media Specialist

## Certification Options Available

Certification	Subject Area	Concentration/ Endorsement	Grade Level	Undergraduate	Graduate	Stand Alone/ Add-on
<b>Early Childhood (PK-3)</b>			Birth-Grade 3	X	X	SA/AO
<b>Elementary (1-6)</b>			1-6	X	X	SA/AO
<b>Middle School (5-9)</b>	Business Education		5-9	X	X	SA/AO
	Language Arts		5-9	X	X	SA/AO
	Social Studies		5-9	X	X	SA/AO
	Mathematics		5-9	X	X	SA/AO
	Science		5-9	X	X	SA/AO
	Speech/Theatre		5-9	X	X	SA/AO
<b>Secondary</b>	Biology		9-12	*	X	SA
	Business Education		9-12	X	X	SA/AO
	Chemistry		9-12	*	X	SA
	Driver Education <sup>1</sup>		9-12	X	X	AO
	English		9-12	X	X	SA/AO
	General Science		9-12	*	X	SA/AO
	Mathematics		9-12	X	X	SA/AO
	Social Sciences		9-12	X	X	SA/AO
	Speech/Theatre		9-12	X	X	SA/AO
	Unified Science	Biology Chemistry	9-12 9-12	X X	X X	SA
<b>K-12</b>	Health		K-12	X	X	SA/AO
	Music	Vocal Instrumental	K-12 K-12	X X	X X	SA
	Physical Education		K-12	X	X	SA/AO
	Library Media Specialist <sup>2</sup>		K-12		X	SA
	Gifted Education <sup>3</sup>		K-12		X	AO
	Special Reading <sup>3</sup>		K-12		X	AO
<b>Special Education</b>	Early Childhood		Birth-Grade 3	X	X	SA/AO
	Cross-Categorical Disabilities	Mild/Moderate	K-12	X	X	SA/AO
<b>Student Services</b>	Counselor (non-certification)		K-8		X	SA
	Counselor (non-certification)		7-12		X	SA
	Counselor		K-8		X	SA
	Counselor		7-12		X	SA
	Psychological Examiner <sup>4</sup>		K-12		X	AO
<b>Administration</b>	Elementary Principal <sup>5</sup>		K-8		X	SA
	Middle School Principal <sup>6</sup>		5-9		X	AO
	Secondary Principal <sup>5</sup>		9-12		X	SA
	Special Education Director <sup>7</sup>		K-12		X	SA
	Superintendent <sup>8</sup>		K-12		X	SA

**\* Post-baccalaureate certification-only**

<sup>1</sup> Teacher must be certificated in another elementary, middle school, or secondary teaching field.

<sup>2</sup> Library Media Specialist is available as a stand-alone certification at the graduate level; students may pursue this certification in conjunction with the Master of Arts in Teaching or for certification only. Students already certified in another area may add a Library Media Specialist endorsement.

<sup>3</sup> A valid Missouri teacher's certificate in another elementary, middle, or secondary teaching field and two (2) years of classroom teaching experience are required.

<sup>4</sup> A valid Missouri teacher's certificate or student services certificate is required.

<sup>5</sup> A valid Missouri teacher's certificate plus two (2) years of classroom teaching experience are required.

<sup>6</sup> A valid Missouri elementary or secondary principal's certificate is required.

<sup>7</sup> Certification in special education or student services, a Master of Educational Administration degree, and a minimum of two (2) years teaching experience in special education or student services are required.

<sup>8</sup> A minimum of one (1) year of experience as a building- or district-level administrator at a public or accredited non-public school is required.

# DIVISION OF EDUCATION

## MASTER'S DEGREES

### MASTER OF ARTS IN COUNSELING MASTER OF ARTS IN TEACHING MASTER OF EDUCATIONAL ADMINISTRATION MASTER OF EDUCATIONAL TECHNOLOGY MASTER OF SCIENCE IN EDUCATION: CURRICULUM AND INSTRUCTION

#### Overview

Missouri Baptist University Education Division offers five master's degree programs. The Master of Arts in Counseling has two tracks that build on a core set of Education and Counseling courses. The School Counseling track prepares students for certification as public school counselors and the Licensure Counseling track prepares students for counseling in an agency setting and meets the academic requirements for licensure as a Professional Counselor in the state of Missouri. The Master of Arts in Teaching degree is designed for those seeking either initial certification as a classroom teacher or an additional area of certification. The program offers a number of certification options, which students may complete while working on their master's degree. The Master of Educational Administration program offers certification as either an Elementary (K-8) or Secondary (7-12) building level administrator or Special Education Director (K-12). Students may also add administrator certification as a Middle School Principal (5-9). The Master of Educational Technology degree is designed for K-12 educators, technical and community college instructors, administrators, library media specialists, and technology leaders who wish to keep abreast of new innovations in educational technology. The Master of Science in Education: Curriculum and Instruction degree is designed for students who hold teacher certification and offers students the opportunity to enhance not only their comprehension and understanding of curriculum and instruction, but also, to develop the professional technological skills required for success in today's educational environment.

#### Online Program

The Education Division offers online programs in the following degrees: Master of Arts in Counseling: School Counseling, Master of Educational Technology, Master of Science in Education: Curriculum and Instruction, and Educational Specialist: Curriculum and Instruction. Each program is explained in more detail under its individual degree requirements.

If a student in the traditional program has taken the maximum number of online courses for that program, and the advisor determines that the student needs to take additional online courses, the student must present a written appeal to the Division Dean to request a waiver to exceed the limit for the program. If a waiver is granted, the student will only be allowed to take two additional three credit hour online courses. Conversely, if a student in the online program has taken the maximum amount of traditional courses for that program, and the advisor determines that the student needs to take additional traditional courses, the student must present a written appeal to the Division Dean to request a waiver to exceed the limit for the program. If a waiver

is granted, the student will only be allowed to take two additional three credit hour traditional courses. The Division Dean will consult with the Vice President for Graduate Studies.

Students who desire to change their program from online to traditional, or vice versa, must present a written appeal to the Division Dean. The Division Dean will consult with the Vice President for Graduate Studies. This can only be done once through the duration of the student's program. Should permission be granted, candidates must submit a new application to the Office of Admissions before the changes will be made.

#### MAC Web Courses

***The Missouri Committee for Professional Counselors will not accept online courses as meeting the academic requirements for counselor licensure. Therefore, students in the Master of Arts in Counseling degree program may not take any coursework leading to licensure online. The only courses that students in the MAC dual track program for certification and licensure are permitted to take online are those required just for certification (EDPS 553 The Exceptional Child and GRED 573CE Professional Portfolio Development). Students pursuing the Master of Arts in Counseling: School Counseling program apart from professional licensure, may take courses online.***

#### Transfer Students/Transfer Credit

Transfer credits must have been earned within the seven (7) years prior to entry into the Graduate Studies Program. Transfer credits must be approved by the Graduate Advisor and the Division Dean or Program Director and must have grades of A, B, S, CR, or P. Students may not take courses from other graduate programs while enrolled at Missouri Baptist without written approval from the Vice President for Graduate Studies.

Students entering the Master of Educational Administration (MEA) or Master of Science in Education (MSE) degree program may transfer up to six (6) graduate credits into the Missouri Baptist University Graduate Studies Program from another regionally accredited college or university. The total hours transferred to Missouri Baptist, including courses from other programs while enrolled, may not exceed six (6) hours.

Students entering the Master of Arts in Teaching (MAT) degree program may transfer up to nine (9) graduate credits into the Missouri Baptist University Graduate Studies Program from another regionally accredited college or university. The total hours transferred to Missouri Baptist, including courses from other programs while enrolled, may not exceed nine (9) hours.

Students entering the Master of Arts in Counseling (MAC) degree program may transfer up to twelve (12) graduate credits into the Missouri Baptist University Graduate Studies Program from another regionally accredited college or university. The total hours transferred to Missouri Baptist, including courses from other programs while enrolled, may not exceed twelve (12) hours. The University only recognizes institutions accredited by the current edition of Accredited Institutions of Post-secondary Education published by the CHEA and the American Council on Education.

## Directed Studies

Qualified students are permitted to engage in directed studies under graduate faculty supervision. Under this arrangement, students are enabled to explore subjects in depth, or examine new areas of study, beyond the opportunity afforded by the University's curriculum. In some cases, catalog courses may be offered as directed studies. Graduate students may not earn more than six (6) credit hours of directed study in their master's program unless special permission is received in writing from the Vice President for Graduate Studies. Certain courses may not be taken by directed study, as specified in the course description.

### **The Missouri Committee for Professional Counselors will not accept directed studies as meeting the academic requirements for counselor licensure.**

Directed study forms are available in the Records Office and approval must be obtained from the student's Graduate Advisor, the instructor of the course, Division Dean, and Vice President for Graduate Studies before the beginning of each term. The student and graduate faculty are expected to present the following items as part of the directed study: objectives, detailed description of the study, procedures for student-instructor interaction, method of evaluation, and anticipated resources needed for the study or a course syllabus may be attached to the directed study form.

## Exit Examination

Select degree programs require degree-seeking students to complete an exit examination before finishing their graduate program. The exams are scheduled each academic year at a time designated by the faculty in the specific area of concentration. Students enrolled in the Master of Arts in Counseling licensure or agency track will be required to take the Counselor Preparation Comprehensive Examination (CPCE) developed by the National Board for Certified Counselors (NBCC). This exam is not the same as the state licensure examination. Those students seeking state licensure will be responsible for making application to the Missouri Committee for Professional Counselors to take the state licensure examination after graduation. Students enrolled in the Counselor Education (school certification track) will be required to take the examination approved by the Missouri Department of Elementary and Secondary Education (DESE). The Missouri Content Assessments (MoCA) replaced Praxis as the content area exit exam in September 2014. DESE will continue to accept Praxis scores passed as of August 31, 2014, for initial certification through December 31, 2016. Visit the Missouri Educator Gateway Assessments (MEGA) website at <http://www.mo.nesinc.com/> for more information or to register for the MoCA. School Counseling candidates will also complete the Missouri School Counselor Performance Assessment (MoSCPA) in conjunction with their culminating internship.

Required exit examinations are given at the end of the student's degree program usually within six to nine hours of completing all coursework in his/her major field of study. Students will be notified of the dates when specific exams are given.

## Research Requirements

- I. All students seeking the Master of Arts in Counseling, Master of Arts in Teaching, Master of Educational Administration, Master of Educational Technology, or Master of Science in Education degree must take GRED 543 Methods of Inquiry I in which they will be required to complete an action research project. (*GRED 543 is prerequisite for admission to the Doctor of Education program.*)
- II. Required end-of-program assessment project:
  - A. Portfolio
    1. Students pursuing initial certification as a School Counselor in conjunction with the Master of Arts in Counseling must complete a professional portfolio which includes an action research component (see degree plan worksheet). ***The portfolio must be completed and scored before the degree is conferred.***
    2. Counselor Education certification initial certification students MUST take GRED 573CE Professional Portfolio Development in their second semester of enrollment. This course is offered only online.

## Undergraduate Certification Courses

Students enrolled in the combined Classroom Teaching/Certification track may count prerequisite undergraduate courses as meeting certification requirements. However, students must still take the minimum number of graduate hours (36) to receive the MAT degree in Classroom Teaching. In most cases, unless they are transferring graduate courses into the program, students will need to complete more than 36 hours in order to meet both certification and degree requirements. ***Graduate students taking undergraduate courses for certification will pay undergraduate tuition and fees.***

## **Summary of the Master of Arts in Counseling, Master of Arts in Teaching, Master of Educational Administration, Master of Educational Technology, and Master of Science in Education Degree Process:**

To earn a Master of Arts in Counseling, Master of Arts in Teaching, Master of Educational Administration, Master of Educational Technology, or Master of Science in Education degree, a student must complete each of the following steps:

1. The student must develop a comprehensive plan of study with the Graduate Advisor.
2. The student must complete all coursework included in the plan of study including practicums and research classes.
3. Students involved in counselor education degree/certification program must complete a professional portfolio. ***The portfolio must be completed and scored before the degree is conferred.***
4. Students must complete the exit examination required for the program they are pursuing.
5. An Application for Graduation, signed by the student, Graduate Advisor, and Vice President for Graduate Studies, must be filed with the Graduate Office and the Records Office in the semester prior to the term in which the student intends to graduate.
6. Students must pay the required graduation fee. Students are encouraged to participate in the graduation ceremony



scheduled the first Tuesday evening after the last Saturday in April of each academic year. Students must notify the Vice President for Graduate Studies and the Director of Records if they choose not to participate. Students must pay the graduation fee whether or not they attend commencement.

7. All graduate students must have a 3.0 cumulative grade point average in order to graduate from the program.

### **Portfolio Credit for Prior Learning**

Students in the MEA and MSE degree programs may receive up to nine (9) hours of graduate credit through the portfolio credit for prior learning (CPL) process. Students in the MAT degree program may receive up to thirteen (13) hours of graduate credit through the portfolio credit for prior learning (CPL) process. In order to receive portfolio credits, students other than those seeking initial classroom certification must apply through the Dean of the Education Division for specific directions on the portfolio process.

Students seeking initial classroom certification may earn up to 30 credit hours through CPL. Only sixteen (16) credit hours (13 of which may be for graduate credit) from a list of approved professional education courses available in the Teacher Education Office may be earned within that total of 30 credit hours. Students may earn an additional fourteen (14) hours through CPL for general education or content area courses other than professional education. Initial certification students must apply for CPL through the Education Division Dean.

The maximum number of hours students may apply to their graduate program from transfer and portfolio credit combined is fifteen (15) hours for students in the MEA and MSE degree programs and eighteen (18) hours for students in the MAT degree program.

Students enrolled in the MAC degree program for licensure will not be able to count portfolio credit for prior learning, directed study, web courses, or ITV courses toward the master's degree. The Missouri Committee for Professional Counselors will not accept these formats as meeting counselor licensure requirements.

### **Professional Elective Program (PEP)**

The Professional Elective Program (PEP) program seeks to establish a collaborative school/district culture where teamwork leads to increased student motivation and the improvement of student academic performance. Missouri Baptist University supports schools/districts undertaking PEP planning through the awarding of graduate credit for successful completion of PEP activities approved by the school/district. Courses are designed as a natural outgrowth of teacher collaboration in planning, developing, and implementing learning strategies, products, and assessments of student learning.

The outcome of PEP collaboration involves some type of school improvement project; copies of a PEP school improvement project, along with the log record showing time involved, will be evaluated by a university-approved instructor.

**Only six (6) PEP credit hours may be applied toward a master's degree earned at Missouri Baptist University.**

### **Workshop Graduate Credit**

No more than six (6) credit hours of graduate coursework completed in workshops or professional development seminars may be applied to the hours required for a master's degree. Most workshop graduate credit is granted under the "Specialized Topics in Professional Development for Educators" (ETOP 541-543) course title. Students must receive prior approval from their advisor as part of the Plan of Study in order for the workshops to be counted toward the degree.

### **Graduate Courses at Other Colleges and Universities**

The Graduate Advisor and/or the Division Dean or Program Director must approve courses taken at other accredited colleges and universities to be considered for transfer credit within a graduate program of study. The total number of hours taken at another university may not exceed individual program transfer limits. **The Missouri Committee for Professional Counselors will not accept online courses as meeting the academic requirements for counselor licensure.**



# MASTER OF ARTS IN COUNSELING

## DIVISION OF EDUCATION

### Mission Statement

The Education Division at Missouri Baptist University seeks to develop reflective, problem-solving, professional educators of excellence from a Christian perspective; to enhance the lives of students in the classroom intellectually, spiritually, physically, and socially; and to significantly influence students through the demonstrated integration of Christian faith and learning in the classroom, so that they may become positive change agents in a globally and culturally diverse society.

### Overview

The Counselor Education (Certification) program offers two tracks: a 48 hour program to become an elementary school counselor (K-8) and a 48-hour program to become a secondary school counselor (7-12). ***(If the student is not already certified to teach in Missouri then an additional three to six hours may be required to meet DESE requirements for certification.)***

The Counselor Education (Licensure) track is designed for those students who wish to pursue a career as a counselor in an agency setting and not as a certified school counselor. This 48-hour program meets the academic requirements for licensure as a mental health Licensed Professional Counselor (LPC) in the state of Missouri. Students must also meet additional state requirements beyond the master's degree for counselor licensure including: 1) weekly supervision of 3000 hours of counseling and 2) a state licensure examination.

Students who major in Counselor Education (Certification) will complete the Missouri Educator Profile (MEP) as an entry assessment. Students must complete a Professional Counseling Portfolio, which meets the research and assessment requirements for the Master of Arts in Counseling degree as an exit assessment. **The portfolio must be completed and scored before the degree is conferred.**

To be considered a program completer and be eligible for certification, students must pass the Missouri Content Assessments (MoCA) Counselor exam, which replaced Praxis in Missouri as the content area exit exam, in September 2014. (DESE will continue to accept Praxis scores passed as of August 31, 2014, for initial certification through December 31, 2016.) For more information or to register for the MEP or MoCA, visit the Missouri Educator Gateway Assessments (MEGA) website <http://www.mo.nesinc.com/>. Students must also pass the performance-based assessment for school counselors, the Missouri School Counselor Performance Assessment (MoSCPA), which is being implemented in the 2015-2016 academic year. For more information visit <http://mega.ets.org/>.

Students enrolled in the Counselor Education (Licensure) track must receive a score of 85 (of a possible 136) or more on the Counselor Preparation Comprehensive Examination (CPCE) developed by the National Board of Certified Counselors (NBCC).

The State of Missouri certification and licensure offices require that you have good moral character. A criminal record can be defined as, but not limited to: immoral sexual acts; sexual abuse; use, possession, or the sale of narcotics, etc. If you have a concern about your background experiences, please contact the Committee for Professional Counselors (for licensure) or the Department of Elementary and Secondary Education (for certification).

Students seeking a Master of Arts in Counseling degree must submit a current national background check before they will be considered for admittance to the program. Results must be sent directly to the Director of Public Safety, Missouri Baptist University, One College Park Drive, St. Louis, MO 63141.

In the event that the background check shows any incidence that might prevent certification, the student must provide a letter of explanation to the Chairman of the Admissions Review Committee. The Admissions Review Committee makes the final decision and advises Graduate Admissions.

### Online Program

Students in the online program may take up to six courses (18 credit hours) of traditional courses and students in the traditional program may take up to six courses (18 credit hours) of online courses. Traditional students in either licensure or dual track programs cannot take courses required for licensure online. Online program students must take ELPS 563, ELPS 583, and ESPS 583 online. Traditional program students must take ELPS 563, ELPS 583, and ESPS 583 face-to-face.

### Certification in a state other than Missouri:

This degree leads to School Counseling certification in the state of Missouri. If certification in another state is desired, you must check with that state to determine if additional certification requirements are mandated. Missouri certification may or may not be reciprocal with another state. It is the responsibility of candidates to determine if there will be additional requirements for their state. All students must be considered program completers in the state of Missouri, which means that all course requirements must be met and both the portfolio and the Missouri Content Assessment (MoCA) for Counselors passed, before recommendation paperwork for out-of-state certification will be processed. *(DESE will continue to accept the Professional School Counselor Praxis if it was passed as of August 31, 2014, for initial certification through December 31, 2016, in lieu of the MoCA Counselor exam.)*

### Summary of the Master's Degree Process

To earn the MAC degree, a student must complete each of the following steps:

1. The student must develop a comprehensive plan of study with the Graduate Advisor.
2. The student must complete all coursework included in the plan of study.
3. The student must complete a project/internship.
4. An Application for Graduation, signed by the student, Graduate Advisor, and Vice President for Graduate Studies, must be filed with the Graduate Office and the Records Office.

- Students must pay the required graduation fee. Students are encouraged to participate in the graduation ceremony scheduled the first Tuesday evening after the last Saturday in April of each academic year. Students must notify the Vice President for Graduate Studies and the Director of Records if they choose not to participate. Students must pay the graduation fee whether they attend commencement or not.
- All graduate students must have a 3.0 cumulative grade point average in order to graduate from the program.

### Transfer Students/Transfer Credit

Transfer credits must have been earned within the seven (7) years prior to entry into the Graduate Studies Program. Transfer credits must be approved by the Graduate Advisor and the Division Dean or Program Director and must have grades of A, B, S, CR, or P. Students may not take courses from other graduate programs while enrolled at Missouri Baptist without written approval from the Vice President for Graduate Studies.

Students entering the Master of Arts in Counseling (MAC) degree program may transfer up to twelve (12) graduate credits into the Missouri Baptist University Graduate Studies Program from another regionally accredited college or university. The total hours transferred to Missouri Baptist, including courses from other programs while enrolled, may not exceed twelve (12) hours.

The University only recognizes institutions accredited by the current edition of Accredited Institutions of Postsecondary Education published by the CHEA and the American Council on Education.

### Directed Studies

The Missouri Committee for Professional Counselors will *not* accept directed studies as meeting the academic requirements for counselor licensure; therefore, no directed studies are permitted in the Master of Arts in Counseling program.

### Diversity Field Experience Requirements

The MAC Graduate Counseling Program requires 40 diversity experience hours to be completed during the program. The 40 diversity experience hours include 20 exploratory/observation hours which are embedded in the curriculum coursework and 20 face-to-face diversity counseling experience hours to be completed at the clinical level. Effective completion of the 40 hours during the Graduate Counseling Program ensure the successful diversity experience for each program graduate.

### Exit Exam

Students enrolled in the Master of Arts in Counseling for Counseling Licensure (or the agency counseling track) will be required to take the Counselor Preparation Comprehensive Examination (CPCE) developed by the National Board for Certified Counselors (NBCC), with a target score of 85 (of a possible 136). **This exam is not the same as the state licensure examination.** Those students seeking state licensure will be responsible for making application to the Missouri Committee for Professional Counselors to take the state licensure examination after graduation. Students enrolled in the Counselor Education (school certification track) will be required to take the Missouri Content Assessment (MoCA) for Counselors. *(DESE will continue*

*to accept the Professional School Counselor Praxis if it was passed as of August 31, 2014, for initial certification through December 31, 2016, in lieu of the MoCA Counselor exam.)*

## MASTER OF ARTS IN COUNSELING: ELEMENTARY SCHOOL COUNSELING (K-8) (FOR CERTIFICATION AND LICENSURE)

### REQUIRED COUNSELOR EDUCATION CORE: 36 Hours

EDPS 523	Professional, Ethical, and Philosophical Development in Counseling
EDSP 463/563	Individual Diagnostics and Classroom Assessment
ELPS 563	Counseling Practicum
ETOP 423/523	Classroom and Behavior Management
<b>OR</b>	
ETOP 553	Developing Responsible Learners
GRED 543	Methods of Inquiry I
GRED 500 <sup>1</sup>	Continuing Portfolio Development: MAC
GRED 573CE <sup>1</sup>	Professional Portfolio Development: MAC
HUED 403/503	Theories and Techniques of Group Counseling
HUED 513	Theories of Counseling
HUED 523	Multicultural Counseling
HUED 433/533	Theories and Techniques of Counseling Students and Their Families
HUED 443/543	Transition/Career Development and Vocational Education
PSYC 553	Advanced Human Development

### REQUIRED SCHOOL COUNSELING CORE: 6 Hours

EDPS 513	Foundations of School Counseling
HUSR 503	Child and Adolescent Therapy

### REQUIRED ELEMENTARY COUNSELING CORE: 6 Hours

EDSP 433/533	Methods of Teaching and Inclusion for Students with Cross-Categorical Disabilities and Field Experience
ELPS 583	Internship in Elementary School Counseling

**TOTAL HOURS: 48 HOURS**

**Students must also complete EDPS 453/553 *The Exceptional Child to meet the teacher education requirements for school counseling.***

**Students seeking counselor licensure in addition to certification must also complete PSYC 563 *Psychology of Normal and Abnormal Personality.* Additionally, students seeking counselor licensure in Illinois must complete HUSR 523 *Dual Diagnosis Chemical Dependency Counseling.***

<sup>1</sup>*The research requirement for Counselor Certification students, including those seeking both certification and licensure, is satisfied by completion of the Professional Counseling Portfolio prepared in conjunction with GRED 573CE Professional Portfolio Development: MAC. The portfolio must be completed and scored before the degree is conferred. The research requirement for Counselor Licensure only students is satisfied by GRED 543 Methods of Inquiry I.*

Certified classroom teachers may receive Provisional Counselor Certification in the state of Missouri to practice as a school counselor by completing 21 hours of required courses that have been approved by the Department of Elementary and Secondary Education. Those requirements are as follows:

HUED 513	Theories of Counseling
EDPS 513	Foundations of School Counseling
EDPS 523	Professional, Ethical, and Philosophical Development in Counseling
HUED 433/533	Theories and Techniques of Counseling Students and Their Families
HUED 403/503	Theories and Techniques of Group Counseling
EDSP 463/563	Individual Diagnostics and Classroom Assessment
ELPS 563	Counseling Practicum

### Non-Teacher Applicants for School Counseling Provisional Certification

Applicants for school counseling certification without teaching certification are required to take an additional twelve (12) hours of teacher education courses to be eligible for a provisional counseling certificate. Students must complete the following courses prior to certification:

EDPS 453/553	The Exceptional Child
EDSP 433/533	Methods of Teaching and Inclusion for Students with Cross-Categorical Disabilities and Field Experience
ETOP 423/523	Classroom and Behavior Management
<b>OR</b>	
ETOP 553	Developing Responsible Learners
PSYC 553	Advanced Human Development

The current curriculum for elementary school counseling already includes ETOP 423/523, EDSP 433/533, and PSYC 553. Students must also complete EDPS 453/553 to meet the teacher education requirements for school counseling.

### MASTER OF ARTS IN COUNSELING: SECONDARY SCHOOL COUNSELING (7-12) (FOR CERTIFICATION AND LICENSURE)

#### REQUIRED COUNSELOR EDUCATION CORE: 36 Hours

EDPS 523	Professional, Ethical, and Philosophical Development in Counseling
EDSP 463/563	Individual Diagnostics and Classroom Assessment
ELPS 563	Counseling Practicum
ETOP 423/523	Classroom and Behavior Management
<b>OR</b>	
ETOP 553	Developing Responsible Learners
GRE 543	Methods of Inquiry I
GRE 500 <sup>1</sup>	Continuing Portfolio Development: MAC
GRE 573CE <sup>1</sup>	Professional Portfolio Development: MAC
HUED 403/503	Theories and Techniques of Group Counseling
HUED 513	Theories of Counseling
HUED 523	Multicultural Counseling
HUED 433/533	Theories and Techniques of Counseling Students and Their Families

HUED 443/543	Transition/Career Development and Vocational Education
PSYC 553	Advanced Human Development

#### REQUIRED SCHOOL COUNSELING CORE: 6 Hours

EDPS 513	Foundations of School Counseling
HUSR 503	Child and Adolescent Therapy

#### REQUIRED SECONDARY COUNSELING CORE: 6 Hours

HUSR 553	Crisis Intervention
ESPS 583	Internship in Secondary School Counseling

#### TOTAL HOURS: 48 HOURS

*Students must also complete EDPS 453/553 The Exceptional Child to meet the teacher education requirements for school counseling.*

*Students seeking counselor licensure in addition to certification must also complete PSYC 563 Psychology of Normal and Abnormal Personality. Additionally, students seeking counselor licensure in Illinois must complete HUSR 523 Dual Diagnosis Chemical Dependency Counseling.*

*<sup>1</sup>The research requirement for Counselor Certification students, including those seeking both certification and licensure, is satisfied by completion of the Professional Counseling Portfolio prepared in conjunction with GRE 573CE Professional Portfolio Development: MAC. The portfolio must be completed and scored before the degree is conferred. The research requirement for Counselor Licensure only students is satisfied by GRE 543 Methods of Inquiry I.*

Certified classroom teachers may receive Provisional Counselor Certification in the state of Missouri to practice as a school counselor by completing 21 hours of required courses that have been approved by the Department of Elementary and Secondary Education. Those requirements are as follows:

HUED 513	Theories of Counseling
EDPS 513	Foundations of School Counseling
EDPS 523	Professional, Ethical, and Philosophical Development in Counseling
HUED 433/533	Theories and Techniques of Counseling Students and Their Families
HUED 403/503	Theories and Techniques of Group Counseling
EDSP 463/563	Individual Diagnostics and Classroom Assessment
ELPS 563	Counseling Practicum

### Non-Teacher Applicants for School Counseling Provisional Certification

Applicants for school counseling certification without teaching certification are required to take an additional twelve (12) hours of teacher education courses to be eligible for a provisional counseling certificate. Students must complete the following courses prior to certification:

EDPS 453/553	The Exceptional Child
EDSP 433/533	Methods of Teaching and Inclusion for Students with Cross-Categorical Disabilities and Field Experience



ETOP 423/523 Classroom and Behavior Management  
**OR**  
 ETOP 553 Developing Responsible Learners  
 PSYC 553 Advanced Human Development

HUED 433/533 Theories and Techniques of Counseling  
 Students and Their Families  
 HUED 443/543 Transition/Career Development and  
 Vocational Education  
 PSYC 553 Advanced Human Development

The current curriculum for secondary school counseling already includes ETOP 423/523 and PSYC 553. Students must also complete EDPS 453/553 and EDSP 433/533 to meet the teacher education requirements for school counseling.

**REQUIRED LICENSURE COUNSELING CORE: 6 Hours**  
 ELPS 572/573/574 Counseling Licensure Internship\*  
 PSYC 563 Psychology of Normal and Abnormal  
 Personality

**K-12 SCHOOL COUNSELING CERTIFICATION OPTIONS**

- Candidates pursuing Elementary School Counseling (K-8) who are interested in adding Secondary School Counseling (7-12) may do so by completing HUSR 553 Crisis Intervention and ESPS 583 Internship in Secondary School Counseling.
- Candidates pursuing Secondary School Counseling (7-12) who are interested in adding Elementary School Counseling (K-8) may do so by completing EDSP 533 Methods of Teaching and Inclusion for Students with Cross-Categorical Disabilities and Field Experience and ELPS 583 Internship in Elementary School Counseling.

**ELECTIVES: 9 Hours**  
 EDPS 503 Advanced Theories of Learning and  
 Personality  
 EDPS 543 Psychological Tests and Measures  
 HUSR 503<sup>2</sup> Child and Adolescent Therapy  
 HUSR 513<sup>2</sup> Marriage and Family Therapy  
 HUSR 523<sup>2</sup> Dual Diagnosis Chemical Dependency  
 Counseling  
 HUSR 543 Personality Assessment of Children,  
 Adolescents, and Adults  
 HUSR 553 Crisis Intervention  
 PSRL 423/523 Pastoral Counseling and Care Giving  
 PSRL 433/533 Psychology of Moral and Spiritual  
 Development

**MASTER OF ARTS IN COUNSELING  
 (FOR LICENSURE ONLY)**

**REQUIRED COUNSELOR EDUCATION CORE: 33 Hours**  
 EDPS 523 Professional, Ethical, and Philosophical  
 Development in Counseling  
 EDSP 463/563 Individual Diagnostics and Classroom  
 Assessment  
 ELPS 563 Counseling Practicum  
 ETOP 423/523 Classroom and Behavior Management  
 GRED 543<sup>1</sup> Methods of Inquiry I  
 HUED 403/503 Theories and Techniques of  
 Group Counseling  
 HUED 513 Theories of Counseling  
 HUED 523 Multicultural Counseling

**TOTAL HOURS: 48 HOURS**

<sup>1</sup>The research requirement for Counselor Licensure only students is satisfied by GRED 543 Methods of Inquiry I.  
<sup>2</sup>HUSR 503 Child and Adolescent Therapy, HUSR 513 Marriage and Family Therapy, and HUSR 523 Dual Diagnosis Chemical Dependency Counseling are required courses for students seeking licensure in the State of Illinois.  
 \*Counselor Licensure Internship to meet specific licensure requirements. **ELPS 573 is required to fulfill degree requirements.**



## PSYCHOLOGICAL EXAMINER CERTIFICATION

The Psychological Examiner Certification program is designed for counselors and educators who are involved in individual diagnostics and classroom assessment within a school setting. This certification may be earned by those students who have previously achieved a master's degree and certification in guidance counseling or teaching.

In order to be eligible for the Psychological Examiner program, an individual must have a master's degree in one of the following areas:

- Counseling Psychology
- Educational Psychology
- Guidance and Counseling
- Education

The program consists of 30 hours of graduate courses including a 150-hour Psychological Examiner Internship (EDPS 583). Students must have completed the course, The Exceptional Child (EDPS 453/553) or its equivalent prior to entering the program. MBU students who have completed the Counselor Education (School Counseling) program will be able to count PSYC 553, GRED 543, EDSP 533/534, and EDSP 563 towards completion of the program. Students must receive a recommendation from the Education Division Dean or the Director of Counselor Education in order to enter the program. Students seeking Psychological Examiner Certification must maintain an overall grade point average of 3.0 in their coursework. Students may earn only two C's in fulfilling the certification requirements. Upon receipt of a third C, candidates will be dismissed from the program.

### PREREQUISITE COURSE:

EDPS 453/553 The Exceptional Child

### REQUIRED:

PSYC 553  
EDPS 503

GRED 543  
EDSP 434/533/534<sup>1</sup>

EDPS 543  
PSYC 563

EDSP 463/563<sup>1</sup>

EDPS 573  
HUSR 543

EDPS 583

### 30-31 HOURS

Advanced Human Development\*  
Advanced Theories of Learning and Personality  
Methods of Inquiry I\*  
Methods of Teaching and Inclusion of Students with Cross-Categorical Disabilities\*  
Psychological Tests and Measures  
Psychology of Normal and Abnormal Personality  
Individual Diagnostics and Classroom Assessment\*  
Intelligence Testing\*\* +  
Personality Assessment of Children, Adolescents, and Adults  
Psychological Examiner Internship (minimum of 150 hours)

\*Course is included in the Missouri Baptist University Master of Arts in Counseling degree program.

\*\*Prerequisites: PSYC 553, EDPS 503, GRED 543, EDPS 533, EDPS 543, PSYC 563, EDSP 563<sup>1</sup>. Students must have successfully completed all of the prerequisites for this course in order to be allowed to enroll.

+Grade of B required to enroll in EDPS 583 Psychological Examiner Internship.

<sup>1</sup>Must be completed at the 500-level to be applicable toward the Psychological Examiner Certification.





# MASTER OF ARTS IN TEACHING

## DIVISION OF EDUCATION

### Mission Statement

The Education Division at Missouri Baptist University seeks to develop reflective, problem-solving, professional educators of excellence from a Christian perspective; to enhance the lives of students in the classroom intellectually, spiritually, physically, and socially; and to significantly influence students through the demonstrated integration of Christian faith and learning in the classroom, so that they may become positive change agents in a globally and culturally diverse society.

### Overview

The Master of Arts in Teaching (MAT) is a 36-hour degree program designed for certified teachers who are interested in adding an additional area of certification, as well as for individuals who would like to complete initial certification in conjunction with a master's degree, including students on a Temporary Authorization Certificate (TAC). While the MAT degree itself requires only 36 hours, the number of hours in each program will depend on the teaching certificate being sought. (See the [Post-Baccalaureate Certification](#) section of this bulletin for areas and levels of certification offered at Missouri Baptist University.) All students in the MAT, including those seeking initial certification, must complete GRED 543 Methods of Inquiry I to satisfy the graduate research requirement.

Students who have previously earned a Master of Science in Education: Curriculum and Instruction degree from Missouri Baptist University may not pursue a subsequent Master of Arts in Teaching degree. Students who have previously earned a Master of Arts in Teaching degree from Missouri Baptist University may not

pursue a subsequent Master of Science in Education: Curriculum and Instruction degree. Students who have earned a Masters Degree in Education from another college or university will have their transcript evaluated on a course by course basis to determine eligibility for a subsequent degree at Missouri Baptist University.

### Summary of the Master's Degree Process

To earn the MAT degree, a student must complete each of the following steps:

1. The student must develop a comprehensive plan of study with the Graduate Advisor.
2. The student must complete all coursework included in the plan of study.
3. The student must complete an action research project in conjunction with GRED 543 Methods of Inquiry I.
4. An Application for Graduation, signed by the student, Graduate Advisor, and Vice President for Graduate Studies, must be filed with the Graduate Office and the Records Office.
5. Students must pay the required graduation fee. Students are encouraged to participate in the graduation ceremony scheduled the first Tuesday evening after the last Saturday in April of each academic year. Students must notify the Vice President for Graduate Studies and the Director of Records if they choose not to participate. Students must pay the graduation fee whether they attend commencement or not.
6. All graduate students must have a 3.0 cumulative grade point average in order to graduate from the program.

### Transfer Students/Transfer Credit

Transfer credits must have been earned within the seven (7) years prior to entry into the Graduate Studies Program. Transfer credits must be approved by the Graduate Advisor and the Division Dean or Program Director and must have grades of A, B, S, CR, or P. Students may not take courses from other graduate programs while enrolled at Missouri Baptist without written approval from



the Vice President for Graduate Studies.

Students entering the Master of Arts in Teaching (MAT) degree program may transfer up to nine (9) graduate credits into the Missouri Baptist University Graduate Studies Program from another regionally accredited college or university. The total hours transferred to Missouri Baptist, including courses from other programs while enrolled, may not exceed nine (9) hours.

The University only recognizes institutions accredited by the current edition of Accredited Institutions of Postsecondary Education published by the CHEA and the American Council on Education.

### Directed Studies

Qualified students are permitted to engage in directed studies under graduate faculty supervision. Under this arrangement, students are enabled to explore subjects in depth, or examine new areas of study, beyond the opportunity afforded by the University's curriculum. In some cases, catalog courses may be offered as directed studies. Graduate students may not earn more than six (6) credit hours of directed study in their master's program unless special permission is received in writing from the Vice President for Graduate Studies. Certain courses may not be taken by directed study, as specified in the course description.

Directed study forms are available in the Records Office and approval must be obtained from the student's Graduate Advisor, the instructor of the course, Division Dean, and Vice President for Graduate Studies before the beginning of each term. The student and graduate faculty are expected to present the following items as part of the directed study: objectives, detailed description of the study, procedures for student-instructor interaction, method of evaluation, and anticipated resources needed for the study, or a course syllabus may be attached to the directed study form.

### Exit Exam

There is no exit exam required for the Master of Arts in Teaching, however, to be considered a program completer and be eligible for certification, students seeking initial certification must pass the Missouri Content Assessments (MoCA), which replaced Praxis as the content area exit exam in September 2014. (DESE will continue to accept Praxis scores passed as of August 31, 2014, for initial certification through December 31, 2016.) Visit the Missouri Educator Gateway Assessments (MEGA) website at <http://www.mo.nesinc.com/> for more information or to register for the MoCA. Students must also pass the performance-based assessment for teachers, the Missouri Pre-Service Teacher Assessment (MoPTA), or library media specialists, Missouri Librarian Performance Assessment (MoLPA). For more information visit <http://mega.ets.org/>.

## MASTER OF ARTS IN TEACHING DEGREE REQUIREMENTS

### REQUIRED CORE:

15 Hours

ECTA 523	Integration of Curriculum, Instruction, and Assessment
EDUC 573	Applications of Technology
ETOP 563	Legal Issues in Regular and Special Education
ETOP 583	Perspectives on Diversity in Education
GREd 543†	Methods of Inquiry I

†*This class is a prerequisite for students who intend to pursue the Doctor of Education (Ed.D.) program.*

### ELECTIVES:

21 Hours

Electives may be selected from any of the courses listed under the following areas: Curriculum and Instruction; Special Education; Educational Technology; Early Childhood Education; Early Childhood Special Education; Elementary Education; Driver Education; Exercise Science, Health, Physical Education, and Sport Management; Gifted and Talented; Middle/Secondary Education; Library Media Specialist; Reading; Field Experiences; and Educational Topics. Courses from the following, listed under Counselor Education, Psychological Examiner, and Master of Business Administration courses, may also be taken to satisfy the eighteen hours of electives:

EDPS 503	Advanced Theories of Learning and Personality
HUED 433/533	Theories and Techniques of Counseling Students and Their Families
HUED 443/543	Transition/Career Development and Vocational Education
MGPS 403/503	Organizational Behavior and Leadership
PSRL 533	Psychology of Moral and Spiritual Development
PSYC 553	Advanced Human Development
PSYC 563	Psychology of Normal and Abnormal Personality

### TOTAL HOURS:

36 HOURS



## POST-BACCALAUREATE CERTIFICATION

The Missouri Baptist University Teacher Education Program prepares professional educators for certification in both public and private educational settings at the following levels:

Certification Area	Grade Level	Page
Driver Education Add-On*	Grades 9-12	102
Early Childhood Stand-Alone	Birth-Grade 3	88
Early Childhood/Special Education Combined	Birth-Grade 3	88 93
Early Childhood/Elementary Combined	Birth-Grade 6	90 91
Early Childhood/Special Education/Elementary	Birth-Grade 6	91
Early Childhood Special Education Stand-Alone	Birth-Grade 3	87
Early Childhood Special Education/Early Childhood Combined	Birth-Grade 3	88 93
Elementary Stand-Alone	Grades 1-6	94
Elementary/Special Education Combined	Grades 1-6/ Kindergarten-Grade 12	95 97
Elementary/Early Childhood Combined	Birth-Grade 6	90 91
Gifted Education Add-On*	Kindergarten-Grade 12	108
K-12 <sup>1</sup>	Kindergarten-Grade 12	103
Library Media Specialist	Kindergarten-Grade 12	105
Middle School <sup>2</sup>	Grades 5-9	98
Secondary <sup>3</sup>	Grades 9-12	100
Special Education: Cross-Categorical Disabilities Mild to Moderate Stand-Alone	Kindergarten-Grade 12	96
Special Education: Cross-Categorical Disabilities Mild to Moderate/Elementary	Kindergarten-Grade 12	95 97
Special Reading Add-On*	Kindergarten-Grade 12	108

<sup>1</sup>At the K-12 level, certification is offered in the following areas of concentration: Health Education, Music (vocal/choral or instrumental), Physical Education, and Library Media Specialist (available at the graduate-level only, either as a stand-alone K-12 certification, or as an endorsement, which requires Missouri certification in another field).

<sup>2</sup>At the middle school level, certification is offered in the following areas of concentration: Business Education, Language Arts, Mathematics, General Science, Social Science, and Speech/Theatre.

<sup>3</sup>At the secondary level, certification is offered in Business Education, English, Mathematics, Social Science, Speech/Theatre, and Unified Science with an endorsement in either Biology or Chemistry. For students already holding a baccalaureate degree, certification-only programs are available in categorical sciences: Biology, Chemistry, and General Science.

\*Add-on certifications are also offered for Driver Education, Gifted Education, and Special Reading, which require Missouri certification in another field. Gifted Education and Special Reading also require two years of teaching experience.

## Teacher Education Admission Procedures

All candidates for Missouri State Teacher Certification must be formally admitted into the Teacher Education program at Missouri Baptist University. This process begins with the Teacher Education Admission Packet completed in conjunction with EDUC 201 Professional Growth and Development I. No student will be allowed to student teach unless he or she has been formally admitted into the Teacher Education program.

Admission into the Teacher Education program includes completion of the admission packet along with submission of a current resume,\* educational philosophy,\* autobiographical sketch,\* three letters of reference (at least one of which must be from an MBU faculty member), ACT or SAT scores or a written request for exemption, and completion of the Missouri Educator Profile for teachers (MEP). Graduate students seeking initial certification are exempt from taking the general education assessment [College Basic Academic Subjects Examination (C-BASE) or Missouri General Education Assessment (MoGEA)].

\*These documents will be reviewed for mechanical errors (grammar, punctuation, spelling, formatting, etc.) as well as content. The file will not be considered complete until final recommended revisions have been made and accepted.

Graduate students may take the following 20 credit hours prior to completing the process for admission to the Teacher Education Program:

EDUC 201	Professional Growth and Folio Development I
EDUC 203	Teaching in a Diverse Society † ( <i>Must be taken with EDUC 201</i> )
EDCL 211	Teaching Field Experience I
EDUC 210	Field Experience I Seminar ( <i>must be taken concurrently with EDCL 211</i> )
EDUC 303	Methods of Teaching
ECTA 323	Curriculum, Assessment, and Data-based Decision Making
EDPS 383	Psychology of Teaching and Learning
EDUC 573	Applications of Technology
PSYC 553	Advanced Human Development

†Students who transfer in a course that does not include an equivalent field experience must take EDCL 200 Teaching in a Diverse Society Field Experience

## Background Checks for Field Experience and Student Teaching Placement

A completed background check is required by most school districts prior to beginning observations in all field experiences\* and for student teaching. A new background check is required each semester. All students participating in a field experience or student teaching are required to request a background check through the Family Care Safety Registry of the Department of Health and Senior Services.

## Family Care Safety Registry

Missouri's Family Care Safety Registry (FCSR) was established by law to promote family and community safety. The registry helps to protect children, seniors, and the disabled by providing access to background information. Background information consists of Missouri data only and is accessed through the following state agencies:

- State criminal background records maintained by the Missouri State Highway Patrol
- Sex Offender Registry information maintained by the Missouri State Highway Patrol
- Child abuse/neglect records maintained by the Missouri Department of Social Services
- The Employee Disqualification List maintained by the Missouri Department of Health and Senior Services
- The Employee Disqualification Registry maintained by the Missouri Department of Mental Health
- Child-care facility licensing records maintained by the Missouri Department of Health and Senior Services
- Foster parent licensing records maintained by the Missouri Department of Social Services

The DHSS provides convenient registration via the internet at <http://health.mo.gov/safety/fcsr/>.

### First-time registrants:

1. Upon entering the DHSS website, click the "Register Online" link and follow all instructions. A social security number and valid credit or debit card are required. "Under Type of Worker," click on "Voluntary."
2. The registration cost of \$12.00 is the responsibility of the student requesting the background check. Debit and credit cards are the forms of payment accepted. There is a \$1.25 processing fee.
3. Students will receive a letter in the mail from the DHSS stating that their background check came back clear or not.
4. It is the students' responsibility to make a photocopy of the background check and submit the photocopy to the Teacher Education Office to be placed in their Teacher Education file.
5. This mailed notification should be taken to the school where the student is observing.

### If you are already registered:

1. A person needs to register only one time. Click on the link, "Is A Person Already Registered?" and type in the Social Security number to verify that a person is registered with the Family Care Safety Registry.
2. Requests for updated background screenings may be made by phone using the toll-free access line, 1-866-422-6872, between 7:00 a.m. and 5:00 p.m., Monday through Friday.

***\*To expedite placement, all students should complete the background check process before the start of the semester in which they will be participating in a field experience or at the time of the student teaching interview.*** If you have any questions related to background checks for student teaching, please contact Angela McGowan at 314-744-5323 or [mcgowan@mobap.edu](mailto:mcgowan@mobap.edu). If the background check is required for Field Experience I or II, please contact Vanessa Hathaway at 314-485-8488 or [hathawayv@mobap.edu](mailto:hathawayv@mobap.edu). If the background check is required for a course other than field experience or student teaching, please contact the instructor for that course.

## BACKGROUND CHECKS FOR CERTIFICATION

An FBI background check must be completed before the state of Missouri will issue a professional teaching certificate.

To complete a criminal history check and clearance, you will need to schedule an appointment with 3M/Cogent. You must first register with the Missouri Automated Criminal History Site (MACHS). MACHS is located at: [www.machs.mo.gov](http://www.machs.mo.gov). If you do not have access to the Internet you may contact 3M/Cogent directly at 1-877-862-2425 to have a Fingerprint Services Representative conduct this registration on your behalf. The four-digit registration number that you will need to use for DESE is 2300. (This replaces the old ORI and OCA numbers that were previously required.) An expanded number of fingerprint services sites and expanded hours of operation to include evening and weekend hours will be available.

Fingerprints captured electronically are more accurate and the results can be expected within three weeks. The cost of electronic fingerprinting with 3M/Cogent is \$44.80. The results of the criminal history check and clearance are valid for one year after the clearance date posted on the DESE website. You can find more information on the fingerprint process at the following website: <http://www.dese.mo.gov/eq/cert/eq-cert-fingerprint-background.htm>.

Questions may also be addressed to DESE Conduct and Investigations at 573-522-8315 or 573-522-8761.

*You will be responsible for the background check; DESE will not process the request for certification until the results of the Background Check are received.* DESE anticipates the turn-around time will be three weeks from the time the fingerprints are captured. We recommend that you wait to do your background check until you have passed all exit assessments, since the background clearance is only effective for one year.

## FIELD EXPERIENCE AND STUDENT TEACHER PLACEMENT PRACTICES

Missouri Baptist University is proud to be accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Missouri Department of Elementary and Secondary Education (DESE). In order to maintain these accreditations, which are beneficial to our students, MBU must maintain consistent practices with regard to placement of student teachers. Students requesting field experience and student teacher placements through Missouri Baptist University are hereby advised of the following field experience and student teacher placement practices. Your understanding of and adherence to these practices will enhance the placement process for the student, the school districts, and the Education Division staff responsible for securing the placements.

1. Preparation for Student Teaching begins long before students ever reach the "student teaching" semester. Students should be aware that school district administrators carefully review students' transcripts and philosophies of education as part of the placement process. A few school districts now have a minimum GPA requirement of 3.0-3.5 for student teaching

candidates. Students' requests for student teacher placement have been denied as a result of even just a few D's and F's on their transcripts, even when those courses were repeated and/or if they did not apply to the students' education major. Students are highly encouraged to be responsible for maintaining academic excellence in all coursework. Students who think that they may be struggling in a class to the point of making a D or an F are encouraged to consult with their advisor and financial aid counselor about withdrawing from the class rather than to suffer the consequences of a poor grade on their transcripts, and to take the course at another time when more effort can be devoted to the class. This is especially important for professional education, field experience, and major content area requirements (for middle/secondary majors), as a cumulative 3.000 GPA in professional education courses and in content area courses is required for certification.

- Missouri Baptist University strongly believes that the student teaching experience is vital to the student's authentic preparation for professional practice; therefore, students must be able to commit to student teaching for an entire school day, Monday-Friday, for a full semester. ***Effective with the 2014-2105 academic year, students seeking certification in a single content area will complete one sixteen-week teaching experience. Students seeking certification at more than one level (K-12) or in more than one content area must student teach twelve weeks at one level or content area and four weeks at the other level or content area as approved by the Dean of Education or Director of Field Experiences.*** In addition, students are expected to attend Student Teaching Seminar concurrently in the semester in which they will be student teaching. Students are NOT excused from Student Teaching Seminar due to contractual obligations with a school district or due to work schedules. Student Teaching Seminar is also NOT offered via "directed study." Therefore, students should not request permission to meet with the instructor individually at an alternate time. Students with contractual obligations in a school district will need to either make arrangements with the school district to leave early, if necessary, on class dates, or may need to consider taking the class at a location that offers the class at a later time during the day.
- Students must be fully admitted to the Teacher Education Program [including submitting and having approval for all required documents for the Teacher Education Admission Packet, passing scores on all sections of the required general education assessment (undergraduate degree-seeking students only), minimum 2.75 cumulative GPA (or higher for those districts which require a higher cumulative GPA for student teacher placement), both interviews completed, and all probationary statuses from interviews cleared] **by July 15 for Fall placements and by November 20 for Spring placements.** Failure to be fully approved for student teaching by these dates will result in the student's application for student teaching being moved to the following semester, which may delay the student's graduation date, and/or eligibility for teacher certification. These deadlines are crucial to give the Education staff appropriate time to request and confirm student teacher placements for students. For optimal placements, students are encouraged to complete all requirements to be approved for student teaching as early as possible in the semester prior

to student teaching, as many districts reach their capacity for student teacher requests by mid-semester. [Certain districts and/or schools (including Festus R-VI and Hillsboro Primary) have established specific deadline dates for applications. Students should consult the School Districts That Require Additional Information for Student Teaching Placement for more information.] **Please be aware that GPA requirements are changing. Students entering MBU beginning with the FA-13 semester must have an overall cumulative GPA of 2.75 as well as a content area GPA of 3.00 and a professional education GPA of 3.00 (with no grades below a "C" in professional education or content area requirements) in order to be fully admitted and placed for student teaching. Students admitted under the previous 2.5 GPA requirement who do not complete certification requirements prior to SP-17 will be held to the new, higher GPA standard.**

- Students must complete Teaching Field Experience I and Teaching Field Experience II in two different districts. Early Childhood Stand-Alone candidates must complete one Field Experience in grades Pre-K/K and one Field Experience in grades 1-3. Elementary Education candidates must complete one Field Experience in grades 1-3 and one Field Experience in grades 4-6. Students seeking certification in both Early Childhood and Elementary Education should complete one Field Experience in Pre-K/K OR Grades 1-3 and one Field Experience in grades 4-6. Those seeking K-12 or dual certification should complete Field Experiences in Elem and MS/Sec. for K-12 certification and in appropriate grade levels/subjects for each area of dual certification. Students enrolled in EDCL 211 Teaching Field Experience I must be concurrently enrolled in EDUC 210 Teaching Field Experience I Seminar. Students enrolled in EDCL 411/511 Teaching Field Experience II must be concurrently enrolled in EDUC 410/510 Teaching Field Experience II Seminar. Successful completion of both seminar courses with a final grade of CR is required for degree completion and/or satisfaction of certification requirements.
- Students must complete their student teaching in a district different from their Field Experience I and II placements. Students will be placed in the most highly diverse settings possible, and should carefully plan Field Experience and Student Teaching assignments accordingly. Students will not be permitted to complete all of their Field Experience/Student Teaching in the same district due to their children's enrollment in that district or non-academic contractual employment in that district (such as coaching, before or after-school employment, bus driving duties, etc.). Students should consider these obligations and make preparations as needed well in advance of applying for student teaching, so that they are prepared for the various "life" adjustments that may be required during their student teaching experience. Students may ONLY complete all of their student teaching in the same district if they are employed by the district as a paraprofessional or on a Temporary Authorization or Provisional Certificate. In these cases, the student will be responsible for demonstrating sufficient experiences working with diverse populations. In rare cases, the Education Office may approve a student to complete his/her student teaching in the same district and/or same classroom ONLY if all other attempts to place the student elsewhere have failed. In such cases, the Education Office will

first examine the diverse experiences the student has already accumulated to determine if the student has had sufficient opportunities to work with diverse populations. Therefore, it is vital that students carefully plan all field experiences prior to student teaching, both formal (Teaching Field Experience I and II) and informal (those field experiences embedded in another course), to include diverse populations so that alternative accommodations can be considered, if necessary, during student teaching.

6. Placement requests will be submitted to only ONE district at a time. Students should be aware that a verbal “approval” from a potential cooperating teacher for placement does not guarantee official approval of the placement from the principal or district central office. The Education Office is responsible for contacting the appropriate district personnel in writing to officially request student teacher placements. Due to the busy schedules of school administrators who partner with Missouri Baptist University in student teacher placements, it can take a MINIMUM of three to four weeks to confirm a single placement. If a district is not able to place a student teacher, the process begins all over again with a new district, thereby once again, extending the time it may take to confirm a placement. Students will be notified via email and/or regular mail when a placement has been confirmed. Once students have been informed of their confirmed placement(s), they are expected to contact the cooperating teacher and building principal as soon as possible, well in advance of the start date, to get acquainted and to begin making any preparations (at the cooperating teacher’s discretion) for the student teaching experience.
7. Once the Education Office has submitted a student teaching request to a district, requests from students to make a change to their placement may not be considered until/unless the original district indicates that they are not able to accommodate the request. Once a placement is confirmed, requests from students to make a change to their placement will not be considered, except in very rare circumstances, which will be reviewed on a case-by-case basis. If students encounter unforeseen circumstances which they believe will prevent them from fulfilling their student teaching in the district assigned, they have the option to choose to withdraw from student teaching. However, that does not constitute a necessity for the Education Division to reassign the student to another district in that same semester. Voluntary, self-imposed withdrawal or dismissal by the school district from a student teaching placement may result in the student’s forfeiture of eligibility to complete student teaching in that semester, and may require that the student reapply for student teaching in a subsequent semester, if more adequate time is needed to devote to securing a new placement for the student. All requests for reassignment must be discussed in person with the Director of Field Experiences before any further action regarding reassignment will be taken. Please note that proximity of the placement to the student’s home/daycare provider is NOT considered a valid reason for withdrawal from a confirmed placement. While the Education Division staff will make every effort to place students as close to their residences/daycare facilities/children’s schools as possible, due to shortages in districts with available openings

for student teachers, it is not always possible to place students in neighboring school districts. Students should be prepared to travel up to 30-45 minutes to and from student teaching.

8. All students are REQUIRED to attend Student Teaching Orientation held on the Main Campus (usually the first week in August for Fall semester student teachers and the week after Fall semester final exams in December for Spring semester student teachers) prior to beginning their student teaching. Letters are mailed to students approximately one month prior to the Student Teaching Orientation date informing students of the date, time, and location of the meeting. Students who cannot attend the established orientation, should notify the Director of Field Experiences as soon as possible and will be required to attend a make-up orientation, scheduled by the Director of Field Experiences, before they may begin student teaching. Failure to attend the initial orientation meeting may result in the student having to delay the start date of his/her student teaching; therefore, extending the ending date (which may occur after the semester officially concludes and/or graduation). Student Teacher Orientation (one day seminar) should NOT be confused with EDUC 471 Student Teaching Seminar (full-semester class). Attendance at both is required.

Missouri Baptist University is committed to providing pre-service students with a quality student teaching experience and desires to make the placement process as smooth as possible for all parties involved. Please understand that we strive to maintain positive relationships with the partnering school districts and value their time, effort, and hospitality involved in this process as well. It is only through their cooperation that field experience and student teaching placements are possible. These practices are as much to respect the school districts’ needs for timely requests and quality candidates as they are to accommodate the needs of our students. If you should have any questions regarding field experiences, student teaching, and/or the placement process, please feel free to contact the Director of Field Experiences. We desire for all of our student teachers to be successful, and that begins with mutual collaboration in the placement process to ensure quality placements for all of our students.

**Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching:** Students desiring to petition for credit for a portion of their student teaching experience must have a minimum of two years of classroom instructional experience in the grade level and/or subject area for which they are seeking certification in order to apply. The experience must be in a public or accredited private school and must be concurrent with enrollment in the Teacher Education Program. To determine eligibility, the student must first complete a CPL conference with the Dean of Education or his/her designee at least one semester prior to the anticipated student teaching semester. Students must be fully admitted to the Teacher Education Program and have passed the student teaching interview before CPL credit may be awarded.

#### **Student Teaching Load Limit Policy**

During the student teaching semester and/or while completing the Missouri Pre-Service Teacher Assessment (MoPTA), undergraduate students must limit their course work to no more than 16 semester hours, and graduate students must limit their course work to no more than 13 semester hours.



## General Certification Requirements

- A. A baccalaureate degree from a college or university having a teacher education program approved by the Missouri Department of Elementary and Secondary Education (DESE) or from a college or university having a teacher education program approved by the state education agency in states other than Missouri;<sup>1</sup>
- B. Must have recommendation of designated official for teacher education in the college or university;
- C. Must have an overall cumulative GPA of 2.75 as well as content area and professional education GPA's of 3.00 (with no grades below a C in professional education or content area requirements);
- D. Must complete the content area test designated by the State Board of Education with a score equal to or greater than the Missouri qualifying score\*;
- E. Completion of professional requirements, as determined by the recommending college or university, which may exceed the minimum requirements established by DESE; and
- F. Individuals who are not U.S. citizens must complete coursework in the following:
  1. English Composition, two (2) courses, each a minimum of two (2) semester hours;
  2. U.S. History, three (3) semester hours; and
  3. U.S. Government, three (3) semester hours.

*\*Please be aware that DESE will be changing the exit assessment requirements effective in the 2014-2015 academic year. The Missouri Content Assessments (MoCA) replace the Praxis Series as the content area exit exams for certification beginning in September 2014. DESE will continue to accept Praxis scores passed as of August 31, 2014, for initial certification through December 31, 2016. Visit the Missouri Educator Gateway Assessments (MEGA) website at <http://www.mo.nesinc.com/> for more information or to register for the MEP or MoCA.*

<sup>1</sup>If a baccalaureate degree from a foreign country has been officially documented as equivalent to a U.S. baccalaureate degree, then it can be accepted to fulfill the minimum degree requirement for certification. An official credentialing agency report that verifies the equivalence of the coursework to U.S. credits is required. Missouri Baptist University requires that students have this evaluation done through the following agencies, which are approved by DESE:

World Education Services, Inc. (preferred)  
Bowling Green Station  
Post Office Box 5087  
New York, NY 10274-5087, USA  
Phone: (212) 966-6311  
Fax: (212) 966-6395  
[www.wes.org](http://www.wes.org)

Academic & Professional International Evaluations, Inc.  
Post Office Box 5787  
Los Alamitos, California 90721-5787  
Phone: (562) 594-6498  
Fax: (562) 594-8498  
Web site: [www.apie.org](http://www.apie.org)  
Contact the agency for instructions before sending documents.

American Association of Collegiate Registrars and Admissions Officers  
International Education Services  
One Dupont Circle NW  
Suite 520  
Washington, DC 20036-1135  
Phone: (202) 293-9161  
Fax: (202) 872-8857  
Web site: [www.aacrao.org](http://www.aacrao.org)  
Contact the agency for instructions before sending documents.

Foreign Consultants, Inc.  
Credential Evaluation Services  
3000 Dundee Road  
Suite 209  
Northbrook, IL 60062  
Phone: (773) 761-0000 or (847) 498-4499  
Fax: (847) 412-9570  
Web site: [www.foreignconsultants.com](http://www.foreignconsultants.com)  
Contact the agency for instructions before sending documents.

International Education Research Foundation, Inc.  
Credentials Evaluation Service  
Post Office Box 3665  
Culver City, CA 90231-3665  
Phone: (310) 258-9451  
Fax: (310) 342-7086  
Web site: [www.ierf.org](http://www.ierf.org)  
Contact the agency for instructions before sending documents.

The results from the evaluation must be mailed to Missouri Baptist University. This process will take 30 to 60 days.

There is a fee for this evaluation. Students may obtain an application for evaluation of transcripts by contacting either of the services listed above or through the Missouri Baptist University International Student Services Office by calling (314) 744-5301. Official transcripts, the application, and the fee must be submitted to the above address. If required, this request must be made immediately after application for admission to Missouri Baptist University so that results will be received in time for registration. Once the baccalaureate degree is verified, then a student is able to pursue certification as a graduate student.

## Program Completion Requirements for Initial Teacher Certification (required for both degree-seeking and certification-only students)

- A. Successful completion of the Professional Development Folio the semester prior to student teaching.
- B. Successful completion of certification program required coursework.
- C. An overall cumulative grade point average of at least 2.75 on a 4.0 scale, including a minimum 3.0 GPA within the content area (for middle and secondary) with no grade lower than a C, and a minimum 3.0 GPA in professional education courses with no grade lower than a C. **DESE requires that all coursework from all institutions attended be included in the cumulative grade point average.**
- D. Successful completion of Student Teaching which includes the following:

1. Successful completion of the exit Missouri Pre-Service Teacher Assessment (MoPTA)
2. A passing score on the Missouri Content Assessments (MoCA) which replace the Praxis Series as the content area exit exams for certification beginning in September 2014. *(DESE will continue to accept Praxis scores passed as of August 31, 2014, for initial certification through December 31, 2016.)*
3. Satisfactory Formative Evaluations and a satisfactory Summative Evaluation for the student teaching experience

3. Reject recommendation(s)
- II. Application to Internship
  - A. Transcript analysis
    1. Identification of special circumstances
    2. Determine progress in professional pre-service program
  - B. Preparation for Interview
    1. Updated philosophy of teaching and learning
    2. Updated resume
  - C. Interview with Education Faculty/Partners – Results:
    1. Recommendation to place in Internship (Student Teaching)
    2. Recommendation to enroll pre-service teacher in EDCL 451-456 for additional experience
    3. Student appeal of recommendation to Teacher Education Council
  - D. Teacher Education Council Review – Results:
    1. Accept recommendation(s)
    2. Modify recommendation(s)
    3. Reject recommendation(s)

## TEACHER EDUCATION ASSESSMENT PHASES AND PROGRAM EVALUATION

A systematic plan for assessment has also been developed for teacher education candidates. Candidates are evaluated at each phase of the program with decisions made by the Teacher Education Council to recommend or reject candidates for further study. The steps in this evaluation system follow:

### GRADUATE LEVEL

- I. Application to Professional Standing
  - A. Submit Teacher Education Admission Packet:
    1. Admissions Packet:
      - a. Application Forms
      - b. Philosophy of education
      - c. Resume
      - d. Autobiographical sketch
      - e. Three letters of recommendation
      - f. ACT or SAT score (or exemption request)
      - g. Completion of the entry Missouri Educator Profile (MEP)
      - h. Evidence of successful completion of coursework
    2. Establish 2.75 cumulative GPA/3.00 in content area and professional education
  - B. Interview with Education Faculty – Results:
    1. Recommendation of acceptance to professional standing
    2. Probation with recommendation(s) of additional coursework
    3. Student appeal of recommendation(s) to Teacher Education Council
  - C. Teacher Education Council review of recommendation(s) from interview – Results:
    1. Accept recommendation(s)
    2. Modify recommendation(s)

- III. Exit Task and Requirements
  - A. Successful completion of the Professional Development Folio prior to Student Teaching
  - B. Successful completion of all pre-service professional coursework (C or above)
  - C. Successful completion of Internship (Student Teaching)
    1. Passing score on Missouri Content Assessment (MoCA) for each area in which certification is being sought (Praxis exams passed as of 8/31/2014 will be accepted by DESE for initial certification through 12/31/2016)
    2. Successful completion of the exit Missouri Pre-Service Teacher Assessment (MoPTA)
    3. Grade for internship of C or above
  - D. Maintain 2.75 cumulative GPA/3.00 in content area and professional education
- IV. Program/Unit Survey (MoSPE Standards)
  - A. Surveys of cooperating teachers
  - B. Surveys of student teachers
  - C. Surveys of recent graduates and administrators
  - D. Teacher Education Council will review surveys – Results:
    1. Maintain programs
    2. Modify programs

## TEACHER EDUCATION TIMELINE

TASK	REQUIRED COMPLETION TIMELINE
Enroll in EDUC 201 Professional Growth and Folio Development I	Must be enrolled in this class in the second semester of the sophomore year or first semester of enrollment from students transferring with junior standing or better. Course must be completed prior to first interview.
Complete first draft of reflections for all 9 MoSPE standards for teachers (or 7 MoSPE standards for library media specialists)	EDUC 201 Professional Growth and Folio Development I
Complete EDUC 203 Teaching in a Diverse Society	Must be enrolled in this class concurrently with EDUC 201. Course must be completed prior to first interview. (Students transferring with a course in lieu of EDUC 203 that does not include an equivalent field experience must take EDCL 200 Teaching in a Diverse Society Field Experience.)
Complete EDUC 303 Methods of Teaching	All students except for Music Education majors should be enrolled in this class prior to first interview, completion preferred
Complete Teacher Education Admission Packet	Complete prior to first interview in conjunction with EDUC 201, 203, and 303

TASK	REQUIRED COMPLETION TIMELINE
Official copy of ACT or SAT on file in Education Office (or exemption request if eligible)	Complete prior to first interview
Official copy of MoGEA with passing score on all sections on file ( <i>undergraduate degree-seeking student only</i> ) (C-BASE scores for transfer students who had passed all sections as of 12/31/2013 will be accepted in lieu of MoGEA if the students are able to complete their certification program by 12/31/2016.)	<b>Undergraduate Degree-Seeking Students Only</b> Complete prior to first interview during same semester as EDUC 201. (Students must pass at least 2 of the 5 scores prior to the first interview, with evidence indicating they have registered for the next scheduled exam.)
Complete Missouri Educator Profile (MEP) online	Complete prior to first interview in conjunction with EDUC 201
<b>FIRST INTERVIEW:</b> Approval for admission <ul style="list-style-type: none"> <li>All items listed above must be completed before interview is scheduled</li> <li>In addition, a 2.75 overall cumulative GPA as well as a content area GPA of 3.00 and professional education GPA of 3.00 (with no grades below a "C" in professional education or content area requirements) are required for admission</li> </ul>	In conjunction with enrollment in EDUC 201, 203, and 303 for all students: <ul style="list-style-type: none"> <li><b>Students with less than a 2.75 overall cumulative GPA or less than a 3.00 in the content area or professional education must have a plan to raise GPA.</b></li> <li><b>Undergraduate degree-seeking students with at least 2 of the 5 scores on the general education assessment may be accepted for probationary admission only. All sections must be passed to be fully admitted.</b></li> </ul>
Faculty Vote and Formal Approval for Admission	Letter will be sent to student with notice of formal faculty approval for admission
Graduation/Certification Check	When enrolled in EDUC 201 or first semester of junior year
Complete final draft of reflections for all 9 MoSPE standards for teachers (or 7 MoSPE standards for library media specialists)	See <i>Professional Development Folio Guide for Teachers and Library Media Specialist</i> for courses in which final drafts are to be submitted.
Complete EDUC 401 Professional Growth and Folio Development II	Complete the semester prior to student teaching in preparation for student teaching interview.
Complete draft of MoPTA (or MoLPA) tasks	Complete in conjunction with EDUC 401 Professional Growth and Folio Development II
Final Professional Development Folio Evaluation (including revised reflections and MoPTA or MoLPA tasks)	The Folio evaluation must be "passing." If it is not "passing," the Folio must be revised during the student teaching semester and resubmitted to achieve a "passing" evaluation prior to conferral of professional education degrees and completion of certification program requirements. Students will receive an Incomplete (IN) grade for EDUC 401 until the Folio has been passed.
<b>SECOND INTERVIEW:</b> Approval for student teaching	At least one semester before student teaching: <ul style="list-style-type: none"> <li>For August student teaching, interview must be completed in February, March, or April</li> <li>For January student teaching, interview must be completed in August, September, or October</li> </ul>
Placement Deadlines for Student Teaching	Must be <b>fully admitted</b> and have <b>passed the student teaching interview by July 15th for Fall placements or by November 20th for Spring placements.</b>  <b>Placement requests will NOT be sent out until second interview has been passed AND students have been admitted to the Teacher Education Program.</b>  Any request for Credit for Prior Learning (CPL) <b>must</b> be submitted at the same time you apply for student teaching placement.
Take Missouri Content Assessment (MoCA) for <i>each area</i> in which certification is being sought ( <i>Praxis exams passed as of 8/31/2014 will be accepted by DESE for initial certification or add-on through 12/31/2016</i> )	<b>Complete prior to student teaching</b> ( <i>Passing score required for conferral of professional education degrees and completion of certification program requirements.</i> )
Complete all coursework	<b>Prior to student teaching</b> ( <i>Students will not be allowed to student teach if all education courses have not been satisfactorily completed with a final grade of C or CR or better.</i> )
Missouri Pre-Service Teacher Assessment (MoPTA) <b>OR</b> Missouri Librarian Performance Assessment (MoLPA) (Standards-based Exit Assessment)	<b>Complete in conjunction with student teaching</b> (All students, including those petitioning for CPL, will be enrolled in EDUC 471 Student Teaching Seminar to facilitate completion of this assessment) ( <i>Passing score required for conferral of professional education degrees and completion of certification program requirements.</i> )
Oral Presentation at MoPTA Celebration ( <i>Required for CPL students as well as those enrolled in student teaching</i> )	<b>By the end of EDUC 471 Student Teaching Seminar</b> ( <i>MoPTA Celebration date to be determined by instructor, approximately at end of twelfth week</i> )
Establish a Credential File with Career Services <a href="http://www.mobap.edu/student-life/career-services/">http://www.mobap.edu/student-life/career-services/</a>	During student teaching
<ul style="list-style-type: none"> <li>Create job profile using AppliTrack (district specific websites)</li> <li>Create job profile on Missouri REAP <a href="http://www.moreap.net/">http://www.moreap.net/</a></li> </ul>	During student teaching
Complete student teaching and EDUC 471	In the same semester
Application for Certification <a href="https://k12apps.dese.mo.gov/webLogin/login.aspx">https://k12apps.dese.mo.gov/webLogin/login.aspx</a>	After successful completion of all coursework, including student teaching, and passing all required exit assessments

## COURSES REQUIRED FOR TEACHER CERTIFICATION ARE CHANGING

Students who can complete all program requirements for certification – including passing their professional development folio, MoCA, and MoPTA – by the end of SU-17 will be allowed to finish their programs under the compendium requirements as listed in the 2014-2015 Graduate Bulletin. However, students who are not able to complete all program requirements by the end of SU-17, will need to meet the new certification rules. New course requirements are outlined in the 2015-2016 Graduate Bulletin.

## CERTIFICATION AREA REQUIREMENTS

### EARLY CHILDHOOD EDUCATION

*NOTE: Early Childhood certification is available as both a stand-alone (Birth through Grade 3) and as a combined program with Elementary Education (Birth through Grade 6) and/or Early Childhood Special Education (Birth through Grade 3 or Grade 6). Requirements for each are shown below:*

#### EARLY CHILDHOOD EDUCATION STAND-ALONE (Birth-Grade 3):

**Professional Requirements:** **71 hours**

**Content Planning and Delivery/Individual Student Needs/Schools and the Teaching Profession:** **29 hours**

**EDUC 201<sup>1</sup> Professional Growth and Folio Development I** (Must be taken first semester of enrollment)

**EDUC 203<sup>1</sup> Teaching in a Diverse Society<sup>†</sup>** (Must be taken with EDUC 201)

**ECTA 323<sup>1</sup> Curriculum, Assessment, and Data-Based Decision Making**

**EDPS 383<sup>1</sup> Psychology of Teaching and Learning**

**EDUC 303<sup>1</sup> Methods of Teaching and Differentiated Instruction**

EDUC 573 Applications of Technology

PSYC 553 Advanced Human Development

**EDUC 401<sup>2</sup> Professional Growth and Folio Development II** (Must be taken the semester prior to student teaching)

EDPS 453/553 The Exceptional Child

EDRD 423/523 Integration of Literacy in the Content Areas: Seminar and Field Experience ‡

ETOP 423/523 Classroom and Behavior Management

<sup>1</sup>Undergraduate-only courses required for admission to the Teacher Education Program.

<sup>2</sup>Undergraduate-only course required in preparation for approval to student teach.

<sup>†</sup>Students who transfer in a course for EDUC 203 which does not include an equivalent field experience must complete:

**EDCL 200<sup>1</sup> Teaching in a Diverse Society Field Experience**

<sup>‡</sup>Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete:

**EDCL 420/520 Field Experience with English Language Learners**

#### Content Knowledge for Teaching/Teaching and Learning Strategies: **30 hours**

ECED 453/553 Role of Movement and Creative Arts in Development of the Young Child: Seminar and Field Experience (includes Pre-K field experience)

ECED 443/543 Diagnostic Procedures in Early Childhood Education

ECED 413/513 Language Acquisition of the Young Child  
ELED 453/553 Integrated Language Arts Concepts and Children's Literature for Early Childhood/Elementary: Seminar and Field Experience

EDRD 433/533 Foundations of Literacy Instruction for Early Childhood/Elementary: Seminar and Field Experience

EDRD 443/543 Analysis and Correction of Reading Disabilities: Seminar and Field Experience  
ELED 433/533 Integrated Mathematics Concepts for Early Childhood/Elementary: Seminar and Field Experience

EDSP 453/553 Teaching Remedial Math K-12: Seminar and Field Experience

ELED 443/543 Integrated Science Concepts for Early Childhood/Elementary: Seminar and Field Experience

ELED 463/563 Integrated Concepts in Social Science, Geography, and Economics for Early Childhood/Elementary: Seminar and Field Experience

#### Home-School-Community Relations: **6 hours**

**ECED 363<sup>1</sup> Family and Community Resources** (includes infant/toddler field experience)

ECSP 423/523 Family Engagement and Partnership with the Young or Exceptional Child

#### Program Management: **6 hours**

**ECED 373<sup>1</sup> Health, Nutrition, and Safety of the Young Child**

**ECED 383<sup>1</sup> Administration of Early Childhood Programs**

#### Field and Clinical Experiences: **15 Hours**

*Field and Clinical Experiences: Candidates must have experiences at all levels within their course work (infant/toddler, pre-kindergarten, kindergarten, and grades 1-3)*

**EDCL 211<sup>1</sup> Teaching Field Experience I** (must be in grades 1-3)

**EDUC 210<sup>1</sup> Field Experience I Seminar** (must be taken concurrently with EDCL 211)

EDCL 411/511 Teaching Field Experience II (must be in kindergarten)

EDUC 410/510 Field Experience II Seminar (must be taken concurrently with EDCL 411/511)

ECCL 5712 Student Teaching: Early Childhood (must be in pre-K-grade 3)

**EDUC 471<sup>1</sup> Student Teaching Seminar** (must be taken concurrently with ECCL 5712)

**Total hours required for certification: 86**

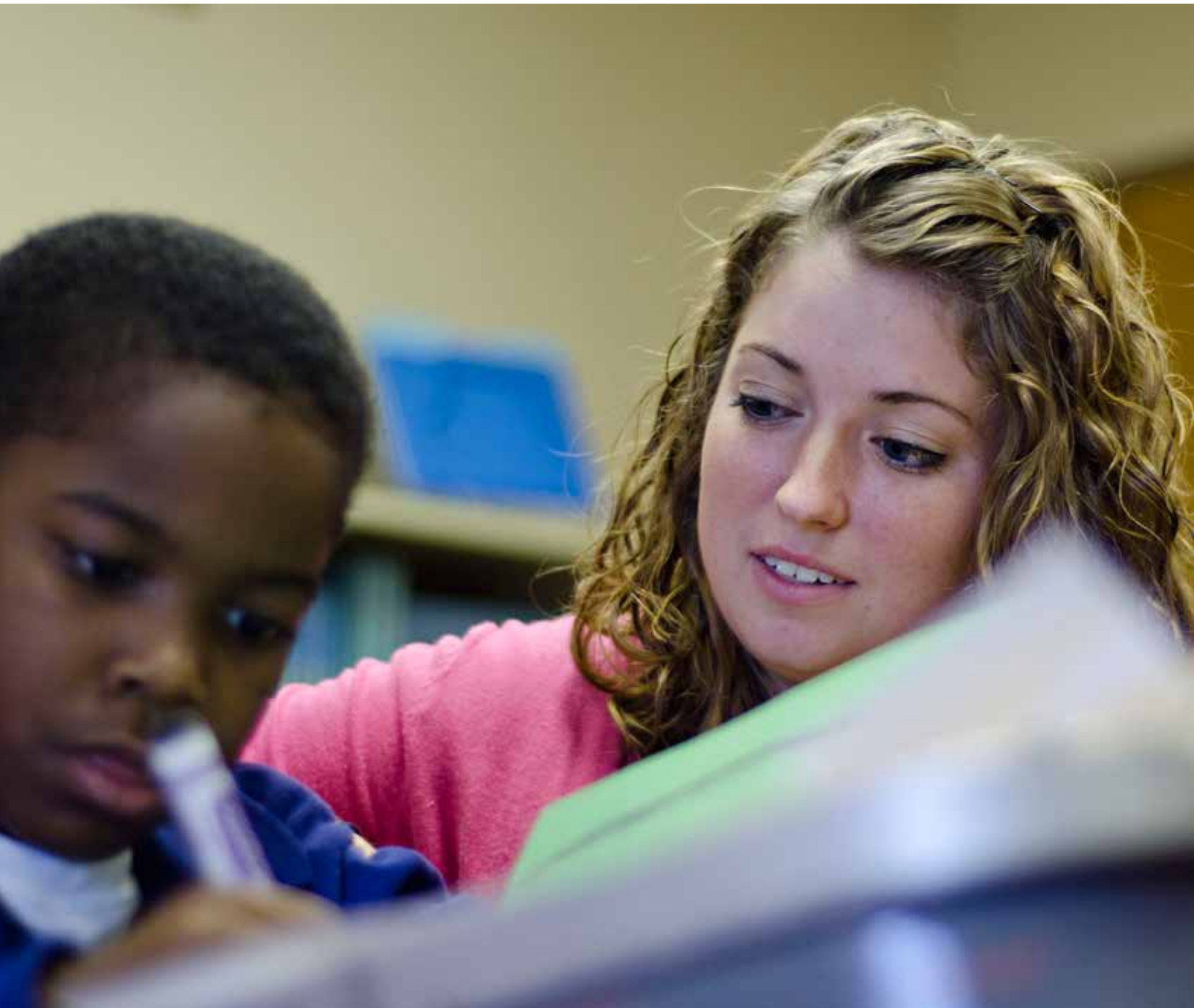
<sup>1</sup>Undergraduate-only courses



**EARLY CHILDHOOD EDUCATION/EARLY CHILDHOOD SPECIAL EDUCATION (COMBINED)(Birth-Grade 3):**

<b>Professional Requirements:</b>	<b>80 hours</b>
<i>Content Planning and Delivery/Individual Student Needs/Schools and the Teaching Profession:</i>	<b>41 hours</b>
<b>EDUC 201<sup>1</sup></b>	<b>Professional Growth and Folio Development I</b> <i>(Must be taken first semester of enrollment)</i>
<b>EDUC 203<sup>1</sup></b>	<b>Teaching in a Diverse Society<sup>†</sup></b> <i>(Must be taken with EDUC 201)</i>
<b>ECTA 323<sup>1</sup></b>	<b>Curriculum, Assessment, and Data-Based Decision Making</b>
<b>EDPS 383<sup>1</sup></b>	<b>Psychology of Teaching and Learning</b>
<b>EDUC 303<sup>1</sup></b>	<b>Methods of Teaching and Differentiated Instruction</b>
EDUC 573	Applications of Technology
PSYC 553	Advanced Human Development

<b>EDUC 401<sup>2</sup></b>	<b>Professional Growth and Folio Development II</b> <i>(Must be taken the semester prior to student teaching)</i>
EDPS 453/553	The Exceptional Child
EDRD 423/523	Integration of Literacy in the Content Areas: Seminar and Field Experience ‡
ETOP 423/523	Classroom and Behavior Management
<sup>1</sup> Undergraduate-only courses required for admission to the Teacher Education Program.	
<sup>2</sup> Undergraduate-only course required in preparation for approval to student teach.	
†Students who transfer in a course for EDUC 203 which does not include an equivalent field experience must complete:	
<b>EDCL 200<sup>1</sup></b>	<b>Teaching in a Diverse Society Field Experience</b>
‡Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete:	
<b>EDCL 420/520</b>	<b>Field Experience with English Language Learners</b>



<b>ECED 363<sup>1</sup></b>	<b>Family and Community Resources</b> (includes infant/toddler field experience)
ECSP 403/503	Introduction to Early Childhood Special Education: Seminar and Field Experience
ECSP 413/513	Teaching Young Children with Disabilities: Seminar and Field Experience
ECSP 423/523	Family Engagement and Partnership with the Young or Exceptional Child

**Content Knowledge for Teaching/Teaching and Learning Strategies/Teaching and Supporting Learning of the Young Child:** **33 hours**

ECED 453/553	Role of Movement and Creative Arts in Development of the Young Child: Seminar and Field Experience (includes Pre-K field experience)
ECED 443/543	Diagnostic Procedures in Early Childhood Education
EDSP 413/513	Language Development of the Exceptional Child
ECED 413/513	Language Acquisition of the Young Child
ELED 453/553	Integrated Language Arts Concepts and Children's Literature for Early Childhood/Elementary: Seminar and Field Experience
EDRD 433/533	Foundations of Literacy Instruction Early Childhood/Elementary: Seminar and Field Experience
EDRD 443/543	Analysis and Correction of Reading Disabilities: Seminar and Field Experience
ELED 433/533	Integrated Mathematics Concepts for Early Childhood/Elementary: Seminar and Field Experience
EDSP 453/553	Teaching Remedial Math K-12: Seminar and Field Experience
ELED 443/543	Integrated Science Concepts for Early Childhood/Elementary: Seminar and Field Experience
ELED 463/563	Integrated Concepts in Social Science, Geography, and Economics for Early Childhood/Elementary: Seminar and Field Experience

**Program Management:** **6 hours**

<b>ECED 373<sup>1</sup></b>	<b>Health, Nutrition, and Safety of the Young Child</b>
<b>ECED 383<sup>1</sup></b>	<b>Administration of Early Childhood Programs</b>

**Field and Clinical Experiences:** **15 Hours**

*Field and Clinical Experiences: Candidates must have experiences at all levels within their course work (infant/toddler, pre-kindergarten, kindergarten, and grades 1-3)*

<b>EDCL 211<sup>1</sup></b>	<b>Teaching Field Experience I</b> (must be in grades 1-3)
<b>EDUC 210<sup>1</sup></b>	<b>Field Experience I Seminar</b> (must be taken concurrently with EDCL 211)
EDCL 411/511	Teaching Field Experience II (must be in kindergarten)
EDUC 410/510	Field Experience II Seminar (must be taken concurrently with EDCL 411/511)
ECCL 5709	Student Teaching: Early Childhood (must be in pre-K-grade 3)

ECSP 5703	Student Teaching: Early Childhood Special Education (must be in pre-K special education)
<b>EDUC 471<sup>1</sup></b>	<b>Student Teaching Seminar</b> (must be taken concurrently with ECCL 5709+ECSP 5703)

**Total hours required for certification: 95**

<sup>1</sup>Undergraduate-only courses

**EARLY CHILDHOOD EDUCATION/  
ELEMENTARY EDUCATION COMBINED  
(Birth-Grade 3/Grades 1-6):**

<b>Professional Requirements:</b>	<b>71 hours</b>
<b>Content Planning and Delivery/Individual Student Needs/ Schools and the Teaching Profession:</b>	<b>29 hours</b>
<b>EDUC 201<sup>1</sup></b>	<b>Professional Growth and Folio Development I</b> (Must be taken first semester of enrollment)
<b>EDUC 203<sup>1</sup></b>	<b>Teaching in a Diverse Society†</b> (Must be taken with EDUC 201)
<b>ECTA 323<sup>1</sup></b>	<b>Curriculum, Assessment, and Data-Based Decision Making</b>
<b>EDPS 383<sup>1</sup></b>	<b>Psychology of Teaching and Learning</b>
<b>EDUC 303<sup>1</sup></b>	<b>Methods of Teaching and Differentiated Instruction</b>
EDUC 573	Applications of Technology
PSYC 553	Advanced Human Development
<b>EDUC 401<sup>2</sup></b>	<b>Professional Growth and Folio Development II</b> (Must be taken the semester prior to student teaching)
EDPS 453/553	The Exceptional Child
EDRD 423/523	Integration of Literacy in the Content Areas: Seminar and Field Experience ‡
ETOP 423/523	Classroom and Behavior Management

<sup>1</sup>Undergraduate-only courses required for admission to the Teacher Education Program.

<sup>2</sup>Undergraduate-only course required in preparation for approval to student teach.

†Students who transfer in a course for EDUC 203 which does not include an equivalent field experience must complete:

**EDCL 200<sup>1</sup>** **Teaching in a Diverse Society Field Experience**

‡Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete:

**EDCL 420/520** **Field Experience with English Language Learners**

**Content Knowledge for Teaching/Teaching and Learning Strategies:** **30 hours**

ECED 453/553	Role of Movement and Creative Arts in Development of the Young Child: Seminar and Field Experience (includes Pre-K field experience)
ECED 443/543	Diagnostic Procedures in Early Childhood Education
ECED 413/513	Language Acquisition of the Young Child
ELED 453/553	Integrated Language Arts Concepts and Children's Literature for Early Childhood/Elementary: Seminar and Field Experience

EDRD 433/533	Foundations of Literacy Instruction Early Childhood/Elementary: Seminar and Field Experience
EDRD 443/543	Analysis and Correction of Reading Disabilities: Seminar and Field Experience
ELED 433/533	Integrated Mathematics Concepts for Early Childhood/Elementary: Seminar and Field Experience
EDSP 453/553	Teaching Remedial Math K-12: Seminar and Field Experience
ELED 443/543	Integrated Science Concepts for Early Childhood/Elementary: Seminar and Field Experience
ELED 463/563	Integrated Concepts in Social Science, Geography, and Economics For Early Childhood/Elementary: Seminar and Field Experience

<b>Home-School-Community Relations:</b>	<b>6 hours</b>
<b>ECED 363<sup>1</sup></b>	<b>Family and Community Resources</b> (includes infant/toddler field experience)
ECSP 423/523	Family Engagement and Partnership with the Young or Exceptional Child

<b>Program Management:</b>	<b>6 hours</b>
<b>ECED 373<sup>1</sup></b>	<b>Health, Nutrition, and Safety of the Young Child</b>
<b>ECED 383<sup>1</sup></b>	<b>Administration of Early Childhood Programs</b>

<b>Field and Clinical Experiences:</b>	<b>15 Hours</b>
<i>Field and Clinical Experiences: Candidates must have experiences at all levels within their course work (infant/toddler, pre-kindergarten, kindergarten, and grades 1-3)</i>	
<b>EDCL 211<sup>1</sup></b>	<b>Teaching Field Experience I</b> (must be in grades 4-6)
<b>EDUC 210<sup>1</sup></b>	<b>Field Experience I Seminar</b> (must be taken concurrently with EDCL 211)
EDCL 411/511	Teaching Field Experience II (must be in kindergarten)
EDUC 410/510	Field Experience II Seminar (must be taken concurrently with EDCL 411/511)
ELCL 5712	Student Teaching: Elementary (must be in grades 1-3)
<b>EDUC 471<sup>1</sup></b>	<b>Student Teaching Seminar</b> (must be taken concurrently with ELCL 5712)

**Total hours required for certification: 86**

<sup>1</sup>Undergraduate-only courses

## EARLY CHILDHOOD EDUCATION/EARLY CHILDHOOD SPECIAL EDUCATION/ELEMENTARY EDUCATION (Birth-Grade 3/Grades 1-6):

<b>Professional Requirements:</b>	<b>80 hours</b>
<b>Content Planning and Delivery/Individual Student Needs/Schools and the Teaching Profession:</b>	<b>41 hours</b>
<b>EDUC 201<sup>1</sup></b>	<b>Professional Growth and Folio Development I</b> (Must be taken first semester of enrollment)
<b>EDUC 203<sup>1</sup></b>	<b>Teaching in a Diverse Society</b> † (Must be taken with EDUC 201)
<b>ECTA 323<sup>1</sup></b>	<b>Curriculum, Assessment, and Data-Based Decision Making</b>
<b>EDPS 383<sup>1</sup></b>	<b>Psychology of Teaching and Learning</b>
<b>EDUC 303<sup>1</sup></b>	<b>Methods of Teaching and Differentiated Instruction</b>
EDUC 573	Applications of Technology
PSYC 553	Advanced Human Development
<b>EDUC 401<sup>2</sup></b>	<b>Professional Growth and Folio Development II</b> (Must be taken the semester prior to student teaching)
EDPS 453/553	The Exceptional Child
EDRD 423/523	Integration of Literacy in the Content Areas: Seminar and Field Experience ‡
ETOP 423/523	Classroom and Behavior Management

<sup>1</sup>Undergraduate-only courses required for admission to the Teacher Education Program.

<sup>2</sup>Undergraduate-only course required in preparation for approval to student teach.

†Students who transfer in a course for EDUC 203 which does not include an equivalent field experience must complete:

**EDCL 200<sup>1</sup>** **Teaching in a Diverse Society Field Experience**

‡Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete:

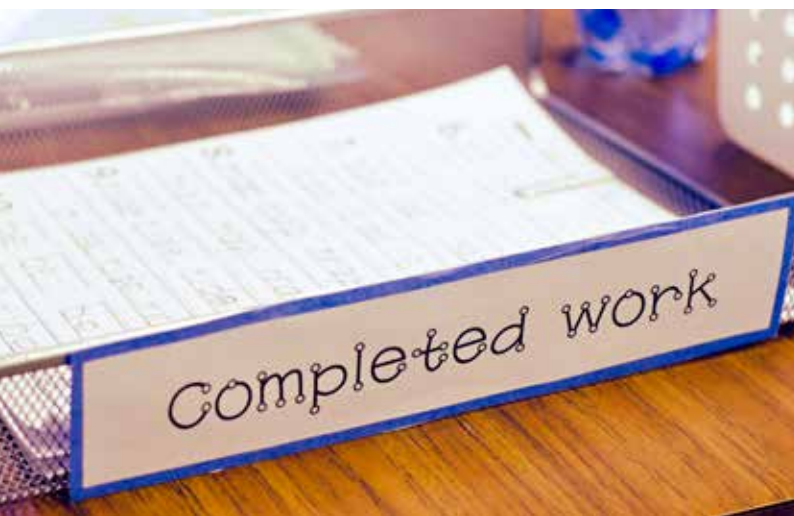
**EDCL 420/520** **Field Experience with English Language Learners**

<b>ECED 363<sup>1</sup></b>	<b>Family and Community Resources</b> (includes infant/toddler field experience)
ECSP 403/503	Introduction to Early Childhood Special Education: Seminar and Field Experience
ECSP 413/513	Teaching Young Children with Disabilities: Seminar and Field Experience
ECSP 423/523	Family Engagement and Partnership with the Young or Exceptional Child

**Content Knowledge for Teaching/Teaching and Learning Strategies/Teaching and Supporting Learning of the Young Child:**

**33 hours**

ECED 453/553	Role of Movement and Creative Arts in Development of the Young Child: Seminar and Field Experience (includes Pre-K field experience)
ECED 443/543	Diagnostic Procedures in Early Childhood Education
EDSP 413/513	Language Development of the Exceptional Child
ECED 413/513	Language Acquisition of the Young Child





ELED 453/553	Integrated Language Arts Concepts and Children's Literature for Early Childhood/Elementary: Seminar and Field Experience
EDRD 433/533	Foundations of Literacy Instruction Early Childhood/Elementary: Seminar and Field Experience
EDRD 443/543	Analysis and Correction of Reading Disabilities: Seminar and Field Experience
ELED 433/533	Integrated Mathematics Concepts for Early Childhood/Elementary: Seminar and Field Experience
EDSP 453/553	Teaching Remedial Math K-12: Seminar and Field Experience
ELED 443/543	Integrated Science Concepts for Early Childhood/Elementary: Seminar and Field Experience
ELED 463/563	Integrated Concepts in Social Science, Geography, and Economics for Early Childhood/Elementary: Seminar and Field Experience

**Program Management:** 6 hours

**ECED 373<sup>1</sup>** *Health, Nutrition, and Safety of the Young Child*

**ECED 383<sup>1</sup>** *Administration of Early Childhood Programs*

**Field and Clinical Experiences:** 15 Hours

*Field and Clinical Experiences: Candidates must have experiences at all levels within their course work (infant/toddler, pre-kindergarten, kindergarten, and grades 1-3)*

**EDCL 211<sup>1</sup>** *Teaching Field Experience I (must be in grades 4-6)*

**EDUC 210<sup>1</sup>** *Field Experience I Seminar (must be taken concurrently with EDCL 211)*

**EDCL 411/511** *Teaching Field Experience II (must be in kindergarten)*

**EDUC 410/510** *Field Experience II Seminar (must be taken concurrently with EDCL 411/511)*

**ELCL 5709** *Student Teaching: Elementary (must be in grades 1-3)*

**ECSP 5703** *Student Teaching: Early Childhood Special Education (must be in pre-K special education)*

**EDUC 471** *Student Teaching Seminar (must be taken concurrently with ELCL 5709+ECSP 5703)*

**Total hours required for certification: 95**

<sup>1</sup>Undergraduate-only courses

## EARLY CHILDHOOD SPECIAL EDUCATION

*NOTE: Early Childhood Special Education certification is available as both a stand-alone (Birth through Grade 3) and as a combined major with Early Childhood Education or Early Childhood/Elementary Education (Birth through Grade 3 or Grade 6).*

### EARLY CHILDHOOD SPECIAL EDUCATION

#### STAND-ALONE (Birth-Grade 3):

**Professional Requirements:** 80 hours

**Content Planning and Delivery/Individual Student Needs/Schools and the Teaching Profession:** 41 hours

**EDUC 201<sup>1</sup>** *Professional Growth and Folio Development I (Must be taken first semester of enrollment)*

**EDUC 203<sup>1</sup>** *Teaching in a Diverse Society† (Must be taken with EDUC 201)*

**ECTA 323<sup>1</sup>** *Curriculum, Assessment, and Data-Based Decision Making*

**EDPS 383<sup>1</sup>** *Psychology of Teaching and Learning*

**EDUC 303<sup>1</sup>** *Methods of Teaching and Differentiated Instruction*

**EDUC 573** *Applications of Technology*

**PSYC 553** *Advanced Human Development*

**EDUC 401<sup>2</sup>** *Professional Growth and Folio Development II (Must be taken the semester prior to student teaching)*

**EDPS 453/553** *The Exceptional Child*

**EDRD 423/523** *Integration of Literacy in the Content Areas: Seminar and Field Experience ‡*

**ETOP 423/523** *Classroom and Behavior Management*

<sup>1</sup>Undergraduate-only courses required for admission to the Teacher Education Program.

<sup>2</sup>Undergraduate-only course required in preparation for approval to student teach.

†Students who transfer in a course for EDUC 203 which does not include an equivalent field experience must complete:

**EDCL 200<sup>1</sup>** *Teaching in a Diverse Society Field Experience*

‡Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete:

**EDCL 420/520** *Field Experience with English Language Learners*

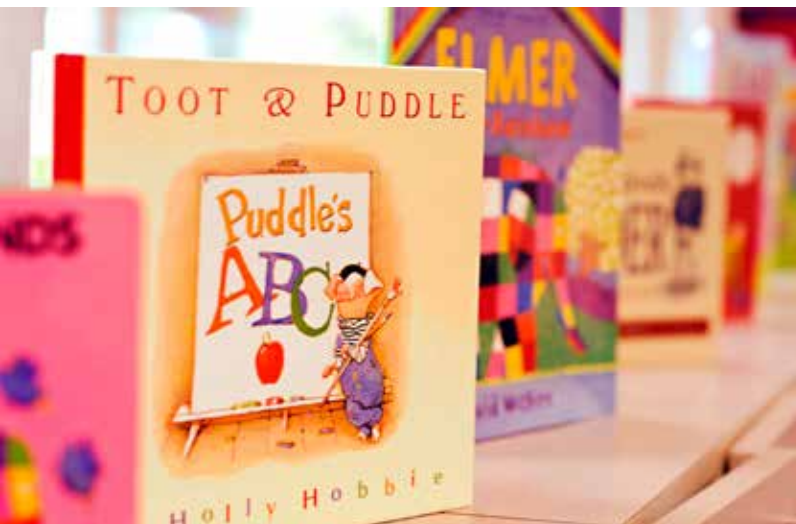
**ECED 363<sup>1</sup>** *Family and Community Resources (includes infant/toddler field experience)*

**ECSP 403/503** *Introduction to Early Childhood Special Education: Seminar and Field Experience*

**ECSP 413/513** *Teaching Young Children with Disabilities: Seminar and Field Experience*

**ECSP 423/523** *Family Engagement and Partnership with the Young or Exceptional Child*

<sup>1</sup>Undergraduate-only courses





**Content Knowledge for Teaching/Teaching and Learning Strategies/Teaching and Supporting Learning of the Young Child:**

**33 hours**

- ECED 453/553 Role of Movement and Creative Arts in Development of the Young Child: Seminar and Field Experience (*includes Pre-K field experience*)
- ECED 443/543 Diagnostic Procedures in Early Childhood Education
- EDSP 413/513 Language Development of the Exceptional Child
- ECED 413/513 Language Acquisition of the Young Child
- ELED 453/553 Integrated Language Arts Concepts and Children's Literature for Early Childhood/Elementary: Seminar and Field Experience
- EDRD 433/533 Foundations of Literacy Instruction Early Childhood/Elementary: Seminar and Field Experience
- EDRD 443/543 Analysis and Correction of Reading Disabilities: Seminar and Field Experience
- ELED 433/533 Integrated Mathematics Concepts for Early Childhood/Elementary: Seminar and Field Experience
- EDSP 453/553 Teaching Remedial Math K-12: Seminar and Field Experience
- ELED 443/543 Integrated Science Concepts for Early Childhood/Elementary: Seminar and Field Experience
- ELED 463/563 Integrated Concepts in Social Science, Geography, and Economics for Early Childhood/Elementary: Seminar and Field Experience

**Program Management:** **6 hours**

- ECED 373<sup>1</sup> **Health, Nutrition, and Safety of the Young Child**
- ECED 383<sup>1</sup> **Administration of Early Childhood Program**

**Field and Clinical Experiences:** **15 Hours**

*Field and Clinical Experiences: Candidates must have experience at all levels within their course work (infant/toddler, pre-kindergarten, kindergarten, and grades 1-3)*

- EDCL 211<sup>1</sup> **Teaching Field Experience I** (*special education grades 1-3*)
- EDUC 210<sup>1</sup> **Field Experience I Seminar** (*must be taken concurrently with EDCL 211*)
- EDCL 411/511 **Teaching Field Experience II** (*special education, kindergarten*)
- EDUC 410/510 **Field Experience II Seminar** (*must be taken concurrently with EDCL 411/511*)
- ECSP 5712 **Student Teaching: Early Childhood Special Education** (*special education, birth-grade three, different setting than EDCL 211 or 411*)
- EDUC 471<sup>1</sup> **Student Teaching Seminar** (*must be taken concurrently with ECSP 5712*)

**Total hours required for certification: 95**

<sup>1</sup>**Undergraduate-only courses**

**EARLY CHILDHOOD SPECIAL EDUCATION/  
EARLY CHILDHOOD EDUCATION COMBINED  
(Birth-Grade 3):**

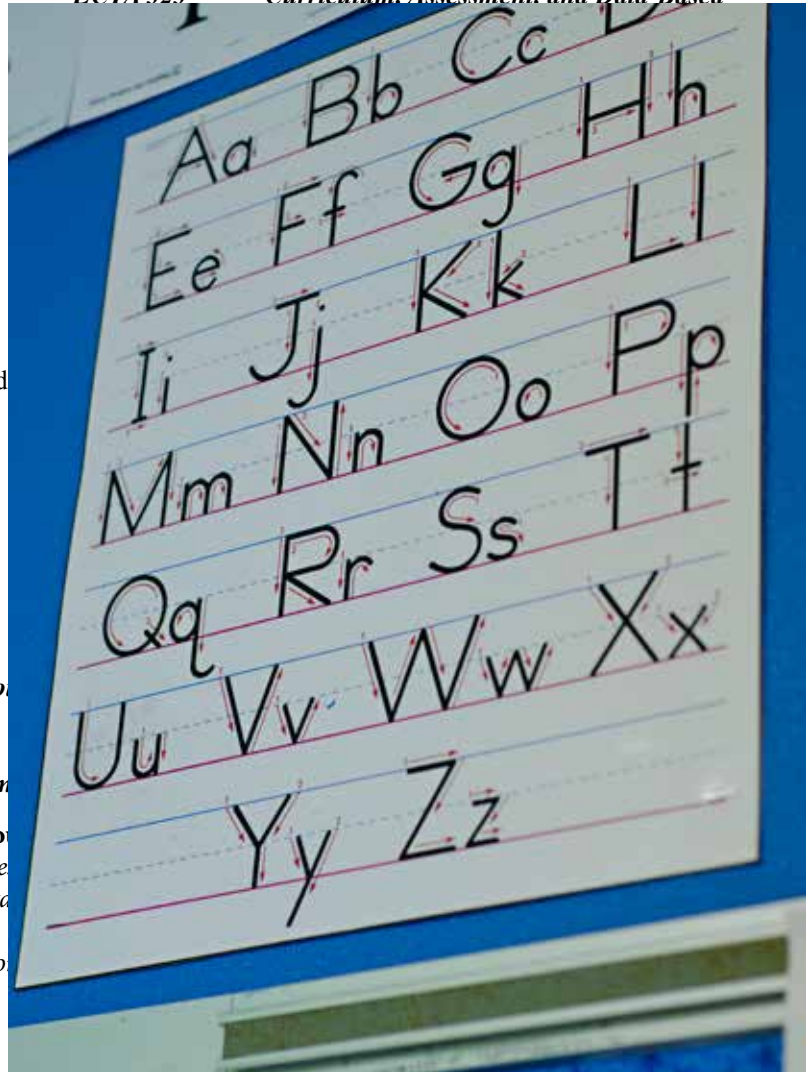
**Professional Requirements: 80 hours**

**Content Planning and Delivery/Individual Student Needs/  
Schools and the Teaching Profession: 41 hours**

**EDUC 201<sup>1</sup> Professional Growth and Folio Development I**  
(*Must be taken first semester of enrollment*)

**EDUC 203<sup>1</sup> Teaching in a Diverse Society†** (*Must be taken with EDUC 201*)

**ECTA 323<sup>1</sup> Curriculum, Assessment, and Data-Based**



<sup>1</sup>**Undergraduate-only courses**

**Content Knowledge for Teaching/Teaching and Learning Strategies/Teaching and Supporting Learning of the Young Child:**

**33 hours**

- ECED 453/553 Role of Movement and Creative Arts in Development of the Young Child: Seminar and Field Experience (*includes Pre-K field experience*)
- ECED 443/543 Diagnostic Procedures in Early Childhood Education
- EDSP 413/513 Language Development of the Exceptional Child
- ECED 413/513 Language Acquisition of the Young Child

ELED 453/553	Integrated Language Arts Concepts and Children's Literature for Early Childhood/Elementary: Seminar and Field Experience
EDRD 433/533	Foundations of Literacy Instruction Early Childhood/Elementary: Seminar and Field Experience
EDRD 443/543	Analysis and Correction of Reading Disabilities: Seminar and Field Experience
ELED 433/533	Integrated Mathematics Concepts for Early Childhood/Elementary: Seminar and Field Experience
EDSP 453/553	Teaching Remedial Math K-12: Seminar and Field Experience
ELED 443/543	Integrated Science Concepts for Early Childhood/Elementary: Seminar and Field Experience
ELED 463/563	Integrated Concepts in Social Science, Geography, and Economics for Early Childhood/Elementary: Seminar and Field Experience

**Program Management:** 6 hours

**ECED 373<sup>1</sup>** *Health, Nutrition, and Safety of the Young Child*

**ECED 383<sup>1</sup>** *Administration of Early Childhood Programs*

**Field and Clinical Experiences:** 15 Hours

*Field and Clinical Experiences: Candidates must have experiences at all levels within their course work (infant/toddler, pre-kindergarten, kindergarten, and grades 1-3)*

**EDCL 211<sup>1</sup>** *Teaching Field Experience I (grades 1-3)*

**EDUC 210<sup>1</sup>** *Field Experience I Seminar (must be taken concurrently with EDCL 211)*

**EDCL 411/511** *Teaching Field Experience II (kindergarten)*

**EDUC 410/510** *Field Experience II Seminar (must be taken concurrently with EDCL 411/511)*

**ECSP 5709** *Student Teaching: Early Childhood Special Education (pre-K early childhood special education setting)*

**ECCL 5703** *Student Teaching: Early Childhood (grades 1-3, different grade level than EDCL 211)*

**EDUC 471<sup>1</sup>** *Student Teaching Seminar (must be taken concurrently with ECSP 5709+ECCL 5703)*

**Total hours required for certification: 95**

<sup>1</sup>Undergraduate-only courses

## ELEMENTARY EDUCATION

*NOTE: This certification may be combined with Early Childhood, earning certification from Birth through Grade 6 (See Early Childhood section). The Elementary Education certification may also be combined with Special Education Cross-Categorical Disabilities Certification for grades Kindergarten-12 in special education settings and a general elementary education certification in grades 1-6 (See Special Education Cross-Categorical Disabilities Certification section).*

### ELEMENTARY EDUCATION STAND-ALONE (Grades 1-6)

**Professional Requirements:** 53 hours

**Content Planning and Delivery/Individual Student Needs/Schools and the Teaching Profession:** 29 hours

**EDUC 201<sup>1</sup>** *Professional Growth and Folio Development I (Must be taken first semester of enrollment)*

**EDUC 203<sup>1</sup>** *Teaching in a Diverse Society† (Must be taken with EDUC 201)*

**ECTA 323<sup>1</sup>** *Curriculum, Assessment, and Data-Based Decision Making*

**EDPS 383<sup>1</sup>** *Psychology of Teaching and Learning*  
**EDUC 303<sup>1</sup>** *Methods of Teaching and Differentiated Instruction*

**EDUC 573** *Applications of Technology*

**PSYC 553** *Advanced Human Development*

**EDUC 401<sup>2</sup>** *Professional Growth and Folio Development II (Must be taken the semester prior to student teaching)*

**EDPS 453/553** *The Exceptional Child*

**EDRD 423/523** *Integration of Literacy in the Content Areas: Seminar and Field Experience ‡*

**ETOP 423/523** *Classroom and Behavior Management*

<sup>1</sup>Undergraduate-only courses required for admission to the Teacher Education Program.

<sup>2</sup>Undergraduate-only course required in preparation for approval to student teach.

†Students who transfer in a course for EDUC 203 which does not include an equivalent field experience must complete:

**EDCL 200<sup>1</sup>** *Teaching in a Diverse Society Field Experience*

‡Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete:

**EDCL 420/520** *Field Experience with English Language Learners*

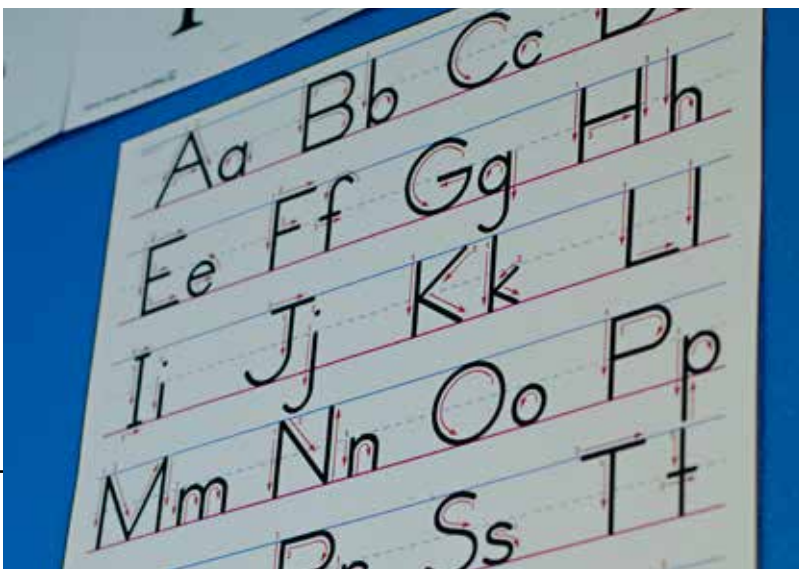
**Content Knowledge for Teaching/Teaching and Learning Strategies:** 24 hours

**ECED 413/513** *Language Acquisition of the Young Child*  
**ELED 453/553** *Integrated Language Arts Concepts and Children's Literature for Early Childhood/Elementary: Seminar and Field Experience*

**EDRD 433/533** *Foundations of Literacy Instruction Early Childhood/Elementary: Seminar and Field Experience*

**EDRD 443/543** *Analysis and Correction of Reading Disabilities: Seminar and Field Experience*

**EDRD 443/543** *Analysis and Correction of Reading Disabilities: Seminar and Field Experience*



ELED 433/533	Integrated Mathematics Concepts for Early Childhood/Elementary: Seminar and Field Experience
EDSP 453/553	Teaching Remedial Math K-12: Seminar and Field Experience
ELED 443/543	Integrated Science Concepts for Early Childhood/Elementary: Seminar and Field Experience
ELED 463/563	Integrated Concepts in Social Science, Geography, and Economics For Early Childhood/Elementary: Seminar and Field Experience

**Field and Clinical Experiences: 15 Hours**

<b>EDCL 211<sup>1</sup></b>	<b>Teaching Field Experience I</b> (must be in grades 1-6)
<b>EDUC 210<sup>1</sup></b>	<b>Field Experience I Seminar</b> (must be taken concurrently with EDCL 211)
EDCL 411/511	Teaching Field Experience II (must be in grades 1-6, different grade than EDCL 211)
EDUC 410/510	Field Experience II Seminar (must be taken concurrently with EDCL 411/511)
ELCL 5712	Student Teaching: Elementary (must be in grades 1-6, different grade than EDCL 211 or EDCL 411)
<b>EDUC 471<sup>1</sup></b>	<b>Student Teaching Seminar</b> (must be taken concurrently with ELCL 5712)

**Total hours required for major: 68**

<sup>1</sup>Undergraduate-only courses

**ELEMENTARY EDUCATION/SPECIAL EDUCATION CROSS-CATEGORICAL DISABILITIES MILD/MODERATE (Grades 1-6/K-12):**

Students must pass both the Missouri Content Assessment (MoCA) for Mild-Moderate Cross-Categorical and all four subtests of the Elementary Education Multi-Content exam (English/language arts, mathematics, science, and social studies).

**Professional Requirements: 68 hours**

**Content Planning and Delivery/Individual Student Needs/Schools and the Teaching Profession: 44 hours**

<b>EDUC 201<sup>1</sup></b>	<b>Professional Growth and Folio Development I</b> (Must be taken first semester of enrollment)
<b>EDUC 203<sup>1</sup></b>	<b>Teaching in a Diverse Society</b> <sup>†</sup> (Must be taken with EDUC 201)
<b>ECTA 323<sup>1</sup></b>	<b>Curriculum, Assessment, and Data-Based Decision Making</b>
<b>EDPS 383<sup>1</sup></b>	<b>Psychology of Teaching and Learning</b>
<b>EDUC 303<sup>1</sup></b>	<b>Methods of Teaching and Differentiated Instruction</b>
EDUC 573	Applications of Technology
PSYC 553	Advanced Human Development
<b>EDUC 401<sup>2</sup></b>	<b>Professional Growth and Folio Development II</b> (Must be taken the semester prior to student teaching)
EDPS 453/553	The Exceptional Child

EDRD 423/523	Integration of Literacy in the Content Areas: Seminar and Field Experience ‡
ETOP 423/523	Classroom and Behavior Management

<sup>1</sup>Undergraduate-only courses required for admission to the Teacher Education Program.

<sup>2</sup>Undergraduate-only course required in preparation for approval to student teach.

<sup>†</sup>Students who transfer in a course for EDUC 203 which does not include an equivalent field experience must complete:

**EDCL 200<sup>1</sup> Teaching in a Diverse Society Field Experience**

<sup>‡</sup>Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete:

**EDCL 420/520 Field Experience with English Language Learners**

EDSP 433/533	Introduction and Methods of Teaching and Inclusion for Students with Cross-Categorical Disabilities and Field Experience
EDSP 463/563	Individual Diagnostics and Classroom Assessment
HUED 443/543	Transition/Career Development and Vocational Education
EDSP 413/513	Language Development of the Exceptional Child
ECSP 423/523	Family Engagement and Partnership with the Young or Exceptional Child

**Content Knowledge for Teaching/Teaching and Learning Strategies: 24 hours**

ECED 413/513	Language Acquisition of the Young Child
ELED 453/553	Integrated Language Arts Concepts and Children's Literature for Early Childhood/Elementary: Seminar and Field Experience
EDRD 433/533	Foundations of Literacy Instruction Early Childhood/Elementary: Seminar and Field Experience
EDRD 443/543	Analysis and Correction of Reading Disabilities: Seminar and Field Experience
ELED 433/533	Integrated Mathematics Concepts for Early Childhood/Elementary: Seminar and Field Experience
EDSP 453/553	Teaching Remedial Math K-12: Seminar and Field Experience
ELED 443/543	Integrated Science Concepts for Early Childhood/Elementary: Seminar and Field Experience
ELED 463/563	Integrated Concepts in Social Science, Geography, and Economics For Early Childhood/Elementary: Seminar and Field Experience

**Field and Clinical Experiences: 15 Hours**

<b>EDCL 211<sup>1</sup></b>	<b>Teaching Field Experience I</b> (must be in regular education classroom setting, grades 1-6)
<b>EDUC 210<sup>1</sup></b>	<b>Field Experience I Seminar</b> (must be taken concurrently with EDCL 211)

<sup>1</sup>Undergraduate-only courses

EDCL 411/511	Teaching Field Experience II ( <i>must be in cross-categorical disabilities classroom setting, grades K-12</i> )
EDUC 410/510	Field Experience II Seminar ( <i>must be taken concurrently with EDCL 411/511</i> )
ELCL 5709	Student Teaching: Elementary ( <i>must be in regular education classroom setting, grades 1-6, different grade than EDCL 211</i> )
EDSP 5703	Student Teaching: Cross-Categorical Disabilities ( <i>must be in cross-categorical disabilities classroom setting, grades K-12, different grade level than EDCL 411</i> )
<b>EDUC 471<sup>1</sup></b>	<b>Student Teaching Seminar</b> ( <i>must be taken concurrently with ELCL 5709+EDSP 5703</i> )

**Total hours required for certification: 83**

<sup>1</sup>*Undergraduate-only courses*

## SPECIAL EDUCATION CROSS-CATEGORICAL DISABILITIES MILD/MODERATE

NOTE: This certification is available as both a stand-alone (K-12) or as a combined major with Elementary Education (Grades 1-6).

### SPECIAL EDUCATION CROSS-CATEGORICAL DISABILITIES MILD/MODERATE STAND-ALONE (Grades K-12):

Students must pass both the Missouri Content Assessment (MoCA) for Mild-Moderate Cross-Categorical **PLUS** one of the following options: 1) all four subtests of the Elementary Education Multi-Content exam (English/language arts, mathematics, science, and social studies); 2) all four subtests of the Middle/Secondary Multi-Content exam (English/language arts, mathematics, science, and social studies); or 3) at least one specific middle or secondary content area exam from English/language arts, mathematics, sciences, or social science (for secondary social science, must pass all six of the Social Science Multi-Content subtests).

**Professional Requirements: 68 hours**

*Content Planning and Delivery/Individual Student Needs/Schools and the Teaching Profession: 44 hours*

**EDUC 201<sup>1</sup>** *Professional Growth and Folio Development I* (*Must be taken first semester of enrollment*)

**EDUC 203<sup>1</sup>** *Teaching in a Diverse Society*<sup>†</sup> (*Must be taken with EDUC 201*)

**ECTA 323<sup>1</sup>** *Curriculum, Assessment, and Data-Based Decision Making*

**EDPS 383<sup>1</sup>** *Psychology of Teaching and Learning*

**EDUC 303<sup>1</sup>** *Methods of Teaching and Differentiated Instruction*

EDUC 573 Applications of Technology

PSYC 553 Advanced Human Development

**EDUC 401<sup>2</sup>** *Professional Growth and Folio Development II* (*Must be taken the semester prior to student teaching*)

EDPS 453/553 The Exceptional Child

EDRD 423/523	Integration of Literacy in the Content Areas: Seminar and Field Experience ‡
ETOP 423/523	Classroom and Behavior Management

<sup>1</sup>*Undergraduate-only courses required for admission to the Teacher Education Program.*

<sup>2</sup>*Undergraduate-only course required in preparation for approval to student teach.*

†*Students who transfer in a course for EDUC 203 which does not include an equivalent field experience must complete:*

**EDCL 200<sup>1</sup>** *Teaching in a Diverse Society Field Experience*

‡*Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete:*

**EDCL 420/520** *Field Experience with English Language Learners*

EDSP 433/533 Introduction and Methods of Teaching and Inclusion for Students with Cross-Categorical Disabilities and Field Experience

EDSP 463/563 Individual Diagnostics and Classroom Assessment

HUED 443/543 Transition/Career Development and Vocational Education

EDSP 413/513 Language Development of the Exceptional Child

ECSP 423/523 Family Engagement and Partnership with the Young or Exceptional Child

**Content Knowledge for Teaching/Teaching and Learning Strategies: 24 hours**

ECED 413/513 Language Acquisition of the Young Child

ELED 453/553 Integrated Language Arts Concepts and Children's Literature for Early Childhood/Elementary: Seminar and Field Experience

EDRD 433/533 Foundations of Literacy Instruction Early Childhood/Elementary: Seminar and Field Experience

EDRD 443/543 Analysis and Correction of Reading Disabilities: Seminar and Field Experience

ELED 433/533 Integrated Mathematics Concepts for Early Childhood/Elementary: Seminar and Field Experience

EDSP 453/553 Teaching Remedial Math K-12: Seminar and Field Experience

ELED 443/543 Integrated Science Concepts for Early Childhood/Elementary: Seminar and Field Experience

ELED 463/563 Integrated Concepts in Social Science, Geography, and Economics For Early Childhood/Elementary: Seminar and Field Experience



**Field and Clinical Experiences:** **15 Hours**  
**Field and Clinical Experiences: students must complete at least one field placement in each of the three levels (elementary, middle, high school)**

EDCL 211 <sup>1</sup>	<b>Teaching Field Experience I</b> (special education, elementary, middle, or secondary)
EDUC 210 <sup>1</sup>	<b>Field Experience I Seminar</b> (must be taken concurrently with EDCL 211)
EDCL 411/511	Teaching Field Experience II (special education, elementary, middle, or secondary, different level than EDCL 211)
EDUC 410/510	Field Experience II Seminar (must be taken concurrently with EDCL 411/511)
EDSP 5709	Student Teaching: Elementary (special education, elementary, middle, or secondary)
EDSP 5703	Student Teaching: Cross-Categorical Disabilities (special education, elementary, middle, or secondary, different grade level than EDSP 4709)
EDUC 471 <sup>1</sup>	<b>Student Teaching Seminar</b> (must be taken concurrently with EDSP 5709+EDSP 5703)

**Total hours required for certification: 83**

<sup>1</sup>Undergraduate-only courses

**SPECIAL EDUCATION CROSS-CATEGORICAL DISABILITIES MILD/MODERATE/ELEMENTARY EDUCATION (Grades K-12/1-6):**

Students must pass both the Missouri Content Assessment (MoCA) for Mild-Moderate Cross-Categorical **PLUS** all four subtests of the Elementary Education Multi-Content exam (English/language arts, mathematics, science, and social studies).

**Professional Requirements:** **68 hours**  
**Content Planning and Delivery/Individual Student Needs/Schools and the Teaching Profession:** **44 hours**

EDUC 201 <sup>1</sup>	<b>Professional Growth and Folio Development I</b> (Must be taken first semester of enrollment)
EDUC 203 <sup>1</sup>	<b>Teaching in a Diverse Society</b> <sup>†</sup> (Must be taken with EDUC 201)
ECTA 323 <sup>1</sup>	<b>Curriculum, Assessment, and Data-Based Decision Making</b>
EDPS 383 <sup>1</sup>	<b>Psychology of Teaching and Learning</b>
EDUC 303 <sup>1</sup>	<b>Methods of Teaching and Differentiated Instruction</b>
EDUC 573	Applications of Technology
PSYC 553	Advanced Human Development
EDUC 401 <sup>2</sup>	<b>Professional Growth and Folio Development II</b> (Must be taken the semester prior to student teaching)
EDPS 453/553	The Exceptional Child
EDRD 423/523	Integration of Literacy in the Content Areas: Seminar and Field Experience ‡
ETOP 423/523	Classroom and Behavior Management

<sup>1</sup>Undergraduate-only courses required for admission to the Teacher Education Program.

<sup>2</sup>Undergraduate-only course required in preparation for approval to student teach.

<sup>†</sup>Students who transfer in a course for EDUC 203 which does not include an equivalent field experience must complete:

EDCL 200 <sup>1</sup>	<b>Teaching in a Diverse Society Field Experience</b>
‡Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete:	
EDCL 420/520	<b>Field Experience with English Language Learners</b>

EDSP 433/533	Introduction and Methods of Teaching and Inclusion for Students with Cross-Categorical Disabilities and Field Experience
EDSP 463/563	Individual Diagnostics and Classroom Assessment
HUED 443/543	Transition/Career Development and Vocational Education
EDSP 413/513	Language Development of the Exceptional Child
ECSP 423/523	Family Engagement and Partnership with the Young or Exceptional Child

**Content Knowledge for Teaching/Teaching and Learning Strategies:** **24 hours**

ECED 413/513	Language Acquisition of the Young Child
ELED 453/553	Integrated Language Arts Concepts and Children's Literature for Early Childhood/Elementary: Seminar and Field Experience
EDRD 433/533	Foundations of Literacy Instruction Early Childhood/Elementary: Seminar and Field Experience
EDRD 443/543	Analysis and Correction of Reading Disabilities: Seminar and Field Experience
ELED 433/533	Integrated Mathematics Concepts for Early Childhood/Elementary: Seminar and Field Experience
EDSP 453/553	Teaching Remedial Math K-12: Seminar and Field Experience
ELED 443/543	Integrated Science Concepts for Early Childhood/Elementary: Seminar and Field Experience
ELED 463/563	Integrated Concepts in Social Science, Geography, and Economics For Early Childhood/Elementary: Seminar and Field Experience

**Field and Clinical Experiences:** **15 Hours**  
**Field and Clinical Experiences: students must complete at least one field placement in each of the three levels (elementary, middle, high school)**

EDCL 211 <sup>1</sup>	<b>Teaching Field Experience I</b> (special education, elementary, middle, or secondary)
EDUC 210 <sup>1</sup>	<b>Field Experience I Seminar</b> (must be taken concurrently with EDCL 211)
EDCL 411/511	Teaching Field Experience II (special education, elementary, middle, or secondary, different level than EDCL 211)
EDUC 410/510	Field Experience II Seminar (must be taken concurrently with EDCL 411/511)

EDSP 5709	Student Teaching: Cross-categorical Disabilities (special education, elementary, middle, or secondary)
ELCL 5703	Student Teaching: Elementary (regular education, grades 1-6)
<b>EDUC 471<sup>1</sup></b>	<b>Student Teaching Seminar</b> (must be taken concurrently with EDSP 4709+ELCL 4703)

**Total hours required for certification: 83**

<sup>1</sup>Undergraduate-only courses

## MIDDLE SCHOOL CERTIFICATION

(Grades 5-9):

NOTE: Candidates pursuing this certification may opt to complete either one or two concentration areas. In addition, the Middle Childhood major may be combined with Secondary certification, earning subject-specific certification in grades 5-12. Specific requirements are shown below:

### Professional Requirements:

**Content Planning and Delivery/Individual Student Needs/Schools and the Teaching Profession:** 38-41 hours

**EDUC 201<sup>1</sup>** Professional Growth and Folio Development I (Must be taken first semester of enrollment)

**EDUC 203<sup>1</sup>** Teaching in a Diverse Society<sup>†</sup> (Must be taken with EDUC 201)

**ECTA 323<sup>1</sup>** Curriculum, Assessment, and Data-Based Decision Making

**EDPS 383<sup>1</sup>** Psychology of Teaching and Learning

**EDUC 303<sup>1</sup>** Methods of Teaching and Differentiated Instruction

EDUC 573 Applications of Technology

PSYC 553 Advanced Human Development

**EDUC 401<sup>2</sup>** Professional Growth and Folio Development II (Must be taken the semester prior to student teaching)

EDPS 453/553 The Exceptional Child

EDRD 423/523 Integration of Literacy in the Content Areas: Seminar and Field Experience ‡

EDRD 463/563 Reading and Writing Strategies for Middle/Secondary

EDMS 443/543 Middle School: Philosophy and Organization

ETOP 423/523 Classroom and Behavior Management

<sup>1</sup>Undergraduate-only courses required for admission to the Teacher Education Program.

<sup>2</sup>Undergraduate-only course required in preparation for approval to student teach.

<sup>†</sup>Students who transfer in a course for EDUC 203 which does not include an equivalent field experience must complete:

**EDCL 200<sup>1</sup>** Teaching in a Diverse Society Field Experience

<sup>‡</sup>Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete:

**EDCL 420/520** Field Experience with English Language Learners

*Instructional Strategies and Techniques in Content Specialty Area:* Candidates should complete only the course(s) which represent the subject field(s) of desired certification:

### Business Education

EDMS 453/553 Teaching Business Education in Grades 5-12: Seminar and Field Experience

### English

EDEN 453/553 Teaching Language Arts and Composition in Grades 5-12: Seminar and Field Experience

### Mathematics

EDMS 473/573 Teaching Mathematics in Grades 5-12: Seminar and Field Experience

EDSP 453/553 Teaching Remedial Math K-12: Seminar and Field Experience

### Science

EDMS 483/583 Teaching Science in Grades 5-12: Seminar and Field Experience

### Social Science

EDMS 433/533 Teaching Social Studies in Grades 5-12: Seminar and Field Experience

### Speech/Theatre

EDST 473/573 Methods of Teaching Speech and Theatre in grades 5-12: Seminar and Field Experience

### Field and Clinical Experiences: 15 Hours

**EDCL 211<sup>1</sup>** Teaching Field Experience I (must be in grades 5-9)

**EDUC 210<sup>1</sup>** Field Experience I Seminar (must be taken concurrently with EDCL 211)

EDCL 411/511 Teaching Field Experience II (must be in grades 5-9, different grade than EDCL 211)

EDUC 410/510 Field Experience II Seminar (must be taken concurrently with EDCL 411/511)\*

**EDUC 471<sup>1</sup>** Student Teaching Seminar (must be taken concurrently with EMCL 5712 or EMCL 5709+5703 or EMCL 5709+ESCL 5703)

EMCL 5712 Student Teaching: Middle School (must be in grades 5-9)

**OR** (for those pursuing two middle school concentration areas)

EMCL 5709 Student Teaching: Middle School (must be in grades 5-9 in the primary concentration)

EMCL 5703 Student Teaching: Middle School (must be in grades 5-9 in the add-on concentration)

**OR** (for those pursuing middle/secondary combined)

EMCL 5709 Student Teaching: Middle School (must be in grades 5-9 in a middle school setting)

ESCL 5703 Student Teaching: Secondary School (must be in grades 9-12 in a secondary school setting, different grade level than EDCL 411/511)\*

\*Candidates pursuing middle/secondary combined certification must complete EDCL 411/511 Teaching Field Experience II in a secondary school setting.

**Subject-Specific Certification Requirements:**

**NOTE:** A 24-credit-hour area of concentration is required for middle school certification. Areas of concentration offered by Missouri Baptist University include Business Education, Language Arts, Mathematics, Science, Social Science, and Speech/Theatre. Candidates pursuing middle/secondary combined certification must satisfy all the subject-specific *secondary* content area requirements, which will also fulfill the middle school concentration area requirements, except for middle/secondary general science combined.

**Content area courses are undergraduate-only unless otherwise noted.**

**BUSINESS EDUCATION:**

ACCT 213	Principles of Financial Accounting
ACCT 223	Principles of Managerial Accounting
ECON 113	Macroeconomics
ECON 123	Microeconomics
BUSN 413	Business Law I

**OR**

BUSN 423	Business Law II
ENGL 433	Business Writing

**6 hours in computer/emerging technology from the following:**

- BCIS 103 Survey of Computing
- ITBU 203 Introduction to Application Development
- ITBU 213 IT Infrastructure
- ITBU 333 System Analysis and Design
- ITBU 343 Introduction to IT Security and Risk Management
- ITBU 363 Business intelligence
- BCIS 303 Information Technology Theory and Practice
- BCIS 403/503 Management Applications of Information Technology\*
- BCIS 453 E-Commerce\*  
\* Must satisfy prerequisite

**Total Hours:** 24

**LANGUAGE ARTS:**

ENGL 283	Techniques for Writing Tutorials
ENGL 333A	American Literature I (Colonial America to 1865)
ENGL 333B	American Literature II (1865 to present)
ENGL 353A	British Literature I (Middle Ages through the Restoration)
ENGL 353B	British Literature II (1800 to the present)
EDEN 463/563	Teaching Literature within the Curriculum
ENGL 453/553	History of the English Language
ENGL 473	Advanced Grammar

**Total Hours:** 24

**MATHEMATICS:**

MATH 164	Calculus I
MATH 323	Foundations of Geometry
MATH 243	Probability and Statistics
MATH 353	Linear Algebra

**College-level math electives (11 hours minimum to total 24 hours in concentration):**

- MATH 123 Contemporary College Mathematics
- MATH 154 Precalculus (**OR** MATH 133 College Algebra + MATH 143 College Trigonometry)
- MATH 173 Finite Mathematics
- MATH 254 Calculus II
- MATH 264 Calculus III
- MATH 343 Statistical Methods

**Total Hours:** 24 (minimum)

**GENERAL SCIENCE 5-9:** *Students desiring to complete a minor in Biology will also need to complete six hours of upper division biology electives to total 18 hours.*

CHEM 132+133	General Chemistry I
BIOL 111+113	General Biology I
BIOL 121+123	General Biology II
PHYS 122+123	Geology and Earth Science
PHYS 101+103	Intro to Physical Science
BIOL 321A+323A	Environmental Science and Conservation

**Total Hours:** 26

**GENERAL SCIENCE 5-12:** *(middle/secondary combined)*

CHEM 132+133	General Chemistry I
CHEM 142+143	General Chemistry II
BIOL 111+113	General Biology I
BIOL 121+123	General Biology II
PHYS 122+123	Geology & Earth Science
PHYS 101+103	Introduction to Physical Science
PHYS 363	Astronomy
BIOL 321A+323A	Environmental Science & Conservation
IDST 313	History and Philosophy of Science And Technology

**Total Hours:** 37

**SOCIAL SCIENCE:**

HIST 113	Western Civilization I
HIST 123	Western Civilization II
HIST 213	United States History I
HIST 223	United States History II
POLS 113	Federal Government
POLS 123	State and Local Government
ECON 103	Survey of Economics for Non-Business Majors
EDMS 323	Geographical Concepts for Middle/Secondary

**Total Hours:** 24

**SPEECH/THEATRE:**

THEA 113	Acting I
THEA 213	Stage Make-up
THEA 233	Stagecraft
THEA 313	History of Theatre
THEA 333	Directing
COMM 203	Understanding Human Communication
COMM 233	Introduction to Cross-Cultural Communication
COST 403	Oral Interpretation of Literature

**Total Hours:** 24

**Total hours required for certification: 80-83**

## SECONDARY SCHOOL CERTIFICATION (9-12):

Content areas for secondary certification (9-12) include the following: Business Education, English, Mathematics, Social Science, Speech/Theatre, and Unified Science with an endorsement in either Biology or Chemistry. Post-baccalaureate certification-only students (those who already hold a baccalaureate degree from a college or university with an approved teacher education program) may opt to pursue either the Unified Science certification or the categorical Biology, Chemistry, or General Science certifications. Driver Education is available as an add-on area.

Note: Secondary candidates may opt to complete certification in one or two content areas. In addition, secondary certification may be combined with middle school certification in the same content area, earning subject-specific certification in grades 5-12.

**Content area courses are undergraduate-only unless otherwise noted.**

**Professional Requirements: 36-39 hours**

**EDUC 201<sup>1</sup> Professional Growth and Folio Development I**  
(Must be taken first semester of enrollment)

**EDUC 203<sup>1</sup> Teaching in a Diverse Society†** (Must be taken with EDUC 201)

**ECTA 323<sup>1</sup> Curriculum, Assessment, and Data-Based Decision Making**

**EDPS 383<sup>1</sup> Psychology of Teaching and Learning**

**EDUC 303<sup>1</sup> Methods of Teaching and Differentiated Instruction**

EDUC 573 Applications of Technology

PSYC 553 Advanced Human Development

**EDUC 401<sup>2</sup> Professional Growth and Folio Development II** (Must be taken the semester prior to student teaching)

EDPS 453/553 The Exceptional Child

EDRD 423/523 Integration of Literacy in the Content Areas:  
Seminar and Field Experience ‡

EDRD 463/563 Reading and Writing Strategies for Middle/  
Secondary

ETOP 423/523 Classroom and Behavior Management

**EDUC 471<sup>3</sup> Student Teaching Seminar** (must be taken concurrently with ESCL 5712 or ESCL 5709+5703 or ESCL 5709+EMCL 5703)

<sup>1</sup>Undergraduate-only courses required for admission to the Teacher Education Program.

<sup>2</sup>Undergraduate-only course required in preparation for approval to student teach.

<sup>3</sup>Undergraduate-only course required in conjunction with Student Teaching.

†Students who transfer in a course for EDUC 203 which does not include an equivalent field experience must complete:

**EDCL 200<sup>1</sup> Teaching in a Diverse Society Field Experience**

‡Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete:

**EDCL 420/520 Field Experience with English Language Learners**

*Instructional Strategies and Techniques in Content Specialty Area:* Candidates should complete only the course(s) which represent the subject field(s) of desired certification:

### Business Education

EDMS 453/553 Teaching Business Education in Grades 5-12:  
Seminar and Field Experience

### English

EDEN 453/553 Teaching Language Arts and Composition in  
Grades 5-12: Seminar and Field Experience

### Mathematics

EDMS 473/573 Teaching Mathematics in Grades 5-12: Seminar  
and Field Experience

EDSP 453/553 Teaching Remedial Math K-12: Seminar and  
Field Experience

### Science

EDMS 483/583 Teaching Science in Grades 5-12: Seminar and  
Field Experience

### Social Science

EDMS 433/533 Teaching Social Studies in Grades 5-12:  
Seminar and Field Experience

### Speech/Theatre

EDST 473/573 Methods of Teaching Speech and Theatre in  
grades 5-12: Seminar and Field Experience

**Field and Clinical Experiences: 14 hours**

**EDCL 211<sup>1</sup> Teaching Field Experience I** (must be in  
grades 9-12 in a high school setting)

**EDUC 210<sup>1</sup> Field Experience I Seminar** (must be taken  
concurrently with EDCL 211)

EDCL 411/511 Teaching Field Experience II (must be in  
grades 9-12 in a high school setting, different  
grade than EDCL 211)\*

EDUC 410/510 Field Experience II Seminar (must be taken  
concurrently with EDCL 411/511)

ESCL 5712 Student Teaching: Secondary (must be in  
grades 9-12 in a high school setting, different  
grade than EDCL 211 or EDCL 411)

**OR** (for those pursuing two secondary content areas)

ESCL 5709 Student Teaching: Secondary  
(must be in grades 9-12 in the primary content  
area)

ESCL 5703 Student Teaching: Secondary  
(must be in grades 9-12 in the add-on content  
area)

**OR** (for those pursuing secondary/middle combined)

ESCL 5709 Student Teaching: Secondary School  
(must be in grades 9-12 in a secondary school  
setting)

EMCL 5703 Student Teaching: Middle School  
(must be in grades 5-9 in a middle school setting,  
different grade level than EDCL 411/511)\*

**\*Candidates pursuing secondary/middle combined certification must complete EDCL 411/511 Teaching Field Experience II in a middle school setting.**

<sup>1</sup>Undergraduate-only courses



**SUBJECT MATTER AND SUBJECT METHODS COURSE REQUIREMENTS AS SPECIFIED FOR SPECIFIC AREA(S) OF CERTIFICATION:**

*Content area courses are undergraduate-only unless otherwise noted.*

**BUSINESS EDUCATION (9-12) 39 Hours**

ACCT 213	Principles of Financial Accounting
ACCT 223	Principles of Managerial Accounting
ECON 113	Macroeconomics
ECON 123	Microeconomics
BUSN 413	Business Law I

**OR**

BUSN 423	Business Law II
ENGL 433	Business Writing
MGMT 303	Management Concepts and Practices
MRKT 313	Introduction to Marketing

**6 hours in computer/emerging technology from the following:**

- BCIS 103 Survey of Computing
- ITBU 203 Introduction to Application Development
- ITBU 213 IT Infrastructure
- ITBU 333 System Analysis and Design
- ITBU 343 Introduction to IT Security and Risk Management
- ITBU 363 Business intelligence
- BCIS 303 Information Technology Theory and Practice
- BCIS 403/503 Management Applications of Information Technology\*
- BCIS 453 E-Commerce\*

\* Must satisfy prerequisite

EDMS 413/513 Coordination of Cooperative Education: Seminar and Field Experience

EDMS 423/523 Implementing Business Education Programs

†**Elective in business, accounting, economics, management, marketing, or computer/emerging technology: 3 hours**

†**BUSN 353 Personal Finance is the preferred course to fulfill the elective requirement.**

**ENGLISH (9-12) 33 Hours**

ENGL 283	Techniques for Writing Tutorials
ENGL 113	English Composition I
ENGL 123	English Composition II

**3 hours from the following:**

- ENGL 443 Research and Writing
  - COEN 223 Basic Reporting and Writing for Journalism
  - ENGL 403 Non-Fiction Writing
  - ENGL 413 Creative Writing
  - ENGL 433 Business Writing
- ENGL 453/553 History of the English Language  
 ENGL 473 Advanced Grammar  
 ENGL 333A American Literature I (Colonial America to 1865)

**OR**

ENGL 333B American Literature II (1865 to 1945)

**OR**

ENGL 333C American Literature III (1945 to Present)  
 ENGL 463/563 Multicultural Literature  
 EDEN 463/563 Teaching Literature within the Curriculum

ENGL 353A	British Literature I (Middle Ages through the Restoration)
ENGL 353B	British Literature II (1800 to the present)

**MATHEMATICS (9-12) 36 Hours**

MATH 164	Calculus I
MATH 254	Calculus II
MATH 264	Calculus III
MATH 333	Algebraic Structures
MATH 323	Foundations of Geometry
BCSC 253	C++ Programming for Science and Mathematics
MATH 463A	Advanced Calculus I

**OR**

MATH 463B	Advanced Calculus II
MATH 433	Mathematics Seminar
MATH 353	Linear Algebra
MATH 243	Probability and Statistics

**3 hours of elective credit (1 course from the following):**

- MATH 463A\* Advanced Calculus I\*
- MATH 463B\* Advanced Calculus II\*
- MATH 343 Statistical Methods

\*(*whichever is not applied above*)

**SOCIAL SCIENCE (9-12) 39 Hours**

HIST 113	Western Civilization I
HIST 123	Western Civilization II
Upper Division European, Latin American, Asian, or other World (non-U.S.) history—3 hours	
HIST 213	United States History I
HIST 223	United States History II
Upper division American history electives—6 hours	
ECON 103	Survey of Economics for Non-Business Majors
EDMS 323	World Geography: A Course for Teachers
POLS 113	Federal Government
POLS 123	State and Local Government
Behavioral Science — 6 hours from the following:	
• PSYC 133	General Psychology
• SOCO 113	Introduction to Sociology
• SOHI 213	Worldview and Social Issues
• SOCO 353	Cultural Anthropology

**SPEECH/THEATRE (9-12) 39 Hours**

THEA 113	Acting I
THEA 213	Stage Make-up
THEA 223	Acting II
THEA 233	Stagecraft
THEA 313	History of Theatre I
THEA 323	History of Theatre II
THEA 333	Directing
COMM 103	Speech Communications
COMM 203	Understanding Human Communications
COMM 233	Introduction to Cross-Cultural Communication
COMM 313	Applied Public Speaking
COST 333	Argument and Debate
COST 403	Oral Interpretation of Literature

**UNIFIED SCIENCE (9-12) WITH BIOLOGY OR CHEMISTRY ENDORSEMENT: 60-67 Hours**

**Unified Science Core Requirements 40-41 Hours**

IDST 313 History and Philosophy of Science and Technology

BIOL 113+111 General Biology I  
BIOL 123+121 General Biology II  
CHEM 133+132 General Chemistry I  
CHEM 143+142 General Chemistry II  
PHYS 213+211 General Physics I  
PHYS 223+221 General Physics II  
PHYS 123+122 Geology and Earth Science  
PHYS 383 Meteorology  
BIOL 323A+321A Environmental Science and Conservation

**OR**

BIOL 323B Ecology

**Additional Requirements for Biology Endorsement\*\* 20 Hours**

BIOL 213+211 Anatomy and Physiology I  
BIOL 223+221 Anatomy and Physiology II  
BIOL 373+371 Microbiology  
BIOL 343+341 Genetics  
BIOL 423 Cell Biology  
BIOL 401 Integrating Concepts of Biology

**Additional Requirements for Chemistry Endorsement\*\* 26 Hours**

CHEM 313+312 Organic Chemistry I  
CHEM 323+322 Organic Chemistry II  
CHEM 332+342 Analytical Chemistry  
CHEM 413 Physical Chemistry I  
CHEM 443+441 Biochemistry  
CHEM 453+452 Modern Instrumental Analysis

\*\*Students should select either biology or chemistry as their endorsement. An endorsement in both areas is not required.

*Total Unified Science–Biology: 60-61 Hours*

*Total Unified Science–Chemistry: 66-67 Hours*

**Certification-only students (students who already hold a baccalaureate degree from a college or university with an approved teacher education program) may opt to pursue either the Unified Science certification listed above or the categorical Biology, Chemistry, or General Science certifications, which follow:**

**CATEGORICAL BIOLOGY 9-12 40-41 Hours**

BIOL 113+111 General Biology I  
BIOL 123+121 General Biology II  
BIOL 343+341 Genetics  
BIOL 423 Cell Biology

**Elective(s): Any biology course(s) beyond 113+111 and 123+121, not otherwise required – 5 hours**

CHEM 133 + 132 General Chemistry I  
PHYS 123 + 122 Geology and Earth Science  
PHYS 213 + 211 General Physics I

**OR**

PHYS 133 + 131 College Physics I

BIOL 323A+321A Environmental Science and Conservation

**OR**

BIOL 323B Ecology  
IDST 313 History and Philosophy of Science and Technology

**CATEGORICAL CHEMISTRY 9-12 43-44 Hours**

CHEM 433 Inorganic Chemistry  
CHEM 332+342 Analytical Chemistry  
CHEM 313+312 Organic Chemistry I  
CHEM 413 Physical Chemistry I\*  
CHEM 443+441 Biochemistry

**Chemistry electives: Any chemistry course(s) beyond 133+132 and 143+142, not otherwise required (to total 20 hours)**

BIOL 113+111 General Biology I

**OR**

BIOL 123+121 General Biology II  
PHYS 213+211 General Physics I  
PHYS 223+221 *General Physics II (prerequisite for CHEM 413)\**  
PHYS 123+122 Geology and Earth Science  
BIOL 323A+321A Environmental Science and Conservation

**OR**

BIOL 323B Ecology  
IDST 313 History and Philosophy of Science and Technology

**CATEGORICAL GENERAL SCIENCE 9-12 36-37 Hours**

BIOL 113+111 General Biology I  
BIOL 123+121 General Biology II  
CHEM 133+132 General Chemistry I  
CHEM 143+142 General Chemistry II  
PHYS 213+211 General Physics I

**OR**

PHYS 133+131 College Physics I  
PHYS 123+122 Geology and Earth Science  
PHYS 363 Astronomy  
BIOL 323A+321A Environmental Science and Conservation

**OR**

BIOL 323B Ecology  
IDST 313 History and Philosophy of Science and Technology

**DRIVER EDUCATION 12 Hours**

**NOTE: *The Department of Elementary and Secondary Education (DESE) requires candidates seeking this endorsement to hold certification in an additional content area.***

**Driver Education Required Core**

EDDR 403/503 Driver Education I: Introduction to Safety Education  
EDDR 413/513 Driver Education II: Organization  
EDDR 433/533 Driver Education III: Instruction  
EDDR 443/543 Driver Education IV: Developing Operational Skills (Train the Trainer)

## K-12 CERTIFICATION

Subject-specific areas for K-12 certification include the following: Health Education, Music (Vocal/Choral or Instrumental), Physical Education, Library Media Specialist, Special Reading, and Gifted Education.

**Content area courses are undergraduate-only unless otherwise noted.**

**HEALTH EDUCATION K-12 STAND-ALONE 78-79 Hours**  
Health Education certification may be completed as a stand-alone certification or as an add-on combined with Physical Education.

**Professional Education Core: 26 hours**

**EDUC 201<sup>1</sup> Professional Growth and Folio Development I**  
(Must be taken first semester of enrollment)

**EDUC 203<sup>1</sup> Teaching in a Diverse Society†** (Must be taken with EDUC 201)

**EDPS 383<sup>1</sup> Psychology of Teaching and Learning**

**EDUC 303<sup>1</sup> Methods of Teaching and Differentiated Instruction**

EDUC 573 Applications of Technology

PSYC 553 Advanced Human Development

**EDUC 401<sup>2</sup> Professional Growth and Folio Development II** (Must be taken the semester prior to student teaching)

EDPS 453/553 The Exceptional Child

EDRD 423/523 Integration of Literacy in the Content Areas: Seminar and Field Experience ‡

ETOP 423/523 Classroom and Behavior Management

<sup>1</sup>Undergraduate-only courses required for admission to the Teacher Education Program.

<sup>2</sup>Undergraduate-only course required in preparation for approval to student teach.

†Students who transfer in a course for EDUC 203 which does not include an equivalent field experience must complete:

**EDCL 200<sup>1</sup> Teaching in a Diverse Society Field Experience**

‡Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete:

**EDCL 420/520 Field Experience with English Language Learners**

**Field Experience Core: 15 Hours**

**EDCL 211<sup>1</sup> Teaching Field Experience I** (must be in an elementary school or high school setting)\*

**EDUC 210<sup>1</sup> Field Experience I Seminar** (must be taken concurrently with EDCL 211)

EDCL 411/511 Teaching Field Experience II (must be in a high school or elementary school setting, different level than EDCL 211)\*\*

EDUC 410/510 Field Experience II Seminar (must be taken concurrently with EDCL 411/511)

ELCL 5709 Student Teaching: Elementary (must be in an elementary school setting)

ESCL 5703 Student Teaching: Secondary (must be in a high school setting)

**EDUC 471<sup>1</sup> Student Teaching Seminar** (must be taken concurrently with ELCL 5709+ESCL 5703)

**OR**

ESCL 5709 Student Teaching: Secondary (must be in a high school setting)

ELCL 5703 Student Teaching: Elementary (must be in an elementary school setting)

**EDUC 471<sup>1</sup> Student Teaching Seminar** (must be taken concurrently with ESCL 5709+ELCL 5703)

<sup>1</sup>Undergraduate-only courses

**Health Education Content Knowledge Area Requirements: 37-38 Hours**

BIOL 203+201 Human Biology

**OR**

BIOL 213+211 Anatomy and Physiology I

**AND**

BIOL 223+221 Anatomy and Physiology II

BIOL 303 Nutrition Science

KHSC 103 Substance Abuse

KHSC 333 Health and Wellness

PSYC 213 Personal Adjustment

SOCO 323 Marriage and the Family

PHED 133 First Aid and Safety

KHSC 373 Community Health

EDHE 453/553 Curriculum, Theory, and Methods of Health Education for Grades PK-Grade 12: Seminar and Field Experience

**Electives to total 37 hours: 6-9 hours:**

- EXSC 233 Care and Prevention of Athletic Injuries/ Illnesses
- EXSC 313 Exercise Physiology I
- EXSC 433 Biomechanics
- PSHU 403 Chemical Dependency
- PSYC 323 Abnormal Psychology
- ECED 373 Health, Nutrition, and Safety of the Young Child

**PHYSICAL EDUCATION K-12 STAND-ALONE 97-101 Hours**

Physical Education certification may be completed as a stand-alone certification or as an add-on combined with Health Education.

**Professional Education Core: 26 hours**

**EDUC 201<sup>1</sup> Professional Growth and Folio Development I**  
(Must be taken first semester of enrollment)

**EDUC 203<sup>1</sup> Teaching in a Diverse Society†** (Must be taken with EDUC 201)

**EDPS 383<sup>1</sup> Psychology of Teaching and Learning**  
**EDUC 303<sup>1</sup> Methods of Teaching and Differentiated Instruction**

EDUC 573 Applications of Technology

PSYC 553 Advanced Human Development

**EDUC 401<sup>2</sup> Professional Growth and Folio Development II** (Must be taken the semester prior to student teaching)

EDPS 453/553 The Exceptional Child

EDRD 423/523 Integration of Literacy in the Content Areas: Seminar and Field Experience ‡

ETOP 423/523 Classroom and Behavior Management

<sup>1</sup>Undergraduate-only courses required for admission to the Teacher Education Program.

<sup>2</sup>Undergraduate-only course required in preparation for approval to student teach.

†Students who transfer in a course for EDUC 203 which does not include an equivalent field experience must complete:

**EDCL 200<sup>1</sup> Teaching in a Diverse Society Field Experience**

‡Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete:

**EDCL 420/520 Field Experience with English Language Learners**

**Field Experience Core: 15 Hours**

**EDCL 211<sup>1</sup> Teaching Field Experience I** (must be in an elementary school or high school setting)\*

**EDUC 210<sup>1</sup> Field Experience I Seminar** (must be taken concurrently with EDCL 211)

**EDCL 411/511 Teaching Field Experience II** (must be in a high school or elementary school setting, different level than EDCL 211)\*\*

**EDUC 410/510 Field Experience II Seminar** (must be taken concurrently with EDCL 411/511)

**ELCL 5709 Student Teaching: Elementary** (must be in an elementary school setting)

**ESCL 5703 Student Teaching: Secondary** (must be in a high school setting)

**EDUC 471<sup>1</sup> Student Teaching Seminar** (must be taken concurrently with ELCL 5709+ESCL 5703)

**OR**

**ESCL 5709 Student Teaching: Secondary** (must be in a high school setting)

**ELCL 5703 Student Teaching: Elementary** (must be in an elementary school setting)

**EDUC 471<sup>1</sup> Student Teaching Seminar** (must be taken concurrently with ESCL 5709+ELCL 5703)

<sup>1</sup>Undergraduate-only courses

\*\*Students must complete at least one field placement in each of the three levels (elementary, middle, high school)

**Physical Education Content Knowledge Area Requirements: 56-60 Hours**

**BIOL 203+201 Human Biology 4**

**OR**

**BIOL 213+211 Anatomy and Physiology I 8**

**AND**

**BIOL 223+221 Anatomy and Physiology II 3**

**PLUS**

**BIOL 303 Nutrition Science 3**

**EXSC 233 Care and Prevention of Athletic Injuries/Illnesses 3**

**EXSC 283 History and Philosophy of Sport 3**

**EXSC 313 Exercise Physiology I 3**

**EXSC 343 Motor Learning and Control 3**

**EXSC 363 Adapted Physical Activity 3**

**EXSC 411 Exercise Testing and Prescription Lab 1**

**EXSC 413 Exercise Testing and Prescription 3**

**EXSC 433 Biomechanics 3**

**KHSC 333 Health and Wellness 3**

**Required Lifetime Activity/Dance (KACT/THEA) courses: 3 hrs**

Select three (3) courses from the following:

- KACT 101A Archery
- KACT 101F Fitness Theory and Practice
- KACT 101G Golf
- KACT 101J Aerobic Running
- KACT 101L Stretching for Flexibility
- KACT 101W Strength Training

- KACT 101X Bowling
- THEA 131 Ballet I
- THEA 141 Jazz I
- THEA 331 Ballet II
- THEA 341 Jazz II
- THEA 351 Tap
- PHED 133 First Aid and CPR 3
- PHED 263 Movement and Rhythms 3
- EDPE 433/533 Curriculum, Theory, and Methods of Physical Education in the Elementary School: Seminar and Field Experience 3
- EDPE 453/553 Curriculum, Theory, and Methods of Physical Education in the Middle School: Seminar and Field Experience 3
- EDPE 463/563 Curriculum, Theory, and Methods of Physical Education in the Secondary School: Seminar and Field Experience 3
- SMGT 333 Sport Sociology 3
- SMGT 433/533 Sport Psychology 3

**HEALTH/PHYSICAL EDUCATION COMBINED 112-116 Hours (Grades K-12)**

(for those seeking teacher certification in both health education and physical education)

**Professional Education Core: 26 hours**

**EDUC 201<sup>1</sup> Professional Growth and Folio Development I** (Must be taken first semester of enrollment)

**EDUC 203<sup>1</sup> Teaching in a Diverse Society†** (Must be taken with EDUC 201)

**EDPS 383<sup>1</sup> Psychology of Teaching and Learning**  
**EDUC 303<sup>1</sup> Methods of Teaching and Differentiated Instruction**

**EDUC 573 Applications of Technology**

**PSYC 553 Advanced Human Development**

**EDUC 401<sup>2</sup> Professional Growth and Folio Development II** (Must be taken the semester prior to student teaching)

**EDPS 453/553 The Exceptional Child**

**EDRD 423/523 Integration of Literacy in the Content Areas: Seminar and Field Experience ‡**

**ETOP 423/523 Classroom and Behavior Management**

<sup>1</sup>Undergraduate-only courses required for admission to the Teacher Education Program.

<sup>2</sup>Undergraduate-only course required in preparation for approval to student teach.

†Students who transfer in a course for EDUC 203 which does not include an equivalent field experience must complete:

**EDCL 200<sup>1</sup> Teaching in a Diverse Society Field Experience**

‡Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete:

**EDCL 420/520 Field Experience with English Language Learners**



<b>Field Experience Core:</b>	<b>15 Hours</b>
<b>EDCL 211<sup>1</sup></b>	<b>Teaching Field Experience I</b> Teaching Field Experience I (must be completed in an elementary school Health/PE setting, and must be completed concurrently with EDPE 433/533)**
<b>EDUC 210<sup>1</sup></b>	<b>Field Experience I Seminar</b> (must be taken concurrently with EDCL 211)
EDCL 411/511	Teaching Field Experience II (must be completed in a middle or high school Health/PE setting, and must be completed concurrently with EDPE 453/553, EDPE 463/563, and/or EDHE 453/553)**
EDUC 410/510	Field Experience II Seminar (must be taken concurrently with EDCL 411/511)
ELCL/ESCL 5709+5703	Student Teaching: Elementary/Secondary (12 weeks in Elementary, Middle, or Secondary and 4 weeks in the opposite grade levels/content area)**
<b>EDUC 471<sup>1</sup></b>	<b>Student Teaching Seminar</b> (must be taken concurrently with ELCL/ESCL 5709+5703)

<sup>1</sup>Undergraduate-only courses

\*\*Students must complete at least one field placement in each of the three levels (elementary, middle, high school)

#### Health and Physical Education Content Knowledge Area

<b>Requirements:</b>	<b>71-75 Hours</b>
BIOL 203+201	Human Biology 4
<b>OR</b>	
BIOL 213+211	Anatomy and Physiology I 8
<b>AND</b>	
BIOL 223+221	Anatomy and Physiology II 8
<b>PLUS</b>	
BIOL 303	Nutrition Science 3
EXSC 233	Care and Prevention of Athletic Injuries/ Illnesses 3
EXSC 283	History and Philosophy of Sport 3
EXSC 313	Exercise Physiology I 3
EXSC 343	Motor Learning and Control 3
EXSC 363	Adapted Physical Activity 3
EXSC 411	Exercise Testing and Prescription Lab 1
EXSC 413	Exercise Testing and Prescription 3
EXSC 433	Biomechanics 3
KHSC 103	Substance Abuse 3
KHSC 333	Health and Wellness 3
KHSC 373	Community Health 3
EDHE 453/553	Curriculum, Theory, and Methods of Health Education for Grades K-12: Seminar and Field Experience 3

**Required Lifetime Activity/Dance (KACT/THEA) courses: 3 hrs**  
Select three (3) courses from the following:

- KACT 101A Archery
- KACT 101F Fitness Theory and Practice
- KACT 101G Golf
- KACT 101J Aerobic Running
- KACT 101L Stretching for Flexibility
- KACT 101W Strength Training
- KACT 101X Bowling
- THEA 131 Ballet I
- THEA 141 Jazz I

• THEA 331	Ballet II	
• THEA 341	Jazz II	
• THEA 351	Tap	
PHED 133	First Aid and CPR	3
PHED 263	Movement and Rhythms	3
EDPE 433/533	Curriculum, Theory, and Methods of Physical Education in the Elementary School: Seminar and Field Experience	3
EDPE 453/553	Curriculum, Theory, and Methods of Physical Education in the Middle School: Seminar and Field Experience	3
EDPE 463/563	Curriculum, Theory, and Methods of Physical Education in the Secondary School: Seminar and Field Experience	3
PSYC 213	Personal Adjustment	3
SOCO 323	Marriage and the Family	3
SMGT 333	Sport Sociology	3
SMGT 433/533	Sport Psychology	3

#### LIBRARY MEDIA SPECIALIST STAND-ALONE 71 Hours

Students pursuing Library Media Specialist Stand-Alone certification must pass the Missouri Content Assessment (MoCA) for Library Media Specialist and the Missouri Librarian Performance Assessment (MoLPA) to be eligible for certification.

#### Professional Requirements: 29 hours

<b>EDUC 201<sup>1</sup></b>	<b>Professional Growth and Folio Development I</b> (Must be taken first semester of enrollment)
<b>EDUC 203<sup>1</sup></b>	<b>Teaching in a Diverse Society†</b> (Must be taken with EDUC 201)
<b>ECTA 323<sup>1</sup></b>	<b>Curriculum, Assessment, and Data-Based Decision Making</b>
<b>EDPS 383<sup>1</sup></b>	<b>Psychology of Teaching and Learning</b>
<b>EDUC 303<sup>1</sup></b>	<b>Methods of Teaching and Differentiated Instruction</b>
EDUC 573	Applications of Technology
PSYC 553	Advanced Human Development
<b>EDUC 401<sup>2</sup></b>	<b>Professional Growth and Folio Development II</b> (Must be taken the semester prior to student teaching)
EDPS 453/553	The Exceptional Child
EDRD 423/523	Integration of Literacy in the Content Areas: Seminar and Field Experience ‡
ETOP 423/523	Classroom and Behavior Management

<sup>1</sup>Undergraduate-only courses required for admission to the Teacher Education Program.

<sup>2</sup>Undergraduate-only course required in preparation for approval to student teach.

†Students who transfer in a course for EDUC 203 which does not include an equivalent field experience must complete:

**EDCL 200<sup>1</sup>** **Teaching in a Diverse Society Field Experience**

‡Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete:

**EDCL 420/520** **Field Experience with English Language Learners**

**Field Experience Core** **15 Hours**

<b>EDCL 211<sup>1</sup></b>	<b>Teaching Field Experience I</b> (one field experience must be in an elementary school and the other in a middle or secondary school)**
<b>EDUC 210<sup>1</sup></b>	<b>Field Experience I Seminar</b> (must be taken concurrently with EDCL 211)
EDCL 411/511	Teaching Field Experience II (one field experience must be in an elementary school and the other in a middle or secondary school)**
EDUC 410/510	Field Experience II Seminar (must be taken concurrently with EDCL 411/511)
LBCL 5709	Student Teaching: Library Media Specialist*/**
LBCL 5703	Student Teaching: Library Media Specialist*/**
*(one student teaching placement must be in an elementary school and the other in a middle or secondary school)	
EDUC 471	Student Teaching Seminar (must be taken concurrently with LBCL 5709+5703)

**\*\*Students must complete at least one field placement in each of the three levels (elementary, middle, high school)**

**Library Media Specialist Core** **27 Hours**

EDEN 463/563	Teaching Literature within the Curriculum
LIBR 503	Foundations of Librarianship
LIBR 513	Selection and Acquisition
LIBR 523	Library Media Administration
LIBR 533	Cataloging and Classification
LIBR 543	Reference Sources and Services
LIBR 553	Curriculum and the Library Media Center
LIBR 573	Research in Library and Information Science
LIBR 583	Information Technologies

**Students who already hold a valid Missouri teaching certificate should submit a written request for an evaluation and original transcripts to DESE for review before taking additional courses. Requests should include full name, social security number, current mailing address and a daytime phone number and should be sent to: Educator Certification, PO Box 480, Jefferson City, MO 65102-0480.**

**LIBRARY MEDIA SPECIALIST ADD-ON** **30 Hours\***

EDEN 463/563	Teaching Literature within the Curriculum
LIBR 503	Foundations of Librarianship
LIBR 513	Selection and Acquisition
LIBR 523	Library Media Administration
LIBR 533	Cataloging and Classification
LIBR 543	Reference Sources and Services
LIBR 553	Curriculum and the Library Media Center
LIBR 573	Research in Library and Information Science
LIBR 583	Information Technologies
LBCL 583	Library Practicum*

\*LBCL 5709+5703 Student Teaching: Library Media Specialist is only required for students seeking stand-alone certification as a Library Media Specialist. Students who have earned certification in another area may earn add-on certification in Library Media Specialist by completing all the above courses. Students required to complete LBCL 5709+5703 are exempt from LBCL 583, which is only required for those pursuing Library Media Specialist certification as an add-on. Students pursuing Library Media Specialist as an add-on certification must pass the Missouri Content Assessment (MoCA) for Library Media Specialist to be considered highly qualified.

**MUSIC EDUCATION K-12** **90 Hours**

(Vocal/Choral or Instrumental)

**Professional Education Core:** **20 hours**

<b>EDUC 201<sup>1</sup></b>	<b>Professional Growth and Folio Development I</b> (Must be taken first semester of enrollment)
<b>EDUC 203<sup>1</sup></b>	<b>Teaching in a Diverse Society†</b> (Must be taken with EDUC 201)
<b>EDPS 383<sup>1</sup></b>	<b>Psychology of Teaching and Learning</b>
EDUC 573	Applications of Technology
<b>EDUC 401<sup>2</sup></b>	<b>Professional Growth and Folio Development II</b> (Must be taken the semester prior to student teaching)
EDPS 453/553	The Exceptional Child
EDRD 423/523	Integration of Literacy in the Content Areas: Seminar and Field Experience ‡
ETOP 423/523	Classroom and Behavior Management

<sup>1</sup>Undergraduate-only courses required for admission to the Teacher Education Program.

<sup>2</sup>Undergraduate-only course required in preparation for approval to student teach.

†Students who transfer in a course for EDUC 203 which does not include an equivalent field experience must complete:

**EDCL 200<sup>1</sup>** **Teaching in a Diverse Society Field Experience**

‡Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete:

**EDCL 420/520** **Field Experience with English Language Learners**

**Field Experience Core:** **14 Hours**

<b>EDCL 211<sup>1</sup></b>	<b>Teaching Field Experience I</b> (must be in an elementary school or high school setting)*
<b>EDUC 210<sup>1</sup></b>	<b>Field Experience I Seminar</b> (must be taken concurrently with EDCL 211)
EDCL 411/511	Teaching Field Experience II (must be in a high school or elementary school setting, different level than EDCL 211)**
EDUC 410/510	Field Experience II Seminar (must be taken concurrently with EDCL 411/511)
ELCL 5709	Student Teaching: Elementary (must be in an elementary school setting)
ESCL 5703	Student Teaching: Secondary (must be in a high school setting)
<b>EDMU 470<sup>1</sup></b>	<b>Student Teaching Seminar</b> (must be taken concurrently with ELCL 5709+ESCL 5703)
<b>OR</b>	
ESCL 5709	Student Teaching: Secondary (must be in a high school setting)
ELCL 5703	Student Teaching: Elementary (must be in an elementary school setting)
<b>EDMUC 470<sup>1</sup></b>	<b>Student Teaching Seminar</b> (must be taken concurrently with ESCL 5709+ELCL 5703)

\*Must be taken in conjunction with MUED 313 Early Childhood/Elementary School Music Methods

\*\*Must be taken in conjunction with MUED 323 Middle/Secondary School Music Methods

<sup>1</sup>Undergraduate-only courses

**Vocal/Choral Content Knowledge Requirements: 56 Hours**

MUTH 111	Sight Singing/Ear Training I
MUTH 113	Theory I
MUTH 121	Sight Singing /Ear Training II
MUTH 123	Theory II
MUTH 211	Sight Singing/Ear Training III
MUTH 213	Theory III
MUTH 221	Sight Singing/Ear Training IV
MUTH 223	Theory IV
MUHL 313	Music History I
MUHL 323	Music History II
MUHL 332	Music History III
MUTH 302	Choral Arranging

**Piano (or proficiency) and Applied Voice: 9 hours**

- Applied Piano (MUAP)– 2 Hours
- Applied Voice (MUAV)– 7 Hours

*(If candidate is a piano primary, then MUAV will be 6 hours and MUAP will be 3 hours)*

MUED 202	Basic Conducting
MUED 342	Choral Techniques
MUED 352	Advanced Conducting
MUED 362	Vocal Diction
MUHL 442	Vocal Pedagogy
MUHL 452	Choral Literature
Choral Ensemble (MUCL 111 or 131)	–3 Hours
MUED 313	Early Childhood/Elementary School Music Methods*
MUED 323	Middle/Secondary School Music Methods**

**Instrumental Content Knowledge Requirements: 56 Hours**

MUTH 111	Sight Singing/Ear Training I
MUTH 113	Theory I
MUTH 121	Sight Singing /Ear Training II
MUTH 123	Theory II
MUTH 211	Sight Singing/Ear Training III
MUTH 213	Theory III
MUTH 221	Sight Singing/Ear Training IV
MUTH 223	Theory IV
MUHL 313	Music History I
MUHL 323	Music History II
MUHL 332	Music History III
MUTH 412	Orchestration

**Piano (or proficiency) and Applied Major Instrument: 9 hours**

- Applied Major Instrument (MUAI)–7 Hours
- Piano or Proficiency (MUAP)–2 Hours

*(If piano is the primary instrument, then MUAI will be 4 hours and MUAP will be 5 hours)*

MUAI 131	Class Brass
MUAI 141	Class Percussion
MUAI 151	Class Strings
MUAI 161	Class Woodwinds
MUED 202	Basic Conducting
MUED 332	Instrumental Methods
MUED 352	Advanced Conducting
MUED 422	Instrumental Literature
Instrumental Ensemble (MUIL 131 OR 151)	–3 Hours
MUED 313	Early Childhood/Elementary School Music Methods*
MUED 323	Middle/Secondary School Music Methods, 5-12**

*\*Must be taken in conjunction with EDCL 211 Teaching Field Experience I*

*\*\*Must be taken in conjunction with EDCL 411/511 Teaching Field Experience II*



**GIFTED EDUCATION K-12****21 HOURS**

NOTE: The Department of Elementary and Secondary Education (DESE) **requires** that candidates seeking this endorsement **hold a valid Missouri permanent or professional certificate of license to teach and have at least two (2) years of classroom teaching experience.**

**Prerequisite Course:**

EDPS 453/553 The Exceptional Child (*this course **must** include the gifted*)

**Required Gifted Education Coursework 18 Hours**

EDGT 503 Introduction to Gifted and Talented Students  
 EDGT 513 Curriculum Methods for Gifted and Talented Students  
 EDGT 523 Social and Emotional Needs of Gifted and Talented Students  
 EDGT 533 Differentiating Instruction: Reaching Gifted, Typical, and Struggling Learners  
 EDGT 563 Assessment and Evaluation in Gifted Education  
 GRED 543† Methods of Inquiry I

**Required Field Experience 3 Hours**

EDGT 583 Practicum in Gifted and Talented Education

†*This class is a prerequisite for students who intend to pursue the Doctor of Education (Ed.D.) program.*

**SPECIAL READING K-12****33-36 Hours**

NOTE: The Department of Elementary and Secondary Education (DESE) **requires** that candidates seeking this endorsement **hold a valid Missouri permanent or professional certificate of license to teach and have at least two (2) years of classroom teaching experience.**

Beginning August 1, 2017, candidates must be recommended for certification in Special Reading K-12 by an educator preparation program. A content area assessment is under consideration for development and may be required for certification in the future.

**Professional Requirements: 9-12 hours§**

PSYC 333 Child Psychology§  
 PSYC 343 Adolescent Psychology§  
 EDPS 453/553 The Exceptional Child  
 EDSP 463/563 Individual Diagnostic and Classroom Assessment

**Special Reading Content Knowledge for Teaching: 21 hours**

EDSP 413/513 Language Development of the Exceptional Child

**OR**

ECED 413/513 Language Acquisition of the Young Child  
 ETOP 423/523 Classroom and Behavior Management  
 ECSP 423/523 Family Engagement and Partnership with the Young or Exceptional Child

**OR**

HUED 433/533 Theories and Techniques of Counseling Students and Their Families

*\*Minimum of 12 semester hours from the following, one of which must be Analysis and Correction of Reading Disabilities, with at least two courses at the graduate level [candidates may **not** repeat courses taken at the 400-level (or their equivalents) at the 500-level]*

\*EDRD 443/543 Analysis and Correction of Reading Disabilities

**Plus nine (9) hours from the following:**

\*EDRD 423/523 Integration of Literacy in the Content Areas  
 \*EDRD 433/533 Foundations of Literacy Instruction for Early Childhood/Elementary: Seminar and Field Experience  
 \*EDRD 463/563 Reading and Writing Strategies for Middle/Secondary  
 \*EDRD 501-503 Specialized Topics in Literacy Instruction  
 \*EDET 573 Technology to Enhance Literacy  
 \*LIBR 563 Library Services for Children and Youth

**Culminating Clinical Experiences: 6 hours Graduate Only**

EDRD 573 Advanced Elementary Reading Disorders Practicum  
 EDRD 583 Advanced Secondary Reading Disorders Practicum

*§May be met with a three semester hour combined course in Child and Adolescent Psychology such as PSYC 313 Human Growth and Development OR PSYC 553 Advanced Human Development*



# MASTER OF EDUCATIONAL ADMINISTRATION

## DIVISION OF EDUCATION

### Overview

The Master of Educational Administration is a 30-hour program that meets the Missouri Department of Elementary and Secondary Education (DESE) requirements for certification as an elementary (K-8) or high school (7-12) building level administrator (principal). Students in the MEA program must complete 300 clock hours of internship in Missouri public or accredited private elementary or high schools under the direction and counsel of practicing building administrators and Missouri Baptist University supervisors. The courses in the program are designed so that students achieve competency as outlined in the MoSPE Missouri Leader Standards which are based on the national Interstate Leaders Licensure Consortium (ISLLC) Standards. Verification for meeting these standards must be documented by passing the Missouri School Leader Performance Assessment (MoSLPA), an evidence-based assessment designed for school leaders completing their clinical experience. Students must also pass the Building Level Administrator Missouri Content Assessment and have two years of teaching experience prior to being recommended for certification as a principal.

### Summary of the Master's Degree Process

To earn the MEA degree, a student must complete each of the following steps:

1. The student must develop a comprehensive plan of study with the Graduate Advisor.
2. The student must complete all coursework included in the plan of study.
3. The student must complete 300 clock hours of internship.
4. An Application for Graduation, signed by the student, Graduate Advisor, and Vice President for Graduate Studies, must be filed with the Graduate Office and the Records Office in the semester prior to the term in which the student intends to graduate.
5. Students must pay the required graduation fee. Students are encouraged to participate in the graduation ceremony scheduled the first Tuesday evening after the last Saturday in April of each academic year. Students must notify the Vice President for Graduate Studies and the Director of Records if they choose not to participate. Students must pay the graduation fee whether they attend commencement or not.
6. All graduate students must have a 3.0 cumulative grade point average in order to graduate from the program.

### Transfer Students/Transfer Credit

Transfer credits must have been earned within the seven (7) years prior to entry into the Graduate Studies Program. Transfer credits must be approved by the Graduate Advisor and the Division Dean or Program Director and must have grades of A, B, S, CR, or P. Students may not take courses from other graduate programs while enrolled at Missouri Baptist without written approval from the Vice President for Graduate Studies. Students entering the Master of Educational Administration

(MEA) may transfer up to six (6) graduate credits into the Missouri Baptist University Graduate Studies Program from another regionally accredited college or university. The total hours transferred to Missouri Baptist, including courses from other programs while enrolled, may not exceed six (6) hours.

The University only recognizes institutions accredited by the current edition of Accredited Institutions of Postsecondary Education published by the CHEA and the American Council on Education.

### Directed Studies

Qualified students are permitted to engage in directed studies under graduate faculty supervision. Under this arrangement, students are enabled to explore subjects in depth, or examine new areas of study, beyond the opportunity afforded by the University's curriculum. In some cases, catalog courses may be offered as directed studies. Graduate students may not earn more than six (6) credit hours of directed study in their master's program unless special permission is received in writing from the Vice President for Graduate Studies. Certain courses may not be taken by directed study, as specified in the course description. Directed study forms are available in the Records Office and approval must be obtained from the student's Graduate Advisor, the instructor of the course, Division Dean, and Vice President for Graduate Studies before the beginning of each term. The student and graduate faculty are expected to present the following items as part of the directed study: objectives, detailed description of the study, procedures for student-instructor interaction, method of evaluation, and anticipated resources needed for the study or a course syllabus may be attached to the directed study form.

### Entrance Assessment

Beginning with the FA-13 semester, all students beginning a certification program at any level – teacher, library media specialist, school counselor, or principal – will be required to complete the Missouri Educator Profile (MEP).

### Exit Exam

While not required for graduation, students must pass the Missouri Content Assessment (MoCA) Building Level Administrator exam and the Missouri School Leader Performance Assessment (MoSLPA) for certification. DESE will continue to accept School Leaders Licensure Assessment (SLLA) exams passed as of 8/31/2014 in lieu of the MoCA exam for initial certification through 12/31/2016. Students who have passed the SLLA will also need to pass the MoSLPA for certification.

## MASTER OF EDUCATIONAL ADMINISTRATION DEGREE REQUIREMENTS

### Concentrations in:

**Elementary Principal (K-8)**

**Secondary Principal (7-12)**

**Special Education Director (K-12)**

- Candidates for Elementary Principal (K-8) and Secondary Principal (7-12) must have a minimum of two (2) years of successful teaching experience approved by the Missouri

Department of Elementary and Secondary Education (DESE) for certification.

- Candidates for Special Education Director (K-12) must have a minimum of two (2) years special education or student services experience (elementary counselor, secondary counselor, school psychological examiner, school psychologist, speech pathologist, adult education supervisor, career education counselor, or career education placement coordinator) approved by DESE for certification.

**REQUIRED CORE: 24 Hours**

GRED 543†	Methods of Inquiry I
ETOP 563	Legal Issues in Regular and Special Education
ETOP 583	Perspectives on Diversity in Education
EDAD 503	Introduction to Educational Administration Communications
EDAD 533	Basic Finance and Facilities Management: Seminar and Field Experience
EDAD 543	Educational Leadership Inquiry
EDAD 563	Administration of Special Programs, Grants, and Legislative Mandates
EDAD 573	Principal Capstone

† This class is a prerequisite for students who intend to pursue the Doctor of Education (Ed.D.) program.

**ELEMENTARY ADMINISTRATION CORE: 6 Hours**

ELAD 523	Curriculum Construction and Design for Educational Administration – Elementary
ELAD 533	The Role of Educational Administrator as Supervisor – Elementary

**OR;**

**SECONDARY ADMINISTRATION CORE: 6 Hours**

ESAD 523	Curriculum Construction and Design for Educational Administration – Secondary
ESAD 533	The Role of Educational Administrator as Supervisor – Secondary

**OR;**

**SPECIAL EDUCATION DIRECTOR CORE: 9-10 Hours**

EDSP 533/534	Introduction and Methods of Teaching and Inclusion for Students with Cross-Categorical Disabilities and Field Experience (or an equivalent course in differentiated instruction for special needs students)
EDSP 583	Special Education Administration and Field Experience
ELAD 533	The Role of Educational Administrator as Supervisor – Elementary

**OR**

ESAD 533	The Role of Educational Administrator as Supervisor – Secondary
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**TOTAL: 30-34 HOURS**

**Note: EDPS 453/553 The Exceptional Child is a DESE requirement for all Educational Administration majors for certification.**

**Requirements for Middle School Principal (5-9) Add-On to Elementary or Secondary Principal Certification:**

1. A valid Missouri professional elementary or secondary, initial, transition, or career principal's certificate
2. Teaching Methods – undergraduate or graduate level:
  - a. Methods of Teaching Reading (minimum of five (5) semester hours to include one (1) course in Techniques of Teaching Reading in the Content Fields)
    - EDRD 423/523 Integration of Literacy in the Content Areas
    - EDRD 463/563 Reading/Writing Strategies for Middle/Secondary
  - b. Methods of Teaching Elementary Mathematics (minimum of two (2) semester hours)
    - ELED 433/533 Integrated Mathematics Concepts in Early Childhood/Elementary
3. Middle Level Education:
  - a. Middle School Philosophy, Organization, and Curriculum
    - EDMS 443/543<sup>1</sup> Middle School: Philosophy and Organization
    - EDMS 463/563<sup>1</sup> Middle School: Curriculum, Instruction, and Field Experience
  - b. The Intellectual, Physiological, Emotional, and Social Development of the Transescent Child (10-14 years old):
    - PSYC 553 Advanced Human Development
4. A recommendation for certification from Missouri Baptist University

<sup>1</sup>Must be completed at the 500-level to be applicable toward the Special Education Director Certification.

**NOTE: Students must earn at least twelve (12) hours from Missouri Baptist University in order to be recommended for any certification with the exception of students seeking add-on certifications in the areas of Early Childhood and Early Childhood Special Education.**



# MASTER OF EDUCATIONAL TECHNOLOGY

## DIVISION OF EDUCATION

### Mission Statement

The Education Division at Missouri Baptist University seeks to develop reflective, problem-solving, professional educators of excellence from a Christian perspective; to enhance the lives of students in the classroom intellectually, spiritually, physically, and socially; and to significantly influence students through the demonstrated integration of Christian faith and learning in the classroom, so that they may become positive change agents in a globally and culturally diverse society.

### Overview

The Master of Educational Technology (MET) is a 30-hour degree program designed for educators interested in learning more about the integration of new technologies to enhance the teaching and learning process. This program is designed for K-12 educators, technical and community college instructors, administrators, library media specialists, and technology leaders who wish to keep abreast of new innovations in educational technology. Emerging technologies, digital citizenship, differentiating instruction with technology resources, and online collaboration are just a few of the foundational components of the MET program. The program of study is based upon the ISTE Standards (formerly the NETS) for Teachers (ISTE Standards•T) of the International Society for Technology in Education (ISTE). To demonstrate competency in the ISTE Standards•T, students will create an ePortfolio based upon the standards to include an action research project. The MET program is offered as an Online Program (OLP) and students are not required to hold teacher certification to obtain the MET degree. No state certification will be obtained through completion of the MET degree.

### Summary of the Master's Degree Process

To earn the MET degree, a student must complete each of the following steps:

1. The student must develop a comprehensive plan of study with the Graduate Advisor.
2. The student must complete all coursework included in the plan of study.
3. The student must complete a project/internship.
4. An Application for Graduation, signed by the student, Graduate Advisor, and Vice President for Graduate Studies, must be filed with the Graduate Office and the Records Office.
5. Students must pay the required graduation fee. Students are encouraged to participate in the graduation ceremony scheduled the first Tuesday evening after the last Saturday in April of each academic year. Students must notify the Vice President for Graduate Studies and the Director of Records if they choose not to participate. Students must pay the graduation fee whether they attend commencement or not.
6. All graduate students must have a 3.0 cumulative grade point average in order to graduate from the program.

Transfer credits must have been earned within the seven (7) years prior to entry into the Graduate Studies Program. Transfer credits must be approved by the Graduate Advisor and the Division Dean or Program Director and must have grades of A, B, S, CR, or P. Students may not take courses from other graduate programs while enrolled at Missouri Baptist without written approval from the Vice President for Graduate Studies.

Students entering the Master of Educational Technology (MET) degree program may transfer up to six (6) graduate credits into the Missouri Baptist University Graduate Studies Program from another regionally accredited college or university. The total hours transferred to Missouri Baptist, including courses from other programs while enrolled, may not exceed six (6) hours.

The University only recognizes institutions accredited by the current edition of Accredited Institutions of Postsecondary Education published by the CHEA and the American Council on Education.

### Directed Studies

Qualified students are permitted to engage in directed studies under graduate faculty supervision. Under this arrangement, students are enabled to explore subjects in depth, or examine new areas of study, beyond the opportunity afforded by the University's curriculum. In some cases, catalog courses may be offered as directed studies. Graduate students may not earn more than six (6) credit hours of directed study in their master's program unless special permission is received in writing from the Vice President for Graduate Studies. Certain courses may not be taken by directed study, as specified in the course description.

Directed study forms are available in the Records Office and approval must be obtained from the student's Graduate Advisor, the instructor of the course, Division Dean, and Vice President for Graduate Studies before the beginning of each term. The student and graduate faculty are expected to present the following items as part of the directed study: objectives, detailed description of the study, procedures for student-instructor interaction, method of evaluation, and anticipated resources needed for the study, or a course syllabus may be attached to the directed study form.

### Exit Exam

The MET degree does not require an exit exam.

## Transfer Students/Transfer Credit

**MASTER OF EDUCATIONAL TECHNOLOGY  
DEGREE REQUIREMENTS**

**REQUIRED CORE:**

**24 Hours**

EDUC 573	Applications of Technology
EDET 523	Digital Citizenship
EDET 543	Online Applications for Collaboration
EDET 553	Differentiating Instruction with Technology
EDET 563	Web-based Design, Implementation, and Assessment
EDET 573	Technology to Enhance Literacy
ETOP 583	Perspectives on Diversity in Education
GRED 543†	Methods of Inquiry I

†*This class is a prerequisite for students who intend to pursue the Doctor of Education (Ed.D.) program.*

**ELECTIVE:**

**3 Hours**

ECTA 523	Integration of Curriculum, Instruction, and Assessment
ECTA 533	Curriculum Mapping
EDET 513	Integrating Technology into the Curriculum: A Research Approach
EDET 533	Emerging Technology Trends
EDET 583	Technology and Diversity
ETOP 503	Current Influences in Education
ETOP 553	Developing Responsible Learners
ETTP 543	Specialized Topics in Educational Technology

**CAPSTONE REQUIREMENT:**

**3 Hours**

EDET 593	Capstone ePortfolio
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**TOTAL:**

**30 HOURS**





# MASTER OF SCIENCE IN EDUCATION: CURRICULUM AND INSTRUCTION

## DIVISION OF EDUCATION

### Mission Statement

The Education Division at Missouri Baptist University seeks to develop reflective, problem-solving, professional educators of excellence from a Christian perspective; to enhance the lives of students in the classroom intellectually, spiritually, physically, and socially; and to significantly influence students through the demonstrated integration of Christian faith and learning in the classroom, so that they may become positive change agents in a globally and culturally diverse society.

### Overview

The Master of Science in Education (MSE) degree in Curriculum and Instruction offers students the opportunity to enhance not only their comprehension and understanding of curriculum and instruction, but also, to develop the professional technological skills required for success in today's educational environment. Many classes are offered face-to-face as well as online. Students pursuing the MSE in Curriculum and Instruction will have the option of completing the program online or through a hybrid approach that blends both online and classroom instruction.

Students who have previously earned a Master of Science in Education: Curriculum and Instruction degree from Missouri Baptist University may not pursue a subsequent Master of Arts in Teaching degree. Students who have previously earned a Master of Arts in Teaching degree from Missouri Baptist University may not pursue a subsequent Master of Science in Education: Curriculum and Instruction degree. Students who have earned a Master's Degree in Education from another college or university will have their transcript evaluated on a course by course basis to determine eligibility for a subsequent degree at Missouri Baptist University.

### Summary of the Master's Degree Process

To earn the MSE degree, a student must complete each of the following steps:

1. The student must develop a comprehensive plan of study with the Graduate Advisor.
2. The student must complete all coursework included in the plan of study.
3. An Application for Graduation, signed by the student, Graduate Advisor, and Vice President for Graduate Studies, must be filed with the Graduate Office and the Records Office in the semester prior to the term in which the student intends to graduate.
4. Students must pay the required graduation fee. Students are encouraged to participate in the graduation ceremony scheduled the first Tuesday evening after the last Saturday in April of each academic year. Students must notify the Vice President for Graduate Studies and the Director of Records if they choose not to participate. Students must pay the graduation fee whether they attend commencement or not.

5. All graduate students must have a 3.0 cumulative grade point average in order to graduate from the program.

### Transfer Students/Transfer Credit

Transfer credits must have been earned within the seven (7) years prior to entry into the Graduate Studies Program. Transfer credits must be approved by the Graduate Advisor and the Division Dean or Program Director and must have grades of A, B, S, CR, or P. Students may not take courses from other graduate programs while enrolled at Missouri Baptist without written approval from the Vice President for Graduate Studies.

Students entering the Master of Science in Education (MSE) degree program may transfer up to six (6) graduate credits into the Missouri Baptist University Graduate Studies Program from another regionally accredited college or university. The total hours transferred to Missouri Baptist, including courses from other programs while enrolled, may not exceed six (6) hours.

The University only recognizes institutions accredited by the current edition of Accredited Institutions of Postsecondary Education published by the CHEA and the American Council on Education.

### Directed Studies

Qualified students are permitted to engage in directed studies under graduate faculty supervision. Under this arrangement, students are enabled to explore subjects in depth, or examine new areas of study, beyond the opportunity afforded by the University's curriculum. In some cases, catalog courses may be offered as directed studies. Graduate students may not earn more than six (6) credit hours of directed study in their master's program unless special permission is received in writing from the Vice President for Graduate Studies. Certain courses may not be taken by directed study, as specified in the course description.

Directed study forms are available in the Records Office and approval must be obtained from the student's Graduate Advisor, the instructor of the course, Division Dean, and Vice President for Graduate Studies before the beginning of each term. The student and graduate faculty are expected to present the following items as part of the directed study: objectives, detailed description of the study, procedures for student-instructor interaction, method of evaluation, and anticipated resources needed for the study, or a course syllabus may be attached to the directed study form.

### Exit Exam

The MSE degree does not require an exit exam.

## MASTER OF SCIENCE IN EDUCATION: CURRICULUM AND INSTRUCTION DEGREE REQUIREMENTS

### CURRICULUM AND INSTRUCTION CORE: **24 Hours**

GRED 543†	Methods of Inquiry I
ECTA 523	Integration of Curriculum, Instruction, and Assessment
ECTA 533	Curriculum Mapping
EDUC 573	Applications of Technology
ETOP 503	Current Influences in Education
ETOP 553	Developing Responsible Learners
ETOP 563	Legal Issues in Regular or Special Education
ETOP 583	Perspectives on Diversity in Education

### ELECTIVE: **6 Hours**

ECSP 413/513	Teaching Young Children with Disabilities: Seminar and Field Experience
EDEN 453/553	Teaching Language Arts and Composition in Grades 5-12: Seminar and Field Experience
EDEN 463/563	Teaching Literature within the Curriculum
EDET 503	Teaching Online: Issues and Design
EDET 513	Integrating Technology into the Curriculum: A Research Approach
EDET 523	Advanced Media Literacies
EDET 533	Emerging Technology Trends
EDET553	Differentiating Instruction with Technology

EDET563	Web-based Design, Implementation, and Assessment
EDET573	Technology to Enhance Literacy
EDET 583	Technology and Diversity
EDGT 503	Introduction to Gifted and Talented Students
EDMS 433/533	Teaching Social Studies in grades 5-12: Seminar and Field Experience
EDMS 463/563	Middle School: Curriculum, Instruction, and Field Experience
EDMS 473/573	Teaching Mathematics in Grades 5-12: Seminar and Field Experience
EDMS 483/583	Teaching Science in Grades 5-12: Seminar and Field Experience
EDRD 501-503	Specialized Topics In Literacy Instruction
EDSP 403/503	Introduction to Autism: Evident Practices in Teaching and Interventions
EDSP 453/553	Teaching Remedial Math K-12: Seminar and Field Experience
ETTP 543	Specialized Topics in Educational Technology
LIBR 553	Curriculum and the Library Media Center
LIBR 563	Library Services for Children and Youth

**TOTAL: 30 HOURS**

† *This class is a prerequisite for students who intend to pursue the Doctor of Education (Ed.D.) program.*



# EDUCATIONAL SPECIALIST DEGREE

## DIVISION OF EDUCATION

### Mission Statement

The Education Division at Missouri Baptist University seeks to develop reflective, problem-solving, professional educators of excellence from a Christian perspective; to enhance the lives of students in the classroom intellectually, spiritually, physically, and socially; and to significantly influence students through the demonstrated integration of Christian faith and learning in the classroom, so that they may become positive change agents in a globally and culturally diverse society.

### Overview

The Educational Specialist (Ed.S.) program is intended for professionals in public or private schools who are seeking instructional leadership roles or administrative positions at the district level. The Superintendent concentration meets the competency requirements of DESE for certification as a School Superintendent. Individuals serving in Assistant Superintendent or Superintendent positions at public PK-Grade 12 schools in the state of Missouri must be certified at the superintendent level.

The Curriculum and Instruction concentration is designed for master teachers or curriculum coordinators who wish to serve as exemplars of instructional strategies and learning processes.

Each Ed.S. degree candidate is required to develop a comprehensive plan of study indicating timelines and required courses with the Graduate Advisor. The worksheet for the plan of study is available in the Graduate Advisor's office and must be completed and approved at the beginning of the student's program. The plan of study should be reviewed periodically with a Graduate Advisor to ensure that the student is meeting desired academic goals.

### Online Program

The Curriculum and Instruction concentration of the Ed.S. degree is offered as an online program while the Superintendent concentration of the Ed.S. degree is offered face-to-face.

### Summary of the Specialist Degree Process

To earn the Ed.S. degree, a student must complete each of the following steps:

1. The student must develop a comprehensive plan of study with the Graduate Advisor.
2. The student must complete all coursework included in the plan of study.
3. An Application for Graduation, signed by the student, Graduate Advisor, and Vice President for Graduate Studies, must be filed with the Graduate Office and the Records Office in the semester prior to the term in which the student intends to graduate.
4. Students must pay the required graduation fee. Students are encouraged to participate in the graduation ceremony scheduled the first Tuesday evening after the last Saturday in April of each academic year. Students must notify the Vice President for Graduate Studies and the Director of Records if

they choose not to participate. Students must pay the graduation fee whether they attend commencement or not.

5. All graduate students must have a 3.0 cumulative grade point average in order to graduate from the program.

### Transfer Students/Transfer Credit

A total of six (6) hours may be transferred into the Ed.S. program from other accredited Educational Specialist programs. These credits must have been earned within seven (7) years prior to entry into the Graduate Studies Program from another regionally accredited college or university.

Transfer credits must be approved by the Graduate Advisor and the Director of Educational Administration and must have grades of A, B, S, CR, or P. Students may not take courses from other graduate programs while enrolled at Missouri Baptist without written approval from the Vice President for Graduate Studies. The total hours transferred to Missouri Baptist may not exceed six (6).

### Directed Studies

Courses in the Educational Specialist degree program are not available by directed study, as specified in the course description.

### Grade Requirements

Specialist-level graduate students must earn a grade of B or better in specialist-level courses in order to continue in the Educational Specialist program. Specialist students must have a cumulative grade point average of 3.0 or better in specialist coursework in order to earn an Educational Specialist degree.

### Research Requirements

All students pursuing the Educational Specialist Curriculum and Instruction track are required to take GRED 653CI Data Analysis for Decision-Making and GRED 673CI Professional Portfolio and Field Experience. Students will complete a 90 clock hour internship and demonstrate scholarship through the development and completion of a professional portfolio. The portfolio must be completed and scored before the degree is conferred.

All students pursuing the Educational Specialist Superintendent track are required to take GRED 653S Data Analysis for Decision-Making and GRED 673S Capstone for Superintendent Certification. Students must complete 300 internship hours during their program and demonstrate scholarship through the development and completion of an action-research project.

### Workshop Graduate Credit

No graduate credit earned in workshops or professional development seminars may be applied toward the Educational Specialist degree.

## Exit Examination

Students in the Superintendent concentration must complete an action research project prior to graduation. For certification at the superintendent level, DESE also requires students to pass the Missouri Content Assessment (MoCA) for Superintendent. Students may register for the exam on the Missouri Educator Gateway Assessments website: <http://www.mo.nesinc.com/>.

Students in the Curriculum and Instruction concentration will complete an online written comprehensive exam. Students will register for EDUC 690CI Written Exam: Curriculum and Instruction in the term during which they are scheduled to graduate. All coursework must be completed prior to taking the exit examination.

## Credit for Prior Learning for Completion of National Board Certified Teachers (NBCT) Portfolio

Students applying for the Educational Specialist degree with a concentration in Curriculum and Instruction may be eligible to receive three (3) hours of advanced credit-for-prior learning for completing NBCT requirements. The Education Division Dean will review the substance of the NBCT portfolio content and determine whether it matches any current course content. There must be a clear correspondence between the content of the portfolio and an existing course in the Ed.S. program before credit is granted. Students must pay the regular credit-for-prior learning evaluation fees before credit is granted.

## EDUCATIONAL SPECIALIST DEGREE REQUIREMENTS

### CURRICULUM AND INSTRUCTION TRACK **30 Hours**

ECTA 643CI	Advanced Curriculum Design, Evaluation, and Field Experience
EDUC 603CI	Professional Seminar in Education
EDUC 613CI	Learning Innovations for Continuous School Improvement and Field Experience
EDUC 623CI	Differentiated Instruction
EDUC 663CI	The Supervisory Process
EDUC 673CI	Teachers as Leaders and Field Experience
EDUC 683CI	Ethical Issues for School Leaders
ETOP 623CI	Organizational Leadership, Governance, and Field Experience
GRED 653CI	Data Analysis for Decision-Making
GRED 673CI	Professional Portfolio and Field Experience
EDUC 690CI	Written Exam: Curriculum and Instruction

### SUPERINTENDENT TRACK **30 Hours**

EDUC 603S	Professional Seminar in Education
EDUC 683S	Ethical Issues for School Leaders
EDAD 613S	School-Community Relations
EDAD 633S	District Financial Management and Field Experience
EDAD 643S	Facilities Planning and Management
EDAD 653S	Personnel Management and Field Experience
ETOP 623S	Organizational Leadership, Governance, and Field Experience
ETOP 663S	Advanced School Law
GRED 653S	Data Analysis for Decision-Making
GRED 673S	Capstone for Superintendent Certification





# DOCTOR OF EDUCATION DEGREE

## LEADERSHIP IN TEACHING AND LEARNING

### DIVISION OF EDUCATION

#### Mission Statement

The Ed.D. program is an outgrowth of the University's mission of "preparing students to serve in a global and culturally diverse society" and the Education Division's mission of developing "reflective, problem-solving professional educators of excellence." The Ed.D. program is a natural extension of academic programs, projects, and community activities that are already in progress.

#### Overview – Leadership in Teaching and Learning

The Doctor of Education (Ed.D.) in Leadership in Teaching and Learning program is a practical degree program designed to meet the needs of professional administrators and leaders in curriculum and instruction at the PK-Grade 12 district level. The program stresses the development of leadership in teaching and learning strategies that assist schools in promoting a culture of learning and inquiry. The emphasis on leadership in teaching and learning in this program places achievement in the broader context of scholarship and lifelong learning.

The added dimension of the educational doctorate is to build a "culture of applied research" which will continue to serve the PK-Grade 12 and higher educational community in the St. Louis metropolitan area. The emphasis will be on district leaders as change agents who are responsible for creating climates that help administrators and teachers make changes in the context of teaching and learning.

#### Primary Audience

The primary audience for the Ed.D. program consists of educational professionals who aspire to be or who are already serving as superintendents, assistant superintendents, and curriculum coordinators, although there may be some interest from building-level leaders and administrators as well. These individuals must have completed an Ed.S. degree or the equivalent in post-master's level study.

#### Themes

The Ed.D. program emphasizes the needs of leaders within the following themes:

- Leadership in teaching and learning (as a lens through which decisions are made and problems are solved).
- Applied field research (a component of individual courses as well as the dissertation).
- Diversity (diverse experiences working with diverse populations).
- Technology (the sophisticated use of all forms of technology in data collection and analysis in research and in delivery of instruction).
- Service to the community (following the mission of the University "to prepare students to serve in a global and culturally diverse society").

- Reflective practice (the core of the Education Division's Conceptual Framework).

These themes reflect the goals of the Ed.D. program. The program prepares leaders in teaching and learning who are aware of increased diversity in classrooms, of greater expectations for student learning, and of new opportunities to use technology.

#### Objectives

Students in the Ed.D. program will:

- Demonstrate the ability to engage in original, field-based inquiry and research related to pedagogy, pedagogical content knowledge, and/or district-wide strategies for improving teaching and learning in complex and diverse settings.
- Engage in moral and ethical decision-making using analytical and interdisciplinary methods for assessing the complicated financial, political, and cultural issues and dilemmas facing public and private school systems.
- Demonstrate the ability to use sophisticated technological tools for the collection and evaluation of data to make strategic decisions and changes in policies and processes related to teaching and learning.
- Demonstrate critical reflection in analyzing multi-faceted problems at the district and state level and developing creative solutions for resolving these problems.
- Demonstrate leadership skills in assessment, problem-solving, and both short-term and long-term strategic planning related to teaching and learning.

#### Continuous Enrollment

Students will enter the Ed.D. program as a cohort group and move through the program with their assigned group. Students will enroll in each 12-week term until the end of the coursework and the end of the dissertation study.

#### Course Load and Timeline

The load for students enrolled in the Ed.D. program will be one three-hour course every twelve weeks or a total of 12 credit hours by the end of the first year. The timeline for completion of the program for most students is projected to be two years, although some students may take longer to complete the doctoral dissertation. It is expected that students will begin the process for completion of the doctoral dissertation near the end of the second term or early in the third term with the appointment of a doctoral dissertation committee chair.

#### Field-Based Research

Two doctoral classes, EDUC 723 Transformational Theories and Applications and EDAD 743 Advanced Strategic Planning, include a field-based research project. These field experiences will be action research projects requiring students to (a) identify a problem within a district setting, (b) obtain the permissions and approvals necessary to engage in research, and (c) use appropriate research methods for collecting and evaluating data.

#### Research Methods Classes

GRED 753 Methods of Inquiry II: Quantitative Analysis and GRED 763 Methods of Inquiry III: Qualitative Analysis prepare

students for the Doctoral Dissertation with an understanding of both quantitative and qualitative research methods.

- In Methods of Inquiry II, students develop a working knowledge of (a) the key statistical techniques required for various research designs, (b) the interpretation and reporting of research findings, and (c) the necessary analysis required for completing a research project.
- In Methods of Inquiry III, students practice formulating qualitative questions related to problems in the field of education and identify appropriate qualitative procedures. Students construct data collection protocols for interviews and observations, design surveys, practice document analysis, and apply coding and classification techniques for organizing and interpreting data.

It is expected that individuals completing the Ed.D. degree will continue to engage in applied research at the district level as leaders in the process of teaching and learning.

### Assessment

Assessment of the growth of the Ed.D. student will be ongoing, multi-faceted, and in the form of course-embedded assessments, field-based research evaluations, and Doctoral Dissertation/Oral Defense requirements.

### Course-Embedded Assessments

Assessments embedded in the Ed.D. courses include case studies, surveys, professor-made examinations, and projects as well as formative and summative evaluations. These will be based on both program and course objectives and will be reflected in the syllabi of the courses.

### Dissertation

Students must complete a six-hour dissertation (GRED 786 Doctoral Dissertation) using either quantitative, qualitative, or mixed research methods. Requirements include, but are not limited to, the following:

- An “original” research design and proposal related to a PK-Grade 12 district-level problem in the area of Leadership in Teaching and Learning.
- A comprehensive review of seminal historic and current literature on the problem, beginning with a broad background of research and culminating with literature that most specifically relates to the proposal.
- A high level of conceptual complexity and critical analysis of the problem.
- A scholarly quantitative, qualitative, or mixed research project approved by the student’s Doctoral Dissertation Committee, the Proposal Research Committee, and the Institutional Review Board (IRB) and conducted appropriately.
- Appropriate interpretation of research findings and conclusions drawn from those findings.
- Articulation and defense of the dissertation in an open presentation before the Doctoral Dissertation Committee, faculty, and other graduate students.
- Publication of the dissertation through ProQuest.

The Doctoral Dissertation is expected to be at least **100** pages with no less than **50** references, unless otherwise directed by

the Doctoral Dissertation Committee. The writing style of the American Psychological Association (APA), Sixth Edition, will be followed. The study must include a well-formulated statement of the rationale for the study and research methodology; a thorough and analytic review of related research; a concise explanation of the research design; and appropriate analysis of results and conclusions.

### Doctoral Dissertation Committee

The Doctoral Dissertation Committee consists of three members: a committee chair and two committee members. Normally, the chair of the committee should be selected by the conclusion of the second term in the program or very early in the third term, from the listing of Graduate Faculty designated as eligible to chair committees. Selection of the chair is an interactive process involving both the student and desired chair from among faculty with compatible research interests and experience. Formal dialogue about the student’s project can begin as soon as the chair has been approved by the Vice President for Graduate Studies, or his/her designee.

The full committee is selected by the end of the third term. The Doctoral Dissertation Committee approves the Doctoral Dissertation proposal before it goes to the IRB and assists the student in the research and writing of the study. Normally, all three members will have completed an earned Ed.D. or Ph.D. Occasionally, however, one of the three may not have completed an earned doctorate, but be an individual who has documented special expertise germane to the proposed study. One external committee member may be selected, assuming such individuals meet the requirements for working with doctoral-level students. The committee chair and committee members must be approved by the Vice President for Graduate Studies, or his/her designee. Normally, the student’s project has received approval by the dissertation committee, the Proposal Research Application Committee, and the IRB no later than the end of the sixth term in the program. Specific work on the project, beyond definition, development of the proposed research design, and the review and analysis of relevant historic and contemporary research and scholarship, may **NOT** begin until the IRB has approved the study.

It is anticipated that the majority of students will have completed their doctoral dissertation by the end of their second year in the program. Students who do not complete the study within this time frame will continue to enroll for one graduate credit hour for each additional term necessary to complete the study. The study must be completed within seven years after admission into the program.

### Institutional Review Board (IRB) Approval

The IRB consists of faculty and qualified staff from MBU’s graduate program. This board is responsible for ensuring that all MBU research complies with University and federal guidelines. The IRB reviews all proposed research studies in the Ed.D. program for compliance with the ethical standards of human research. IRB approval is required **before** collection of **any** data.

## Doctoral Dissertation/ Oral Defense Requirements

The Doctoral Dissertation demonstrates the student's ability to engage in independent research by identifying a significant problem or question, developing a sophisticated methodology for analyzing the problem, and subsequently identifying the findings and drawing conclusions related to leadership in teaching and learning.

After completing the Doctoral Dissertation, submitting the final written paper, and gaining final approval of the study from the committee, the student will defend the study and conclusions before the research committee, faculty, and other graduate students. The oral defense will be scored based on the following expectations:

- The breadth and depth of the review of literature related to the study
- The validity of the methodology used in the study
- The level of critical reasoning used in drawing the conclusions of the research
- The complexity of arguments used to defend the study
- The impact of the study on the field of leadership in teaching and learning

Based on the oral defense, additional revisions to the study may be required, and the chair of the committee will provide stipulations for the suggested changes. The final approved draft will be submitted to the Vice President for Graduate Studies for final administrative approval, and, if approved, the student will receive notification from the Vice President indicating completion of the Ed.D. program.

## Summary of the Doctor of Education Degree Process

To earn the Ed.D. degree in Leadership in Teaching and Learning, a student must complete each of the following steps:

1. The student must follow a comprehensive plan of study assigned by the Doctor of Education Office.
2. The student must complete all coursework included in the plan of study.
3. The student must successfully present his/her doctoral dissertation to colleagues and faculty as scheduled.
4. An Application for Graduation, signed by the student, Director of Ed.D. program, and Vice President for Graduate Studies, must be filed with the Graduate Office and the Records Office in the semester prior to the term in which the student intends to graduate.
5. Students must pay the required graduation fee. Students are encouraged to participate in the graduation ceremony scheduled the first Tuesday evening after the last Saturday in April of each academic year. Students must notify the Vice President for Graduate Studies and the Director of Records if they choose not to participate. Students must pay the graduation fee whether they attend commencement or not.
6. All graduate students must have a 3.0 cumulative grade point average in order to graduate from the program.

## Transfer Students/Transfer Credit

Credits will not be considered for transfer into the Ed.D. program in Leadership in Teaching and Learning, with the exception of the Methods of Inquiry I course.

## Directed Studies

Courses in the Doctor of Education program are not available by directed study, as specified in the course description.

## Grade Requirements

Doctoral level graduate students must earn a grade of B or better in doctoral level courses in order to continue in the Doctor of Education program. A student who receives a grade lower than B will be asked to withdraw from the doctoral program.

**Research Requirements must comply with each course syllabus expectation along with the University's Institutional Review Board (IRB).**

## DOCTOR OF EDUCATION DEGREE REQUIREMENTS

### LEADERSHIP IN TEACHING AND LEARNING

#### Program Requirements

The Ed.D. program in Leadership in Teaching and Learning requires a total of 24 credit hours beyond the Ed.S., or its equivalent. The courses are built upon the curriculum of a 30-credit hour Ed.S. program. GRED 543 Methods of Inquiry I (3 credit hours), or its equivalent, is a requirement for the Ed.D. program and is taken at the master's level at MBU. Most students will be able to satisfy the requirement for Methods of Inquiry I with previous coursework taken within the last seven years.

### DOCTOR OF EDUCATION CORE: 24 HOURS

GRED 700	Ed.D. Orientation*
EDAD 743	Advanced Strategic Planning
EDUC 723	Transformational Theories and Applications*
EDUC 733	Leading Teaching and Learning in Diverse and Emerging Educational Settings **
GRED 753	Methods of Inquiry II: Quantitative Analysis
GRED 763	Methods of Inquiry III: Qualitative Analysis
GRED 786	Doctoral Dissertation
GRED 543	Methods of Inquiry I†

\*Online Course

\*\*Offered on Main Campus only

†Most students will be able to satisfy the requirement for Methods of Inquiry I with previous coursework





# DOCTOR OF EDUCATION DEGREE

## HIGHER EDUCATION LEADERSHIP

### DIVISION OF EDUCATION

#### Mission Statement

The Ed.D. program is an outgrowth of the University's mission of "preparing students to serve in a global and culturally diverse society" and the Education Division's mission of developing "reflective, problem-solving professional educators of excellence." The Ed.D. program is a natural extension of academic programs, projects, and community activities that are already in progress.

#### Overview – Higher Education Leadership

The Ed.D. program in Higher Education Leadership focuses on the knowledge and practical skills needed for effective instructional and administrative leadership in the higher education setting. The program addresses the issues of concern for educational leaders, including the instructional leadership needed to work toward the elimination of achievement gaps and the administrative leadership required to focus on student learning outcomes. Students in the program engage in course-embedded field-based inquiry, internships, and applied doctoral research to investigate these issues. Students conduct applied research in an attempt to solve practical problems in the higher education arena. Research includes assessment of student learning outcomes, evaluation of programs and services, identification of community educational needs, and other investigations providing information higher education leaders need in the decision-making process.

#### Primary Audience

The target audience for the program includes individuals who aspire to or currently work in higher education and want a program that provides the expertise needed to move into administrative and instructional leadership positions in these institutions.

#### Themes

The Ed.D. program emphasizes the needs of leaders within the following themes:

- Leadership in teaching and learning (as a lens through which decisions are made and problems are solved).
- Applied field research (a component of individual courses as well as the dissertation).
- Diversity (diverse experiences working with diverse populations).
- Technology (the sophisticated use of all forms of technology in data collection and analysis in research and in delivery of instruction).
- Service to the community (following the mission of the University "to prepare students to serve in a global and culturally diverse society").
- Reflective practice (the core of the Education Division's Conceptual Framework).

These themes reflect the goals of the Ed.D. program. The program prepares leaders in teaching and learning who are aware of increased diversity in classrooms, of greater expectations for student learning, and of new opportunities to use technology.

#### Objectives

Students in the Ed.D. program will:

- Demonstrate the ability to engage in original, field-based inquiry and research related to pedagogy, pedagogical content knowledge, and/or strategies for improving teaching and learning in complex and diverse settings.
- Engage in moral and ethical decision-making using analytical and interdisciplinary methods for assessing the complicated financial, political, and cultural issues and dilemmas facing higher education.
- Demonstrate the ability to use sophisticated technological tools for the collection and evaluation of data to make strategic decisions and changes in policies and processes related to teaching and learning.
- Demonstrate critical reflection in analyzing multi-faceted problems at the higher education level and developing creative solutions for resolving these problems.
- Demonstrate leadership skills in assessment, problem-solving, and both short-term and long-term strategic planning related to teaching and learning.

#### Continuous Enrollment

Students will enter the Ed.D. program as a cohort group and move through the program with their assigned group. Students will enroll in each 12-week term until the end of the coursework and the end of the dissertation study.

#### Course Load and Timeline

The load for students enrolled in the Ed.D. in Higher Education Leadership program will be one or two three-hour courses every twelve weeks. The timeline for completion of the entire program for most students is projected to be two and a half years, although some students may take longer to complete the dissertation. It is expected students will begin the process of the dissertation with the appointment of a Doctoral Committee Chair near the end of the second quarter in the program.

#### Field-Based Experience

The course in Higher Education Leadership and Strategic Planning includes a field-based research project. These field experiences will be action research projects requiring students to (a) identify a problem within a higher education setting,

(b) obtain the permissions and approvals necessary to engage in research, and (c) use appropriate research methods for collecting and evaluating data.

### **Internship**

HEDD 773 Higher Education Internship provides opportunities for students to participate in supervised, professional settings in institutions of higher education. These experiences promote the integration and application of theory and methods gained through the formal program of study, allowing development of competencies that enhance personal and professional growth. The internship also provides on-the-job experiences of reasonable depth and length to strengthen qualifications while broadening the range of career alternatives for the student.

### **Research Methods Class**

The course in Advanced Research Methods prepares students for the Dissertation with an understanding of both quantitative and qualitative research methods.

- Students develop a working knowledge of (a) the key statistical techniques required for various quantitative research designs, (b) the interpretation and reporting of research findings, and (c) the necessary analysis required for completing a quantitative research study.
- Students practice formulating qualitative questions related to problems in the field of education and identify appropriate qualitative procedures. Students construct data collection protocols for interviews and observations, design questionnaires, practice document analysis, and apply coding and classification techniques for organizing and interpreting data.

It is expected that individuals completing the Ed.D. degree will continue to engage in applied research at the higher education level as leaders in the process of teaching and learning.

### **Assessment**

Assessment of the growth of the Ed.D. student will be ongoing, multi-faceted, and in the form of course-embedded assessments, field-based research evaluations, and Doctoral Dissertation/oral defense requirements.

### **Course-Embedded Assessments**

Assessments embedded in the Ed.D. courses include case studies, surveys, professor-made examinations, and projects as well as formative and summative evaluations. These will be based on both program and course objectives and will be reflected in the syllabi of the courses.

### **Dissertation**

Students must complete a dissertation using either quantitative, qualitative, or mixed methods research. Requirements include, but are not limited to, the following:

- An “original” research design and proposal related to a problem in the area of Higher Education Leadership.
- A comprehensive review of seminal historic and current literature on the problem, beginning with a broad background of research and culminating with literature that most specifically relates to the proposal.

- A high level of conceptual complexity and critical analysis of the problem
- A scholarly quantitative, qualitative, or mixed research project approved by the student’s Doctoral Dissertation Committee, the Proposal Research Committee, and the Institutional Review Board (IRB) and conducted appropriately.
- Appropriate interpretation of research findings and conclusions drawn from those findings.
- Articulation and defense of the dissertation in an open presentation before the Doctoral Dissertation Committee, faculty, and other graduate students.
- Publication of the dissertation through ProQuest.

The Doctoral Dissertation is expected to be at least **100** pages with no less than **50** references, unless otherwise directed by the Doctoral Dissertation Committee. The writing style of the American Psychological Association (APA), Sixth Edition, will be followed. The study must include a well-formulated statement of the rationale for the study and research methodology; a thorough and analytic review of related research; a concise explanation of the research design; and appropriate analysis of results and conclusions.

### **Doctoral Dissertation Committee**

The Dissertation Committee approves the dissertation proposal and the Proposal Research Application before it goes to the Proposal Research Committee and the IRB application before it goes to the IRB and assists the student in the research and writing of the study. The committee consists of three members: a committee chair and two committee members. The chair of the committee should be selected from the listing of Graduate Faculty designated as eligible to chair committees. Selection of the chair is an interactive process involving both the student and desired chair from among faculty with compatible research interests and experience. Formal dialogue about the student’s study can begin as soon as the chair has been approved by the Vice President for Graduate Studies or his/her designee. The full committee is selected by the end of the third quarter. Normally, all three members will have completed an earned Ed.D. or Ph.D. Occasionally, however, one of the three may not have completed an earned doctorate, but be an individual who has documented special expertise germane to the proposed study. One external committee member may be selected, assuming such individuals meet the requirements for working with doctoral-level students. The committee chair and committee members must be approved in advance by the Vice President for Graduate Studies or his/her designee. Normally, the student’s study has received approval of the committee and the IRB no later than the end of the sixth quarter in the program. Specific work on the study, beyond definition, development of the proposed research design, and the review and analysis of relevant historic and contemporary research and scholarship, may **NOT** begin until the IRB has approved the research study.

### **Institutional Review Board (IRB) Approval**

The IRB consists of faculty and qualified staff from MBU’s graduate program. This board is responsible for ensuring that all MBU research complies with University and federal guidelines. The IRB reviews all proposed research studies in the Ed.D.

program for compliance with the ethical standards of human research. IRB approval is required **before** collection of **any** data.

### **Doctoral Dissertation/Oral Defense Requirements**

The Doctoral Dissertation demonstrates the student's ability to engage in independent research by identifying a significant problem or question, developing a sophisticated methodology for analyzing the problem, and subsequently identifying the findings and drawing conclusions related to leadership in teaching and learning.

After completing the dissertation, submitting the final written paper, and gaining final approval of the study from the committee, and final readers, the student will defend the study and conclusions before the research committee, faculty, and other graduate students. The oral defense will be scored based on the following expectations:

- The breadth and depth of the review of literature related to the study
- The validity of the methodology used in the study
- The level of critical reasoning used in drawing the conclusions of the research
- The complexity of arguments used to defend the study
- The impact of the study on the field of leadership in teaching and learning

Based on the oral defense, additional revisions to the study may be required, and the chair of the committee will provide stipulations for the suggested changes. The final approved draft will be submitted to the Vice President for Graduate Studies for final administrative approval, and, if approved, the student will receive notification from the Vice President indicating completion of the Ed.D. program. The student will then prepare the dissertation for publication.

### **Summary of the Doctor of Education Degree Process**

To earn the Ed.D. degree in Higher Education Leadership, a student must complete each of the following steps:

1. The student must follow a comprehensive plan of study assigned by the Doctor of Education Office.
2. The student must complete all coursework included in the plan of study.
3. The student must successfully present his/her doctoral dissertation to colleagues and faculty as scheduled.
4. An Application for Graduation, signed by the student, Director of Ed.D. program, and Vice President for Graduate Studies, must be filed with the Graduate Office and the Records Office in the semester prior to the term in which the student intends to graduate.
5. Students must pay the required graduation fee. Students are encouraged to participate in the graduation ceremony scheduled the first Tuesday evening after the last Saturday in April of each academic year. Students must notify the Vice President for Graduate Studies and the Director of Records if they choose not to participate. Students must pay the graduation fee whether they attend commencement or not.
6. All graduate students must have a 3.0 cumulative grade point average in order to graduate from the program.

### **Transfer Students/Transfer Credit**

Missouri Baptist University will accept up to six (6) transfer credits from another regionally accredited college or university for students entering the Doctor of Education (Ed.D.) in Higher Education Leadership degree program. Transfer credits must have been earned within the seven (7) years prior to entry into the Ed.D. Higher Education Leadership Program. Transfer credits must be approved by the Director of the Doctor of Education Program and must have grades of A, B, S, CR, or P.

### **Directed Studies**

Courses in the Doctor of Education program are not available by directed study, as specified in the course description.

### **Grade Requirements**

Doctoral level graduate students must earn a grade of B or better in doctoral level courses in order to continue in the Doctor of Education program. A student who receives a grade lower than B will be asked to withdraw from the doctoral program.

**Research Requirements must comply with each course syllabus expectation along with the University's Institutional Review Board (IRB).**











## Division of Health and Sport Sciences

MASTER OF SCIENCE IN FITNESS MANAGEMENT  
MASTER OF SCIENCE IN SPORT MANAGEMENT

Graduate Certificate in Exercise Science  
Graduate Certificate in Fitness Management  
Graduate Certificate in Sport Management

### Graduate Faculty

**P. Gregory Comfort**, Ed.D., Professor of Health and Sport Sciences; Chair – Health and Sport Sciences Division; Director of Distance Learning

**Janet Comfort**, M.Ed., M.A.C., Instructor of Health and Sport Sciences

**Guy Danhoff**, M.S., Assistant Professor of Health and Sport Sciences

**Andrew Franklin Elvington**, Ph.D., Assistant Professor of Health and Sport Sciences

**David Pierce**, M.S., Assistant Professor of Sport Management

**Thomas M. Smith**, Ed.D., Professor of Education & Health and Sport Sciences; Associate Vice President and Director of Athletics\*

**Jessica Stapleton**, Ph.D., Assistant Professor of Health and Sport Sciences

\* Also listed in Education Division

### Mission Statement

The Division of Health and Sport Sciences at Missouri Baptist University is committed to promoting intellectual, spiritual and professional development, striving to enhance a Christ-centered lifestyle through the advancement of knowledge in health, sport management, physical education, and exercise science and forming responsive, and collaborative relationships with faculty, staff, students, alumni, schools, and business and industry leaders.

### Overview

The Master of Science in Sport Management degree is designed to prepare students for various careers in the sport management field. Students in this program investigate the psycho-social, ethical, economic, legal, and political factors affecting the management and administration of sport organizations. The application of management principles to the sport industry distinguishes this program from the others offered within the division. Through the practical application of the program's theoretical underpinnings, sport management majors learn about communication, finance, law, organizational management, personnel, and marketing from a Christian worldview.

The Master of Science in Sport Management degree provides students with skills to effectively manage in a wide range of sport-related enterprises including: interscholastic athletics, intercollegiate athletics, amateur and professional sports, sport-marketing firms, special-event management, and facility management.

The Master of Science in Fitness Management program will allow students with an interest in the fitness industry to develop a working knowledge in the areas of: program planning and development; business and financial management; sales, marketing, and recruitment; public relations; legal aspects of sports and fitness; and applicable health and safety standards.

The Master of Science in Fitness Management program prepares students to organize and administer fitness-related programs and manage fitness/rehabilitation facilities and health clubs, sport recreation services, and other related services. Graduates of the program will be working in an array of fitness-related enterprises including profit and non-profit fitness facilities, training centers, city recreation departments, and several other noteworthy organizations.

While both the Master of Science degree in Fitness Management and the Master of Science degree in Sport Management can be completed entirely online, a number of face-to-face courses within both programs are available on the main MBU campus. Students accepted into the Sport Management program are able to complete their program requirements and graduate within one

year or can choose to enroll in fewer classes and thereby complete their degree over a longer period of time. Fitness Management students are able to complete the program requirement in a year and a half.

Students who have previously earned a Master of Science in Fitness Management degree from Missouri Baptist University may not pursue a subsequent Master of Science in Sport Management degree. Students who have previously earned a Master of Science in Sport Management degree from Missouri Baptist University may not pursue a subsequent Master of Science in Fitness Management degree.

### **Summary of the Master's Degree Process**

To earn either the MS in Fitness Management or MS in Sport Management degree, a student must complete each of the following steps:

1. The student must develop a comprehensive plan of study with the Graduate Advisor.
2. The student must complete all coursework included in the plan of study.
3. The student must complete a capstone project.
4. An Application for Graduation, signed by the student, Graduate Advisor, and Vice President for Graduate Studies, must be filed with the Graduate Office and the Records Office in the semester prior to the term in which the student intends to graduate.
5. Students must pay the required graduation fee. Students are encouraged to participate in the graduation ceremony scheduled the first Tuesday evening after the last Saturday in April of each academic year. Students must notify the Vice President for Graduate Studies and the Director of Records if they choose not to participate. Students must pay the graduation fee whether they attend commencement or not.
6. All graduate students must have a 3.0 cumulative grade point average in order to graduate from the program.

### **Transfer Students/Transfer Credit**

Transfer credits must have been earned within the seven (7) years prior to entry into the Graduate Studies Program. Transfer credits must be approved by the Graduate Advisor and the Division Chair or Program Director and must have grades of A, B, S, CR, or P. Students may not take courses from other graduate programs while enrolled at Missouri Baptist without written approval from the Vice President for Graduate Studies.

Students entering the Master of Science in Fitness Management or Master of Science in Sport Management degree programs may transfer up to six (6) graduate credits into the Missouri Baptist University Graduate Studies Program from another regionally accredited college or university. The total hours transferred to Missouri Baptist, including courses from other programs while enrolled, may not exceed six (6) hours. However, no transfer credits will be accepted into the Certificate in Exercise Science, Certificate in Fitness Management, or Certificate in Sport Management programs.

The University only recognizes institutions accredited by the current edition of *Accredited Institutions of Postsecondary Education* published by the CHEA and the American Council on Education.

### **Directed Studies**

Courses in the Master of Science in Sport Management program are not offered as directed studies, but SMGT 503 Sport Management Project may be substituted as a replacement course for a core MS in Sport Management course with the permission of the Division Chair.

Courses in the Master of Science in Fitness Management program are not offered as directed studies, but SMGT 503 Sport Management Project, SMGT 583 Leadership and Management in Sport, or PHED 513 Sport Facility Management, may be substituted for a core MS in Fitness Management course with the permission of the Division Chair.

### **Capstone Requirement**

SMGT 576 Internship in Sport Management/Fitness Management serves as the culminating activity for graduate students in the Fitness Management and Sport Management degree programs. A professional portfolio will be included as a requirement for this course. The capstone course must be completed through Missouri Baptist University.

### **Exit Examination**

The Master of Science in Fitness Management and Master of Science in Sport Management degrees do not require an exit exam.

### **Graduate Certificates**

Graduate Certificates may be earned in the field of Exercise Science, Fitness Management, and Sport Management. These certificates are stand-alone certificates and may not be earned concurrently with a master's degree. Students who begin a certificate program and wish to switch to a master's program must make application to the master's program through the Graduate Admissions Office and submit all documentation for full admission. Classes may not be transferred in for certificate programs, and students must complete the required twelve (12) hours through Missouri Baptist University.

Students returning to pursue a master's degree after earning a certificate may transfer up to six (6) hours from their certificate program into the master's program. Six (6) alternative hours will replace completed core classes. The student and advisor will decide on appropriate classes with the approval of the Department Chair.

The Graduate Certificates in Exercise Science, Fitness Management, and Sport Management require a cumulative grade point average of 3.0 on a 4.0 scale to be granted.

**MASTER OF SCIENCE IN FITNESS  
MANAGEMENT DEGREE REQUIREMENTS**

**REQUIRED CORE: 28 Hours**

SMGT 501	Orientation
EXSC 453/553	Fitness Management
EXSC 483/583	Principles of Human Performance
KHSC 413/513	Chronic Diseases and Obesity
SMGT 513	Research Methods
SMGT 423/523	Sport Law
SMGT 433/533	Sport Psychology
SMGT 543	Sport Marketing
SMGT 463/563	Sport Finance
SMGT 573	Sport Public Relations

**CAPSTONE REQUIREMENT: 6 Hours**

SMGT 576	Internship in Sport Management/Fitness Management
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**TOTAL: 34 HOURS**

**MASTER OF SCIENCE IN SPORT MANAGEMENT  
DEGREE REQUIREMENTS**

**REQUIRED CORE: 25 Hours**

SMGT 501	Orientation
PHED 413/513	Sport Facility Management
SMGT 513	Research Methods
SMGT 423/523	Sport Law
SMGT 433/533	Sport Psychology
SMGT 543	Sport Marketing
SMGT 463/563	Sport Finance
SMGT 573	Sport Public Relations
SMGT 583	Leadership and Management in Sport

**CAPSTONE REQUIREMENT: 6 Hours**

SMGT 576	Internship in Sport Management/Fitness Management
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**TOTAL: 31 HOURS**

**ELECTIVE:**

SMGT 403/503	Sport Management Project
SMGT 553	Volunteer Management

**GRADUATE CERTIFICATE OPTIONS:**

**EXERCISE SCIENCE CERTIFICATE: 12 HOURS**

EXSC 453/553	Fitness Management
EXSC 483/583	Principles of Human Performance
KHSC 413/513	Chronic Diseases and Obesity
SMGT 433/533	Sport Psychology

**FITNESS MANAGEMENT CERTIFICATE: 12 HOURS**

EXSC 453/553	Fitness Management
KHSC 413/513	Chronic Diseases and Obesity
SMGT 543	Sport Marketing
SMGT 463/563	Sport Finance

**SPORT MANAGEMENT CERTIFICATE: 12 HOURS**

PHED 413/513	Sport Facility Management
SMGT 423/523	Sport Law
SMGT 433/533	Sport Psychology
SMGT 463/563	Sport Finance







## DIVISION OF HUMANITIES

### MASTER OF ARTS IN CHRISTIAN MINISTRY

#### Graduate Faculty

**John Han, Ph.D.**, Professor of English and Creative Writing; Chair – Humanities Division; Editor – *Intégrité: A Faith and Learning Journal*; Editor – *Cantos*

**Matthew C. Easter, Ph.D.**, Assistant Professor of Bible

**Curtis McClain, Jr., Ph.D.**, Professor of Bible; Director of Christian Studies

**Andy Chambers, Ph.D.**, Professor of Bible; Senior Vice President for Student Development/Associate Provost

*“fides quaerens intellectum”*

#### Mission Statement

The Religion faculty of Missouri Baptist University desires to assist churches in developing leaders with Christ-like characteristics so that they can extend Christ-like influence, by providing a master’s degree which is foundational and practical. This course of study has been designed in an effort to emphasize applicability to life, orientation toward the church, and fidelity to the biblical revelation.

#### Overview

##### Applicability to Life

The intellectual discipline of theology has often been separated from the experience of human life which is lived before God. The ultimate concern of theology should be with God in his relationship with humans, and thus with human life as it is lived before God, hence one’s life as lived unto God. Theological study should involve not only correct thinking about God but also

good living before God. It should involve a consideration of the question, “How can we use what we learn to glorify God, to live well before him, to do his will, to cause his name to be honored in the world, and to enjoy him?”

#### Orientation toward the Church

Theological study has been relegated to the academy and is often divorced from the life of the church. At a distance of two millennia from the New Testament era, there may indeed be a need for special training for those who minister the Word of God; but the New Testament itself does not envision any locus for such training apart from the local congregation. In a time when professionalization and academic credentials are emphasized, the study of theology needs to be undertaken as an adjunct of church life, with a concern for the church, and with the goal of feeding theological truth back into the church.

#### Fidelity to the Biblical Revelation

Modern theological study has often taken its cues from the surrounding culture instead of occupying the ground established by divine revelation and thus speaking an alien word to the culture. In recent times this has meant surrendering the concept of “truth” and acceding to the relativism of modern thought, relegating “religion” to the realm of subjective personal preference. In contrast, the core of a common Christian theology must be seen as the expression of divinely-revealed truth, valid for and making claims upon all people.

#### Online Program

Many classes are offered face-to-face as well as online. Students pursuing the MACM will have the option of completing the program online or through a hybrid approach that blends both online and classroom instruction.



## Summary of the Master's Degree Process

To earn the MACM degree, a student must complete each of the following steps:

1. The student must develop a comprehensive plan of study with the Graduate Advisor.
2. The student must complete all coursework included in the plan of study.
3. An Application for Graduation, signed by the student, Graduate Advisor and Vice President for Graduate Studies, must be filed with the Graduate Office and the Records Office.
4. Students must pay the required graduation fee. Students are encouraged to participate in the graduation ceremony scheduled the first Tuesday evening after the last Saturday in April of each academic year. Students must notify the Vice President for Graduate Studies and the Director of Records if they choose not to participate. Students must pay the graduation fee whether they attend commencement or not.
5. All graduate students must have a 3.0 cumulative grade point average in order to graduate from the program.

## Transfer Students/Transfer Credit

Transfer credits must have been earned within the seven (7) years prior to entry into the Graduate Studies Program. Transfer credits must be approved by the Graduate Advisor and the Division Chair or Program Director and must have grades of A, B, S, CR, or P. Students may not take courses from other graduate programs while enrolled at Missouri Baptist without written approval from the Vice President for Graduate Studies.

Students entering the Master of Arts in Christian Ministry (MACM) degree program may transfer up to nine (9) graduate credits into the Missouri Baptist University Graduate Studies Program from another regionally accredited college or university. The total hours transferred to Missouri Baptist, including courses from other programs while enrolled, may not exceed nine (9) hours. These nine (9) hours may include up to a maximum of nine (9) credit hours as Credit for Prior Learning. Students must complete at least thirty (30) hours of credit at Missouri Baptist University. Coursework completed at colleges/universities or other postsecondary institutions which are not regionally accredited, but which are accredited by a body recognized by the Council for Higher Education Accreditation (CHEA) may be evaluated on an individual basis in keeping with whether or not the course would be appropriate to apply toward a master's program at Missouri Baptist University.

The University only recognizes institutions accredited by the current edition of Accredited Institutions of Postsecondary Education published by the CHEA and the American Council on Education.

## Directed Studies

Qualified students are permitted to engage in directed studies under graduate faculty supervision. Under this arrangement, students are enabled to explore subjects in depth, or examine new areas of study, beyond the opportunity afforded by the University's

curriculum. In some cases, catalog courses may be offered as directed studies. Graduate students may not earn more than six (6) credit hours of directed study in their master's program unless special permission is received in writing from the Vice President for Graduate Studies. Certain courses may not be taken by directed study, as specified in the course description.

Directed study forms are available in the Records Office and approval must be obtained from the student's Graduate Advisor, the instructor of the course, Division Chair, and Vice President for Graduate Studies before the beginning of each term. The student and graduate faculty are expected to present the following items as part of the directed study: objectives, detailed description of the study, procedures for student-instructor interaction, method of evaluation, and anticipated resources needed for the study or a course syllabus may be attached to the directed study form.

## Capstone

RREL 423/523 Theology of Christian Ministry is the capstone requirement for the Master of Arts in Christian Ministry. Students are required to earn a grade of B or better in this course. The capstone course must be completed through Missouri Baptist University.

## Exit Exam

The Master of Arts in Christian Ministry degree does not require an exit exam.

## MASTER OF ARTS IN CHRISTIAN MINISTRY DEGREE REQUIREMENTS

### REQUIRED CORE:

**24 Hours**

RBIB 503	Understanding Old Testament Concepts
RBIB 513	Understanding New Testament Concepts
HIRE 503	History of Christian Thought I
HIRE 513	History of Christian Thought II
RREL 503	Knowing God
RREL 513	Following God
RRED 513	Spiritual Formation
RPHI 503	Christianity and Culture

### EMPHASIS:

**12 Hours\***

#### Apologetic Studies

HIRP 433/533	Contemporary Worldviews
RPHI 413/513	Christian Ethics
RPHI 433/533	World Religions
RPHI 483/583	Philosophy of Religion

#### Biblical Counseling

PSRL 423/523	Pastoral Counseling and Care Giving
PSRL 433/533	Psychology of Moral and Spiritual Development
RRED 423/523	Basics of Biblical Counseling
RREL 433/533	Principles of Pastoral Ministry

**Biblical Languages**

- RBLA 413/513 New Testament Greek Exegesis I
- RBLA 423/523 New Testament Greek Exegesis II
- RBLA 433/533 Elementary Classical Hebrew I
- RBLA 443/543 Elementary Classical Hebrew II

**Pastoral Ministries**

- RRED 423/523 Basics of Biblical Counseling
- RREL 433/533 Principles of Pastoral Ministry
- RRED 453/553 North American Cultural Exegesis
- RREL 483/583 Expository Biblical Ministry

**Urban Ministries**

- RRED 403/503 Introduction to Church Planting
- RRED 433/533 Introduction to Cross-Cultural Ministry
- RRED 443/543 Urban Church Planting
- RRED 453/553 North American Cultural Exegesis

\*With approval from the student's advisor, the Chair of the Humanities Division, and the Vice President for Graduate Studies, provision can be made for an individualized emphasis. Students taking courses in other MBU master programs may adapt those classes to this emphasis with the same approval process as above.

**CAPSTONE:** **3 Hours**  
RREL 423/523 Theology of Christian Ministry

**TOTAL:** **39 HOURS**







## DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES

### Graduate Faculty

**Janet K. Puls**, M.S.W., L.C.S.W., Ph.D., Associate Professor of Human Services and Psychology, Chair-Social and Behavioral Sciences Division

**Joe Donald Heath**, Ph.D., Visiting Lecturer in Corporate Security Leadership and Criminal Justice

**James B. Kellogg**, M.A., Assistant Professor of Criminal Justice & Corporate Security Leadership and Program Coordinator

**Loftin C. Woodiel**, Ph.D., C.P.P., Assistant Professor of Criminal Justice & Corporate Security Leadership

### MASTER OF SCIENCE IN CORPORATE SECURITY LEADERSHIP

#### Mission Statement

Missouri Baptist University's Master of Science in Corporate Security Leadership prepares the student to serve as a corporation's Subject Matter Expert (SME) and leader in: ethical management; physical security; information systems security; financial systems security; security law and compliance; corporate investigations; corporate espionage, counter intelligence and terrorism; executive protection, kidnapping & ransom planning and response; and security problem resolution.

Goals for the MBU Master of Science in Corporate Security Leadership Program are:

- To teach, empower, and inspire our students for service and lifelong learning.
- To prepare students to serve as a/the security leader of corporations.
- To prepare students to make consistently accurate, ethical decisions.
- To prepare students to be a corporation's Subject Matter Expert (SME) in key aspects of the security industry.
- To prepare students to pass qualifying exams to earn key certification credentials.

#### Overview

Missouri Baptist University's Master of Science in Corporate Security Leadership is designed for career oriented students who wish to advance their expertise in security leadership, prepare for corporate promotion, or transition into a security leadership position from related career field such as criminal justice, national defense, etc.

The MSCS also extends the opportunity to focus on specific areas of interest: building environmentally sound security solutions; transportations systems security; health care systems security; retail systems security; manufacturing systems security; and emergency, disaster and contingency planning.

The MBU Master of Science in Corporate Security Leadership Program is a thirty-six (36) semester hour program offered exclusively online. Nine (9) core leadership courses comprise twenty-seven (27) semester hours of the program. The remaining nine (9) semester hours are elective leadership courses.

Half of the core courses will be offered during the fall semester and the other half in the spring semester. Electives will be offered in the spring and will rotate topics. The capstone course will be offered each semester, but must be taken during the student's final term.

#### Summary of the Master's Degree Process

To earn the Master of Science in Corporate Security Leadership degree, students must complete each of the following steps:

1. The student must develop a comprehensive plan of study with the Graduate Advisor.
2. The student must complete all coursework included in the plan of study.
3. The student must complete a capstone project.
4. An Application for Graduation, signed by the student, Graduate Advisor and Vice President for Graduate Studies and Academic Program Review, must be filed with the Graduate Office and the Records Office in the semester prior to the term in which the student intends to graduate.

5. Students must pay the required graduation fee. Students are encouraged to participate in the graduation ceremony scheduled the first Tuesday evening after the last Saturday in April of each academic year. Students must notify the Vice President for Graduate Studies and Academic Program Review and the Director of Records if they choose not to participate. Students must pay the graduation fee whether they attend commencement or not.
6. All graduate students must have a 3.0 cumulative grade point average in order to graduate from the program.

### Transfer Students/Transfer Credits

Transfer credits must have been earned within the seven (7) years prior to entry into the Graduate Studies Program. Transfer credits must be approved by the Graduate advisor and the Division Chair or Program Director and must have grades of A, B, S, CR, or P. Students may not take courses from other graduate programs while enrolled at Missouri Baptist without written approval from the Vice President for Graduate Studies and Academic Program Review.

Students entering the Master of Science in Corporate Security Leadership program may transfer up to six (6) graduate credits from another regionally accredited college or university. The total hours transferred to Missouri Baptist, including courses from other programs while enrolled, may not exceed six (6) hours. Students must complete at least thirty (30) hours of credit, including MCSL 583 Security Leadership Capstone, at Missouri Baptist University. Students must complete the capstone class online at MBU.

The University only recognizes institutions accredited by the current edition of Accredited Institutions of Postsecondary Education published by the CHEA and the American Council on Education.

### Directed Studies

Courses in the Master of Science in Corporate Security Leadership program are not available for directed study.

### Capstone Requirement

All students seeking the Master of Science in Corporate Security Leadership program degree are required to take MCSL 583 Security Leadership Capstone in which they will be required to complete a leadership project. This course may not be taken until the student has completed all other courses in the program for the Master of Science in Corporate Security Leadership degree. Students are required to earn a grade of B or better in this course. The capstone project course must be completed through Missouri Baptist University.

### Exit Examination

The Master of Science in Corporate Security Leadership degree does not require an exit exam.

## Qualifying Examinations for Professional Credentials

Missouri Baptist University's Master of Science in Corporate Security Leadership holds relationship with the American Society for Industrial Security (ASIS) International and the Association of Certified Fraud Examiners (ACFE); each key certification sources of professional security knowledge, skill and conducts. Course work is designed to prepare the student to take qualifying exams to earn the Certified Protection Professional (CPP), Certified Fraud Examiner (CFE), and Certified Professional Investigator (CPI) credentials.

## MASTER OF SCIENCE IN CORPORATE SECURITY LEADERSHIP DEGREE REQUIREMENTS

### CORE LEADERSHIP COURSES: 27 hours

- MCSL 503 Ethical Security Leadership
- MCSL 513 Physical Security
- MCSL 523 Information Systems Security
- MCSL 533 Financial Systems Security
- MCSL 543 Security Law and Compliance
- MCSL 553 Corporate Investigations
- MCSL 563 Corporate Espionage, Counter Intelligence, and Terrorism
- MCSL 573 Executive Protection, Kidnapping, and Ransom Planning and Response

### CAPSTONE REQUIREMENT:

- MCSL 583 Security Leadership Capstone

### ELECTIVE LEADERSHIP COURSES

#### (3 courses from the following): 9 hours

- MCSE 503 Building Environmentally Sound Security Solutions
- MCSE 513 Transportation Systems Security
- MCSE 523 Health Care Systems Security
- MCSE 533 Retail Systems Security
- MCSE 543 Manufacturing Systems Security
- MCSE 553 Emergencies, Disasters, and Contingency Planning

**TOTAL: 36 HOURS**







## MASTER OF SCIENCE IN CRIMINAL JUSTICE

### Mission Statement

In keeping with the Mission of Missouri Baptist University, the Mission of the Master of Science in Criminal Justice Degree Program is to develop students into leaders and innovators in all Criminal Justice Fields of Expertise based upon proven methods, best practices and validated research; while maintaining harmony with the Holy Scriptures, which is the ultimate Divine Authority on all matters related to justice.

### Overview

The Master of Science in Criminal Justice Program is designed for students who wish to enter and/or progress in the criminal justice fields of law enforcement, probation and parole, corrections, courts, and/or juvenile justice; or who plan to seek positions in leadership or instruction in criminal justice. Students applying for the Master of Science in Criminal Justice must have a minimum 2.75 undergraduate GPA. While there are no prerequisite criminal justice courses for admission to the program, students who have not had any Criminal Justice experience or Criminal Justice undergraduate classes may be required to take CRJS 133 Introduction to Criminal Justice and CRPO 453 Constitutional Law I prior to beginning the masters program. The culminating Capstone Project must be taken as the student's last course.

The Master of Science in Criminal Justice is offered exclusively online. Students accepted into this 36-credit hour program are able to enroll in courses every eight (8) weeks. With a modified, accelerated cohort system, students pursuing the MSCJ can take courses whenever their schedule allows. Students can potentially complete all requirements within a year

### Summary of the Master's Degree Process

To earn the Master of Science in Criminal Justice degree, students must complete each of the following steps:

1. The student must develop a comprehensive plan of study with the Graduate Advisor.
2. The student must complete all coursework included in the plan of study.
3. The student must complete a capstone project.
4. An Application for Graduation, signed by the student, Graduate Advisor and Vice President for Graduate Studies and Academic Program Review, must be filed with the Graduate Office and the Records Office in the semester prior to the term in which the student intends to graduate.
5. Students must pay the required graduation fee. Students are encouraged to participate in the graduation ceremony scheduled the first Tuesday evening after the last Saturday in April of each academic year. Students must notify the Vice President for Graduate Studies and Academic Program Review and the Director of Records if they choose not to participate. Students must pay the graduation fee whether they attend commencement or not.
6. All graduate students must have a 3.0 cumulative grade point average in order to graduate from the program.

### Transfer Students/Transfer Credits

Transfer credits must have been earned within the seven (7) years prior to entry into the Graduate Studies Program. Transfer credits must be approved by the Graduate advisor and the Division Chair or Program Director and must have grades of A, B, S, CR, or P. Students may not take courses from other graduate programs while enrolled at Missouri Baptist without written approval from the Vice President for Graduate Studies and Academic Program Review.

Students entering the Master of Science in Criminal Justice program may transfer up to six (6) graduate credits from another regionally accredited college or university. The total hours transferred to Missouri Baptist, including courses from other programs while enrolled, may not exceed six (6) hours. Students must

complete at least thirty (30) hours of credit, including CRJS 583 Capstone Project, at Missouri Baptist University. Students must complete the capstone class online at MBU.

The University only recognizes institutions accredited by the current edition of Accredited Institutions of Postsecondary Education published by the CHEA and the American Council on Education.

### Directed Studies

Courses in the Master of Science in Criminal Justice program are not available for directed study.

### Capstone Requirement

All students seeking the Master of Science in Criminal Justice degree are required to take CRJS 583 Capstone Project in which they will be required to complete a research project. This course may not be taken until the student has completed all other courses in the program for the Master of Science in Criminal Justice degree. Students are required to earn a grade of B or better in this course. The capstone project course must be completed through Missouri Baptist University.

### Exit Examination

The Master of Science in Criminal Justice degree does not require an exit exam.

## MASTER OF SCIENCE IN CRIMINAL JUSTICE DEGREE REQUIREMENTS

### REQUIRED CORE:

**33 Hours**

CRPH 423/523	Criminal Justice Ethics and Leadership
CRPO 513	Civil Remedies in Criminal Justice
CRPS 523	Criminal Justice and the Mental Health System
CRJS 503	Criminal Justice Planning, Budgeting, and Evaluation
CRJS 513	The Criminal Court System
CRJS 523	Communities and Crime
CRJS 433/533	Evidence
CRJS 543	Foundations of Criminological Theory
CRJS 553	Diversity Issues in Criminal Justice
CRJS 463/563	Organization and Administration
CRJS 573	Police Innovations

### CAPSTONE REQUIREMENT:

**3 Hours**

CRJS 583	Capstone Project
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### TOTAL:

**36 HOURS**







## COURSE DESCRIPTION INDEX

ACCT.....	137	ENGL.....	157
BCIS.....	137	ESAD.....	158
BUSN.....	137	ESCL.....	158
CRJS.....	138	ESPS.....	159
CRPH.....	138	ETOP.....	159
CRPO.....	138	ETTP.....	161
CRPS.....	139	EXSC.....	161
ECCL.....	139	GRED.....	161
ECED.....	139	HEDD.....	163
ECON.....	140	HIRE.....	164
ECSP.....	140	HIRP.....	164
ECTA.....	141	HUED.....	164
EDAD.....	141	HUSR.....	165
EDCL.....	143	KHSC.....	165
EDDR.....	144	LBCL.....	154
EDEN.....	144	LIBR.....	165
EDET.....	145	MCSE.....	167
EDGT.....	146	MCSL.....	167
EDHE.....	147	MGMT.....	168
EDMS.....	147	MGPS.....	169
EDPE.....	148	MRKT.....	169
EDPS.....	148	MUWA.....	169
EDRD.....	149	PHED.....	169
EDSP.....	150	PSRL.....	169
EDST.....	152	PSYC.....	170
EDUC.....	152	RBIB.....	170
ELAD.....	154	RBLA.....	170
ELCL.....	155	RPHI.....	170
ELED.....	155	RRED.....	171
ELPS.....	156	RREL.....	171
EMCL.....	157	SMGT.....	172





## COURSE DESCRIPTIONS

### ACCT

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#### **ACCT 503 MANAGERIAL ACCOUNTING (Three Hours)**

Interpreting and using accounting reports and supplementary information for management planning, coordination, and control; emphasis on using accounting information for decision making in problems of product mix, cost-volume-profit analysis, and other profit planning and control areas. **This course cannot be taken as a directed study.**

### BCIS

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#### **BCIS 403/503 MANAGEMENT APPLICATIONS OF INFORMATION TECHNOLOGY (Three Hours)**

This course will examine the importance of managing information and technology as a resource of a business. The course will examine the relation between management and the IT organization. Topics will include software quality assurance, technology systems integration, information resources management, using IT for competitive advantage, and software engineering. Students taking this course for graduate credit must complete all graduate course requirements. Undergraduate prerequisite(s): BCIS 303 and MGMT 303. **This course cannot be taken as a directed study.**

### BUSN

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#### **BUSN 503 EXECUTIVE COMMUNICATIONS AND BUSINESS LITERACY (Three Hours)**

As the first course in the MBA program, BUSN 503 introduces students to the foundational principles of business and orients students to Blackboard and university resources. Foundations included in the course: executive communications (stresses the theory and practice of both oral and written communication forms used in business organizations illustrated by cases); introduction to Business Economics, Finance, Accounting and Marketing (through online primers); basic Office functionality (Word, Excel, PowerPoint); and basic research tools and skills. Students must enroll in BUSN 503 as the first course in their MBA program and may take one additional course simultaneously. Students who do not have a business background or strengths in quantitative analysis are strongly discouraged from taking

ACCT 503, BUSN 523, or ECON 503 simultaneously with BUSN 503. **This course cannot be accepted in transfer from another institution and cannot be taken as a directed study. It is delivered in an online format ONLY and must be the first course taken by students entering the MBA program.**

#### **BUSN 513 LEGAL AND ETHICAL ENVIRONMENT OF BUSINESS (Three Hours)**

Examines and analyzes the legal and ethical issues decision-makers in the business world face today. A variety of teaching modalities will be used to isolate the pertinent information necessary to successfully examine and understand the affects of legal and ethical issues on business, society, and the community at large. **This course cannot be taken as a directed study.**

#### **BUSN 523 FINANCIAL MANAGEMENT (Three Hours)**

Examines financial implications for business management and lays the background for future courses. Topics include the financial environment, including the Federal Reserve System, financial analysis, time value of money, capital policy, cash management, risk and return, and valuation. **This course cannot be taken as a directed study.**

#### **BUSN 533 INTERNATIONAL BUSINESS (Three Hours)**

Examines the markets of multinational firms and the strategies and practices needed to service and expand in the international marketplace. Topics include: Marketing, research, productions, labor costs, distribution systems, and management. Skills developed: Analytical, written, research, presentation, cultural. Practical application: Group presentations, in-depth research on specific countries, and presentations on current topics affecting international operations. **This course cannot be taken as a directed study.**

#### **BUSN 583 CAPSTONE PROJECT (Three Hours)**

The capstone project will provide the student with the opportunity to take what they've learned academically in the classroom and through professional experiences and experiential learning, to develop a project that will display their ability to synthesize information and synergistically incorporate the key elements into a project that will demonstrate their level of skill, knowledge, and applicability. Project topic will be determined by student with approval from the MBA Faculty Review Committee. Students must earn a grade of B or better in this course to fulfill graduation requirements. Prerequisites: ACCT 503, BCIS 503, BUSN 503, MRKT 503, BUSN 513, ECON 503, MGPS 503, BUSN 523. **This course cannot be taken as a directed study.**

## **CRJS**

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### **CRJS 503 CRIMINAL JUSTICE PLANNING, BUDGETING, AND EVALUATION (Three Hours, Fall)**

Course focuses on the planning, budgeting, and evaluation process in criminal justice organizations. Course examines both strategic and policy planning issues to include establishing organizational goals, budgeting, program implementation, evaluation and review. This course cannot be taken as a directed study.

### **CRJS 513 THE CRIMINAL COURT SYSTEM (Three Hours, Fall)**

An overview of the goals, functions, and processes of the criminal court system with an examination of current legal issues and trends. This course cannot be taken as a directed study.

### **CRJS 523 COMMUNITIES AND CRIME (Three Hours, Summer)**

An examination of the trends and sources of crime and social disorder across communities, the course emphasizes relationships among crime, fear of crime, neighborhood change, neighborhood responses to crime, and public policies. This course cannot be taken as a directed study.

### **CRJS 433/533 EVIDENCE (Three Hours, Spring)**

This course is to familiarize students with concepts of evidence and criminal procedure. It examines such concepts as: Privileged Communications; The Exclusionary Rule; The Hearsay Rule and its exceptions; and Burden of Proof and Presumptions. Students taking this course for graduate credit must complete all graduate course requirements. This course cannot be taken as a directed study.

### **CRJS 543 FOUNDATIONS OF CRIMINOLOGICAL THEORY (Three Hours, Summer)**

Examination of the history of criminological thought incorporating the major works of such theorists as Bentham, Beccaria, Marx, Durkheim, Lombroso, Sutherland, and Merton. This course cannot be taken as a directed study.

### **CRJS 553 DIVERSITY ISSUES IN CRIMINAL JUSTICE (Three Hours, Fall)**

Course will sensitize and educate criminal justice professionals to issues of diversity. It explores the cross-cultural contact that criminal justice professionals have with citizens, victims, suspects, and co-workers, and the influence of culture, race and gender in the criminal justice field. This course cannot be taken as a directed study.

### **CRJS 463/563 ORGANIZATION AND ADMINISTRATION (Three Hours, Spring)**

A study of the basic principles of organization, supervision, and techniques of administration within law enforcement and related areas. Students taking this course for graduate credit must complete all graduate course requirements. This course cannot be taken as a directed study.

### **CRJS 573 POLICE INNOVATIONS (Three Hours, Spring)**

There have been several significant innovations in the field of law enforcement over the past two decades, many of which are in practice throughout law enforcement. The course will examine the concept of evidence-based practice, innovations and the research around the country regarding lessons learned and strengths and weaknesses of each law enforcement strategy. Students employed in a law enforcement agency will apply research methods to study and show how these new innovations may be applied to their respective agencies. Students not directly employed in a Criminal Justice Agency will complete a research project approved by the instructor. This course cannot be taken as a directed study.

### **CRJS 583 CAPSTONE PROJECT (Three Hours, Summer)**

This course is designed to allow graduate students to research, examine, and develop a major project. The project will demonstrate the student's ability to incorporate classroom academics with professional experiences to address in a real and practical way current issues and problems in the criminal justice career fields. Students currently working in a criminal justice career will enter into dialogue with their immediate Chief Executive Officer, Agent, Administrator, or their designee, to assist in guiding their choice of project. Students not currently working in a criminal justice career will contact the Criminal Justice Coordinator for direction on their project. This course cannot be taken as a directed study.

## **CRPH**

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### **CRPH 423/523 CRIMINAL JUSTICE ETHICS AND LEADERSHIP (Three Hours, Spring)**

This course is an intense examination of the ethical considerations facing criminal justice practitioners. Ethical behavior and its counters, egoism, narcissism, the abuse of authority, are explored in criminal courts, corrections, law enforcement, probation and parole settings and scenarios. The successful completion of this course is evidence of the student's skill-set to lead with integrity and demonstrate the critical ability to confront issues with an informed, ethical response. Students taking this course for graduate credit must complete all graduate course requirements.

## **CRPO**

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### **CRPO 513 CIVIL REMEDIES IN CRIMINAL JUSTICE (Three Hours, Fall)**

State and federal legal liabilities and remedies in criminal justice and policy implications as they pertain to such matters as use of excessive force, police vehicle pursuits, high risk drug enforcement operations, and failure to arrest intoxicated drivers. This course cannot be taken as a directed study.

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## CRPS

### **CRPS 523 CRIMINAL JUSTICE AND THE MENTAL HEALTH SYSTEMS (Three Hours, Summer)**

The relation of the criminal justice system and the mental health process; legal concepts regarding the mentally disabled. This course cannot be taken as a directed study.

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## ECCL

### **ECCL 5712 or 5709+5703 STUDENT TEACHING: EARLY CHILDHOOD (Twelve Hours)**

Student teaching consists of sixteen (16) weeks of teaching experiences in an appropriate classroom setting in a state or nationally accredited public or private school under the supervision of an experienced and highly qualified cooperating teacher. Students seeking certification in a single content area will complete one sixteen-week teaching experience. Students seeking certification at more than one level (K-12) or in more than one content area must student teach for twelve weeks at one level or content area and four weeks at the other level or content area as approved by the Dean of Education or Director of Field Experiences. This culminating field experience enables students to practice and develop the pedagogical skills necessary to meet the Missouri performance standards for teacher certification. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time. After being formally admitted to the Teacher Education program, certification candidates must apply to student teach. Application for Student Teaching must be made to the Education Office by the end of the second week of the Fall semester for Spring Student Teaching and by the end of the second week of the Spring semester for Fall Student Teaching. The final decision regarding placement will be left to the discretion of the Director of Field Experiences in order to insure the quality of student teaching experiences in diverse settings. Candidates are required to complete their student teaching experience in the grade level(s) and subject area(s) for which they are seeking recommendation for certification. **Prerequisites:** 1. Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Some districts may also require a valid Missouri substitute certificate and/or current tuberculosis (TB) test results for placement. **CPT form required for F-1 international students.** 2. No undergraduate degree-seeking candidate will be allowed to student teach without having passed all sections of the general education assessment (MoGEA or C-BASE if all sections were passed as of 12/31/2013). 3. Both undergraduate and graduate students must be formally admitted into the Teacher Education Program, must have satisfactorily completed all education courses, and must be approved by the Education Division prior to student teaching. **Required Assessments:** 1. Successful completion of the exit Missouri Pre-Service Teacher Assessment (MoPTA); 2. Passing score on the content area exit assessment(s) in the certification area(s) for which the student is being recommended; and 3. Satisfactory formative evaluations

and a satisfactory summative evaluation for the student teaching experience. **Co-requisite:** EDUC 471 Student Teaching Seminar.

### **Credit for Prior Learning (CPL) Portfolio Credit for Student**

**Teaching:** Students desiring to petition for credit for a portion of their student teaching experience must have a minimum of two years of classroom instructional experience in the grade level and/or subject area for which they are seeking certification in order to apply. The experience must be in a public or accredited private school and must be concurrent with enrollment in the Teacher Education Program. To determine eligibility, the student must first complete a CPL conference with the Dean of Education or her designee at least one semester prior to the anticipated student teaching semester. Students must be fully admitted to the Teacher Education Program and have passed the student teaching interview before CPL credit may be awarded.

***Students must complete the equivalent of 16 weeks/12 credit hours of student teaching before being recommended for certification, either 5712 or 5709+5703.*** A Student Teaching Fee is charged for this course.

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## ECED

### **ECED 413/513 LANGUAGE ACQUISITION OF THE YOUNG CHILD (Three Hours)**

This course is designed to examine the process of language development from birth through early childhood. Emphasis will be upon identifying the normal process of language acquisition through observation of children in natural settings; atypical language development will also be discussed. Students will discover how to encourage children's communication skills through supportive social interactions, classroom activities, and instructional practices that meet the needs of diverse learners. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisite: PSYC 313, PSYC 333, or PSYC 553; prerequisite/co-requisite: ECTA 323 for those seeking initial teacher certification.

### **ECED 443/543 DIAGNOSTIC PROCEDURES IN EARLY CHILDHOOD EDUCATION (Three Hours)**

This course is a study of formal and informal assessment instruments used with young children. Students will observe an assessment done in a school setting, develop observational skills, and learn to administer a standardized evaluation of a young child. Methods of identifying student's needs and diverse learning styles and strategies that ensure intellectual, social, and physical development will be discussed. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisites: PSYC 133 and EDPS 453/553 ; prerequisite/co-requisite: ECTA 323 for those seeking initial teacher certification.

### **ECED 453/553 ROLE OF MOVEMENT AND CREATIVE ARTS IN DEVELOPMENT OF THE YOUNG CHILD: SEMINAR AND FIELD EXPERIENCE (Three Hours)**

Students will examine the young child's fine motor, gross motor, and perceptual motor development and how it can be enhanced through a strong arts curriculum and cultivation of play. The course provides techniques for learning about children's motor

development through observation of children in natural settings and early assessment of motor skills. It introduces methods and materials for integrating music and movement, creativity, imagination, and artistic expression into the early childhood classroom while focusing on a process-oriented approach. Students will apply this knowledge by completing a 15-clock hour field experience in a pre-kindergarten program. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisites: EDUC 203, EDUC 303, and PSYC 313 or 553; prerequisite/co-requisite: ECTA 323, for those seeking initial teacher certification.

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## ECON

### **ECON 503 BUSINESS ECONOMICS (Three Hours)**

This course will examine the application of economic theory and economic methodology to managerial decision-making. Supply and demand, productivity, consumer behavior, business and economic forecasting, pricing and marketing strategies under differing competitive conditions, government's role, and the global market will also be explored. **This course cannot be taken as a directed study.**

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## ECSP

### **ECSP 403/503 INTRODUCTION TO EARLY CHILDHOOD SPECIAL EDUCATION: SEMINAR AND FIELD EXPERIENCE (Three Hours)**

This course examines the state and federal special education laws with regard to children with disabilities birth through grades three. Additional emphasis will be placed on the following topics: education philosophies and theories that form the basis of current practices in early childhood special education, the models of delivery of educational services to individuals with disabilities from birth through adulthood, the special education process including child find practices, referral, assessment procedures, eligibility determination and programmatic needs, the use and purpose of an Individualized Education Plan (IEP) and the Individualized Family Service Plan (IFSP), the difference between program models in early childhood special education and how they relate to service delivery in child care or other settings, the roles and responsibilities of all members who serve on interdisciplinary teams, and current trends and issues in Early Childhood Special Education. Students will participate in a 30-clock hour field experience in at least two different Early Childhood Special Education programs in order to be able to apply the knowledge gained in this class. Students taking this course for graduate credit will be required to complete all undergraduate assignments plus successfully complete a graduate action research project. Co-requisite: Current Family Care Safety Registry background check (see bulletin section on Background Checks for Field Experience and Student Teaching for additional information). Note: Some districts may also require current tuberculosis (TB) test results for placement. For those seeking initial certification, prerequisites: EDUC 203 and EDUC 303; prerequisite/co-requisite: ECTA 323. ***CPT form required for F-1 international students.***

### **ECSP 413/513 TEACHING YOUNG CHILDREN WITH DISABILITIES: SEMINAR AND FIELD EXPERIENCE (Three Hours)**

This course will examine the various physical, cognitive, social, and emotional disabilities with regard to children birth through grade three. Students will also explore and demonstrate competency in the following topics and/or issues: Developing and implementing specialized intervention strategies for children with sensory and/or physical impairments, identifying appropriate methods for planning and implementing instruction in a variety of service delivery models for young children with disabilities, and identifying instructional and guidance procedures for integrating children with and without disabilities. Identify and plan curriculum for young children with disabilities, identify and apply principles of behavior support and management and appropriate self-management behaviors in young children, identify and apply teaching strategies and methods for young children with disabilities. The students will participate in a 30-clock hour field experience in an Early Childhood Special Education pre-kindergarten setting. Students taking this course for graduate credit will be required to complete all undergraduate assignments plus successfully complete a graduate action research project. Co-requisite: Current Family Care Safety Registry background check (see bulletin section on Background Checks for Field Experience and Student Teaching for additional information). Note: Some districts may also require current tuberculosis (TB) test results for placement. For those seeking initial certification, prerequisites: EDUC 203, EDUC 303, ECTA 323, and ECSP 403/503. For certified teachers, prerequisite: ECSP 403/503. ***CPT form required for F-1 international students.***

### **ECSP 423/523 FAMILY ENGAGEMENT AND PARTNERSHIP WITH THE YOUNG OR EXCEPTIONAL CHILD: SEMINAR AND FIELD EXPERIENCE (Three Hours)**

This course emphasizes the role of teachers as parent partners, focused in early childhood and special education settings. Students will explore theories and methods which enhance positive relations with families as they learn approaches to working with children and their families in the school, home and community, with an emphasis on collaboration, partnerships, and a family systems approach. Methods will include a range of positive, effective communication strategies for working with families in a diverse society. A field experience is included within the scope of this course. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisites for those seeking initial certification: EDUC 203, EDUC 303, and EDPS 453/553; prerequisite/co-requisite: ECTA 323.

### **ECSP 433/533 ASSISTIVE TECHNOLOGY AND AUGMENTIVE COMMUNICATION (Three Hours)**

This course will examine assistive technology and application in instructional programs, career tasks, and life skills for individuals with disabilities. Additional emphasis will be placed on augmentive and alternative communication tools for use by individuals with speech and communication disabilities. Exploration experiences enable students to locate, use and train others on the range of AAC technologies available. A field experience is included within the scope of this course. Students



taking this course for graduate credit must complete all graduate course requirements. Prerequisites: EDPS 453/553, EDSP 413/513, and ECSP 403/503 (for early childhood special education certification) or EDSP 434/534 (for cross-categorical disabilities certification).

### **ECSP 5703 STUDENT TEACHING: EARLY CHILDHOOD SPECIAL EDUCATION (Three Hours)**

Student teaching consists of sixteen (16) weeks of teaching experiences in an appropriate classroom setting in a state or nationally accredited public or private school under the supervision of an experienced and highly qualified cooperating teacher. Students seeking add-on certification in early childhood special education must student teach for twelve weeks in an early childhood regular education setting and four weeks in an early childhood special education setting as approved by the Dean of Education or Director of Field Experiences. This culminating field experience enables students to practice and develop the pedagogical skills necessary to meet the Missouri performance standards for teacher certification. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time. After being formally admitted to the Teacher Education program, certification candidates must apply to student teach. Application for Student Teaching must be made to the Education Office by the end of the second week of the Fall semester for Spring Student Teaching and by the end of the second week of the Spring semester for Fall Student Teaching. The final decision regarding placement will be left to the discretion of the Director of Field Experiences in order to insure the quality of student teaching experiences in diverse settings. Candidates are required to complete their student teaching experience in the grade level(s) and subject area(s) for which they are seeking recommendation for certification. **Prerequisites:** 1. Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Some districts may also require a valid Missouri substitute certificate and/or current tuberculosis (TB) test results for placement. **CPT form required for F-1 international students.** 2. No undergraduate degree-seeking candidate will be allowed to student teach without having passed all sections of the general education assessment (MoGEA or C-BASE if all sections were passed as of 12/31/2013). 3. Both undergraduate and graduate students must be formally admitted into the Teacher Education Program, must have satisfactorily completed all education courses, and must be approved by the Education Division prior to student teaching. **Required Assessments:** 1. Successful completion of the exit Missouri Pre-Service Teacher Assessment (MoPTA); 2. Passing score on the content area exit assessment(s) in the certification area(s) for which the student is being recommended; and 3. Satisfactory formative evaluations and a satisfactory summative evaluation for the student teaching experience. **Co-requisite:** EDUC 471 Student Teaching Seminar.

**Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching:** Students desiring to petition for credit for a portion of their student teaching experience must have a minimum of two years of classroom instructional experience in the grade level

and/or subject area for which they are seeking certification in order to apply. The experience must be in a public or accredited private school and must be concurrent with enrollment in the Teacher Education Program. To determine eligibility, the student must first complete a CPL conference with the Dean of Education or her designee at least one semester prior to the anticipated student teaching semester. Students must be fully admitted to the Teacher Education Program and have passed the student teaching interview before CPL credit may be awarded.

**Students must complete the equivalent of 16 weeks/12 credit hours of student teaching before being recommended for certification, ECCL 5709 Student Teaching: Early Childhood + ECSP 5703 Student Teaching: Early Childhood Special Education.** A Student Teaching Fee is charged for this course.

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### **ECTA**

**ECTA 523 INTEGRATION OF CURRICULUM, INSTRUCTION, AND ASSESSMENT** This course examines the integration of curriculum, instruction, and assessment. The design process will be considered, beginning with a definition of what we as educators want our students to know and be able to do, followed by a clear description of the evidence that indicates real student understanding. Learning experiences and instruction based on the defined curricular goals will be planned for all learners, including struggling and gifted learners as well as English Language Learners. Assessments will be developed that insure student understanding.

**ECTA 533 CURRICULUM MAPPING (Three Hours)** The educational tool of curriculum mapping is aimed at “fine-tuning” the scope and sequence of the curriculum that learners encounter through their 13+ years of schooling. This course will teach students how to use mapping in their school and at the district level in order to meet the needs of all learners. Students will create their own curriculum map.

**ECTA 643 ADVANCED CURRICULUM DESIGN, EVALUATION AND FIELD EXPERIENCE (Three Hours)** This course of study prepares the student for a leadership role in designing a school or district’s curriculum, including the articulation of local, state, and federal requirements. The course provides the student with experiences in evaluating the effectiveness of the curriculum. This course includes a 15-20 hour field study. **This course cannot be taken as a directed study.** *CPT form required for F-1 international students. This course is designed for students in the Curriculum and Instruction track.*

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### **EDAD**

**EDAD 503 INTRODUCTION TO EDUCATIONAL ADMINISTRATION COMMUNICATIONS (Three Hours)** This course will cover comprehensive communications principles and the spectrum of forces that a building principal encounters in the performance of the duties and responsibilities of this important building-level leadership role. The course will expose the graduate student to the importance of written and oral

communications skills needed to be effective when dealing with internal and external forces that include, but are not limited to, individuals, school groups, community leaders and stakeholders, radio, television, newspaper, and other publications. The importance of proper writing skills will be reviewed and in-class writing practice will be emphasized. Each graduate student will develop a building-level marketing strategy, write letters and memos for a variety of school building scenarios, and role play a variety of sensitive school building issues i.e. school violence, student tragedy, media interviews, etc. There will be an emphasis on models of communications, problem solving, conflict resolution, decision-making, team-building, collaboration, and policy and procedure development. ***This course includes a 15-hour field experience designed to give students real-life experiences with their mentor in the specific areas of content listed in the course description.***

#### **EDAD 533 BASIC FINANCE AND FACILITIES MANAGEMENT: SEMINAR AND FIELD EXPERIENCE (Three Hours)**

This course examines building level finances, including budget preparation, the impact of tax levies and bond issues on building capital improvement projects, and operating costs. This course also examines the role and responsibilities of the principal in managing the school building facilities. Theoretical concepts and practical experiences are included in this course. ***This course includes a 15-hour field experience designed to give students real-life experiences with their mentor in the specific areas of content listed in the course description.***

#### **EDAD 543 EDUCATIONAL LEADERSHIP INQUIRY (Three Hours)**

The course focuses on inquiry as a meaningful and relevant way to acquire methods to solve problems and communicate solutions at the school building level. It is intended to prepare practitioners with tools to investigate and address problems of practice in improving their instructional leadership skills and knowledge. Typical problems and issues that are relevant will be used as the focal point for learning. The course also offers exploration of the connection between the building leader and the central office in addressing current trends and issues facing educational leaders, especially state and federal events that impact directly or indirectly the educational environment. ***This course includes a 15-hour field experience designed to give students real-life experiences with their mentor in the specific areas of content listed in the course description.***

#### **EDAD 553 VOCATIONAL ADMINISTRATION AND PHILOSOPHY (Three Hours)**

This course is an in-depth study of the secondary vocational education school. Emphasis is placed on the study of the following issues specific to vocational schools: rural Co-Op model; the suburban and urban model; local, state, and federal funding; vocational curriculum, diverse student populations; scheduling; facilities, facility management and design, and equipment and resource management and procurement; staffing and staff development; vocational student organizations; school-to-work programs; Tech Prep; A+ programs; career pathways; and articulated programs between high schools and junior colleges for college credit.

#### **EDAD 563 ADMINISTRATION OF SPECIAL PROGRAMS, GRANTS, AND LEGISLATIVE MANDATES (Three Hours)**

This course is designed for students who may coordinate or direct Special Education programs. Emphasis is on P.L. 94-142, IDEA, Perkins Act H.B. 474 Vocational Rehabilitation Act, Section 504 of the Rehabilitation Act, State Special Education Compliance Plan, and federal and state special education career/vocational funding, developing the special education career/vocational district budget, program development, and personnel issues. Explanations and scrutiny of various state and federal programs i.e. Early Childhood, Early Childhood Special Education, ESL, Migrant, Gifted & Talented, Title I, Title II, Title IV, and Title IX career/vocational programs are incorporated in this course. ***This course includes a 15-hour field experience designed to give students real-life experiences with their mentor in the specific areas of content listed in the course description.***

#### **EDAD 573 PRINCIPAL CAPSTONE**

This is the culminating course for the Master of Educational Administration degree. In this course the candidate will (1) complete the required 300 clock hours of internship, (2) prepare for and take the state-required content exam if it has not been taken and passed prior to enrolling in this course, and (3) prepare for and complete the state-required performance assessment tasks. ***Note: Students must pass the Missouri Content Assessment (MoCA) Building Level Administrator exam (\$106) before they are permitted to begin the Missouri School Leader Performance Assessment (MoSLPA) (\$275). If the student does not pass the content assessment, the student will use class time under the guidance of the course instructor to study to re-take the exam. The assessment costs are above the fees for the course.*** While students are awaiting the results of the first attempt at passing the content exam, or awaiting the results of the second attempt, they will be completing the performance assessment, but these performance tasks may not be submitted to Educational Testing Service (ETS) to be scored until the content assessment has been passed. The student will receive a grade for the course at the end of the semester regardless of whether the student has passed the state-required assessments. The grade will be based on the quality of the internship, in-class content practice tests, and the quality of the performance tasks completed in class. The student may satisfy Missouri Baptist University degree requirements without having passed the state-required content and/or the performance tasks. ***This course cannot be taken as a directed study. CPT form required for F-1 international students. SPECIAL COURSE FEE: \$50.00.***

#### **EDAD 613S SCHOOL-COMMUNITY RELATIONS (Three Hours)**

This course will assist professional educators in identifying strategies for assessing current public relations programs and approaches for implementing effective school district and community relations. Students will focus on various communication media and research methods leading to effective and responsive communication. In addition, unique functions of various groups within the school setting will be explored. Participants will formulate, develop, and implement a procedure for positive school and community relations. ***This course cannot be taken as a directed study. This course includes a 15-hour field experience designed to give students real-life experiences with***

*their mentor in the specific areas of content listed in the course description.*

**EDAD 633S DISTRICT FINANCIAL MANAGEMENT AND FIELD EXPERIENCE (Three Hours)**

This course focuses on a critical task for administrators: managing district revenues and expenditures. It is important that all administrators have a thorough understanding of how public school finance works so that information can be shared accurately with the staff and with the public. This course includes a 15-20 hour field study in a school district with a business manager/assistant superintendent responsible for all financial management tasks. A master's level finance class is a prerequisite for this course. **This course cannot be taken as a directed study.**

**EDAD 643S FACILITIES PLANNING AND MANAGEMENT (Three Hours)**

This course will incorporate planning, design, construction, management, and maintenance involved in the daily operations of district buildings and grounds. It will incorporate activities related to selecting architects, construction and performance contracting, monitoring and tracking maintenance, furnishing and equipping facilities, and custodial and maintenance operations. **This course cannot be taken as a directed study. This course includes a 15-hour field experience designed to give students real-life experiences with their mentor in the specific areas of content listed in the course description.**

**EDAD 653S PERSONNEL MANAGEMENT AND FIELD EXPERIENCE (Three Hours)**

This course is designed to broaden the school administrator's perspective of personnel management and to give the administrator insight into the purposes, processes, planning procedures, and policy making in administering the personnel program. The course includes a 10-15 hour field study of two superintendents (or other central office administrators) and a reflective analysis of the findings. **This course cannot be taken as a directed study. This course includes a 15-hour field experience designed to give students real-life experiences with their mentor in the specific areas of content listed in the course description.**

**EDAD 713 COMMUNITY COLLEGE ADMINISTRATION (Three Hours)**

An overview of the evolution and organization of community college administration. Candidates examine the dominant leadership and managerial themes shaping the community college, and consider administrative and management precedents that shaped the structuring and management of community colleges.

**EDAD 723 HIGHER EDUCATION POLITICS AND POLICY (Three Hours)**

An exploration of the roles of public policy and politics in higher education at the federal, state, and local levels. Candidates examine policy issues in the postsecondary arena and the political forces that influence and shape decision-making processes, reform efforts, and community relations. Dissertation Milestone Six: Students should have a completed data collection and analysis by the end of this course.

**EDAD 733 HIGHER EDUCATION FINANCE (Three Hours)**

A focus on fiscal management and budgeting practices applicable to higher education institutions. Candidates investigate effectiveness and efficiency issues associated with the use of funds. Topics include sources of higher education funding, budget development, financial management, and fiduciary control. Dissertation Milestone Six: Students should have a completed data collection and analysis by the end of this course.

**EDAD 743 ADVANCED STRATEGIC PLANNING (Three Hours)**

This course focuses on the application of theory and organizational analysis to the strategic planning process. A variety of planning models and processes used by a large number of organizations will be introduced. One focus of this course will be to analyze and then reanalyze situations using a variety of theories and frames. Through the use of technological applications, applied research, and case studies, students will learn how to plan strategically, make ethical and moral decisions, build a collaborative culture, and manage the change process in an educational setting so that student achievement goals are met. Case study analysis and field research will serve as essential components in this course. **This course cannot be taken as a directed study.**

**EDAD 753 STUDENT AFFAIRS IN HIGHER EDUCATION (Three Hours)**

A focus on the role of professionals in university student affairs, the populations served, the skills and competencies necessary to the profession, and current issues in the profession. Educational and philosophic assumptions associated with student affairs practice, and principal functional areas normally associated with student affairs practices will be discussed.

**EDAD 763 ENROLLMENT MANAGEMENT IN HIGHER EDUCATION (Three Hours)**

An examination of fundamental principles of enrollment management in a higher education context. Students study enrollment management theories, concepts, and research and the application of these to higher education administration. Students demonstrate enrollment management strategies through the development of a comprehensive enrollment management plan for use in a college or university setting.

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**EDCL**

**EDCL 411/511 TEACHING FIELD EXPERIENCE II (One Hour)**

This is a second field experience to be completed in a different setting than the initial experience in EDCL 211. This field experience should be completed near the end of the student's pre-service teacher education program prior to the student teaching experience. This field experience requires 45 clock hours of tutoring, observing, and assisting with small groups or individuals in an instructional setting within the grade levels of desired certification. The student is expected to present a minimum of two lessons, keep a log, write a reflective report, collect artifacts, and meet with the university supervisor to discuss educational issues/topics and the field experience. The field experience

location will be assigned by the Director of Field Experiences in order to insure that students have an opportunity to experience diverse school settings. Co-requisites: Concurrent enrollment in EDUC 410 and current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Note: Some districts may also require current tuberculosis (TB) test results for placement. *A lab fee is charged for this field experience. This course cannot be accepted in transfer from another institution. CPT form required for F-1 international students.*

#### **EDCL 420/520 FIELD EXPERIENCE WITH ENGLISH LANGUAGE LEARNERS**

This course is required for students transferring a course equivalent to the lecture component of EDRD 423/523 Integration of Literacy in the Content Areas: Seminar and Field Experience who do not have a comparable field experience working with English Language Learners. A study of mandated assessment and best practices for instruction of English Language Learners (ELL) will be included. A minimum ten (10) clock-hour field experience working with ELL students is required for this course. This course must be taken before student teaching. *Students must earn a final grade of Credit (CR) for program completion. Co-requisite: Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Note: Some districts may also require current tuberculosis (TB) test results for placement. CPT form required for F-1 international students.*

*Zero Credit, On Demand*

#### **EDDR**

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#### **EDDR 403/503 DRIVER EDUCATION I: INTRODUCTION TO SAFETY EDUCATION (Three Hours)**

A course aimed at developing concepts which are basic to safety education and for preparing the student to assume responsibility for accident prevention in the school, home, and community. Students taking this course for graduate credit must complete all graduate course requirements. *CPT form required for F-1 international students.*

#### **EDDR 413/513 DRIVER EDUCATION II: ORGANIZATION (Three Hours)**

The first of two courses designed to prepare teachers of driver education for secondary schools. Special attention is given to administration, organization, finance, adult education, research, and evaluation of the driver education program. Traffic safety problems at the local, state, and national levels are also considered. Students taking this course for graduate credit must complete all graduate course requirements. *CPT form required for F-1 international students.*

#### **EDDR 433/533 DRIVER EDUCATION III: INSTRUCTION (Three Hours)**

This course is a continuation of EDDR 413/513. The place of the motor vehicle in American life, traffic safety, instructional materials, and recommended method of presenting such materials in the classroom and on the road. Students must have

a valid driver's license and safe driving record. Students taking this course for graduate credit must complete all graduate course requirements. *CPT form required for F-1 international students.*

#### **EDDR 443/543 DRIVER EDUCATION IV: DEVELOPING OPERATIONAL SKILLS (Train the Trainer) (Three Hours)**

This course will focus on preparing the prospective Driver Education teacher to develop techniques related to behind-the-wheel instruction for a novice driver. The prospective instructor will place emphasis upon developing laboratory organizational modules for on-the-road situations and/or use of simulators. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisites: EDDR 403/503, EDDR 413/513, and EDDR 433/533. *CPT form required for F-1 international students.*

#### **EDEN**

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#### **EDEN 503 MYSTERY UNIT FOR SECONDARY TEACHERS (Three Hours)**

This course explores the roots of the mystery story from Edgar Allan Poe to the present. Students will examine the structural and literary merit of each text, as well as the themes and archetypes that run through these texts. The course will also discuss how secondary teachers can present mystery fiction to their students.

#### **EDEN 533 SHAKESPEARE SEMINAR (Three Hours)**

This seminar provides a survey of the representative plays by William Shakespeare, focusing on their major genres (history, comedy, tragedy, and romance), their dominant themes, and their aesthetics. As part of the study, students will explore the questions of authorship, sources, and history as related to the playwright's texts.

#### **EDEN 543 ASIAN AMERICAN WOMEN WRITERS (Three Hours)**

This course examines some of the notable writings by Asian American women authors with emphasis on their genre, theme, style, and aesthetics. Texts for study will include Sui Sin Far's short stories, Maxine Hong Kingston's *China Men*, Yoshiko Uchida's *Desert Exile: The Uprooting of a Japanese American Family*, Jessica Hagedorn's *Dogeaters*, Gish Jen's *Typical American*, and Amy Tan's *The Bonesetter's Daughter*.

#### **EDEN 453/553 TEACHING LANGUAGE ARTS AND COMPOSITION IN GRADES 5-12: SEMINAR AND FIELD EXPERIENCE (Three Hours)**

The student will investigate the middle school secondary language arts curricula, materials and various instructional strategies designed to meet the needs of diverse middle and secondary school learners; application will be made to the Missouri Learning Standards, including the Common Core State Standards, and the NCTE/IRA Standards. Students will become competent in applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. A field experience is included in the scope of this course. This course is required for middle school language arts certification and/or secondary teacher certification in English, and for middle school certification for all subject areas. Students taking this course for



graduate credit must complete all graduate course requirements. Prerequisites for candidates seeking initial teacher certification: ENGL 123, EDUC 203, and EDUC 303; prerequisite/co-requisite: ECTA 323. *CPT form required for F-1 international students.*

#### **EDEN 463/563 TEACHING LITERATURE WITHIN THE CURRICULUM (Three Hours)**

This course will consist of units which survey literature appropriate for both children and adolescents, including examples of literature from various ethnic groups that reflect the diversity in today's society. Attention is given to analysis, selection, and encouragement of the appreciation of quality literature. Students will become competent in applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. This course is required for students seeking middle school language arts certification and/or secondary certification in English, as well as for students seeking Library Media Specialist certification. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisites for candidates seeking initial teacher certification: ENGL 123, EDUC 203, and EDUC 303; prerequisite/co-requisite: ECTA 323 or LIBR 553 for Library Media Specialist.

#### **EDEN 573 ASIAN LITERATURE IN TRANSLATION (Three Hours)**

Students will study the rich and varied literary works from Asian countries such as Bangladesh, China, India, Indonesia, Japan, Korea, Malaysia, Myanmar (formerly Burma), Pakistan, the Philippines, and Vietnam. Among the authors to be considered are Lu Xun, Ding Ling, Yu Hua, Abe Kobo, R. K. Narayan, Salman Rushdie, Kim Sung-dong, Song Su-kwon, Raden Adjeng Kartini, U Win Pe, Bapsi Sidhwa, and Duong Thu Huong. Students will study the preoccupations, values, and worldviews of Asian people groups as reflected in the texts.

#### **EDEN 583 THE AMERICAN NOVEL (Three Hours)**

This course offers an in-depth study of notable American novels with emphasis on their themes, genres, and aesthetics. Students will not only read primary texts but also examine the historical, social, and literary backgrounds to the texts. Among the writers to be considered are Susanna Rowson, James Fenimore Cooper, Nathaniel Hawthorne, Herman Melville, Harriet Beecher Stowe, Kate Chopin, John Steinbeck, F. Scott Fitzgerald, Ernest Hemingway, William Faulkner, Flannery O'Connor, John Updike, Toni Morrison, and Thomas Pynchon.

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### **EDET**

#### **EDET 523 DIGITAL CITIZENSHIP (Three Hours)**

This course is designed for K-12, technical and community college instructors, administrators, library media specialists, and technology leaders. The goal is to develop the understanding of the National Educational Technology Standard for Teachers through the definition of the term Digital Citizenship and to identify ways Digital Citizenship can improve teaching and learning through the responsible use of technology. The nine elements of Digital Citizenship (access, commerce, communication, literacy, rights and responsibilities, health and wellness, and security) will be explored with Copyright Clarity emphasized, providing structure to course objectives. Prerequisites: EDUC 573.

#### **EDET 533 EMERGING TECHNOLOGY TRENDS (Three Hours)**

This course is designed to build upon knowledge gained in EDUC573. By matching current trends in technology with sound educational research, students will enhance the teaching and learning processes in their own classrooms. In addition, students will learn to integrate instructional strategies with emerging technology trends to design learning that is more accessible to the students of the 21st Century, including students with disabilities. Practical solutions for using technology to teach essential skills, the analysis of current web 2.0 resources, and participation in and the creation of professional learning networks will be explored. Prerequisites: EDUC 573.

#### **EDET 543 ONLINE APPLICATIONS FOR COLLABORATION (Three Hours)**

This course will enable participants to harness the power of using online collaboration tools for student engagement and learning. Course participants will experience the Web as more than a source of information, instead using it as a means of constructing new knowledge through conversation, networking, and collaboration. Applications such as Twitter, Facebook, Ning, Skype, Google Reader, and more will be explored and applied to the teaching and learning process. Prerequisites: EDUC 573.

#### **EDET 553 DIFFERENTIATING INSTRUCTION WITH TECHNOLOGY (Three Hours)**

This course is designed to provide the participants with a philosophical, professional, and practical framework for the integration of technology into instruction in the K-12 classroom through differentiation. Participants will explore learner characteristics, student needs and elements of differentiated instruction. Technology-rich products and lessons will be developed and evaluated to meet the needs of a diverse population. Choices allow graduate students with varied backgrounds and interests to select activities that meet their professional needs. Prerequisites: EDUC 573.

#### **EDET 563 WEB-BASED DESIGN, IMPLEMENTATION, AND ASSESSMENT (Three Hours)**

Through active engagement, students will be introduced to web-based learning, communities and instructional design. Various online and web-based instructional platforms will be explored, as well as the benefits and disadvantages of synchronous and



asynchronous learning. Students will be guided in applying current technologies to create a web-based community of learning. Finally, the implementation and evaluation of web-based instruction will be reviewed. Prerequisites: EDUC 573.

**EDET 573 TECHNOLOGY TO ENHANCE LITERACY (Three Hours)**

This course is designed to provide graduate students with an understanding of an array of technology tools and strategies to teach reading and writing in the classroom including but not limited to wikis, blogs, podcasting, and digital storytelling. Graduate students will explore how technology has changed literacy instruction, specifically how changes in technology have affected a writer's audience and purpose. Prerequisites: EDUC 573.

**EDET 583 TECHNOLOGY AND DIVERSITY (Three Hours)**

This course focuses on the ways technology may be used to support the learning needs of all students, including autistic, ELL, bilingual and other special needs students. Assistive technology will be identified and instructional strategies to implement the use of the technology will be integrated into curriculum and lesson designing. Students will have the opportunity to develop skills in assisting and developing methods for "bridging the digital divide" that exists in the academic community. In this course, students will investigate existing strategies to redress these "divides," from classroom to community to national efforts. Students will also explore curriculum and teaching techniques to broaden the appeal and engage more students in expanding their learning opportunities by using technology. Prerequisites: EDUC 573.

**EDET 593 CAPSTONE: E-PORTFOLIO (Three Hours)**

This course is designed to allow graduate students to research, examine, and develop an e-portfolio demonstrating their knowledge and abilities concerning the ISTE Standards (formerly the NETS) for Teachers (ISTE Standards•T). An action research project will be included in the portfolio. This course should be taken as the final course in the MET degree program. Prerequisites: EDUC 573 and GRED 543.

**EDGT**

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**EDGT 503 INTRODUCTION TO GIFTED AND TALENTED STUDENTS (Three Hours)**

This course focuses on the nature of gifted learners and how they differ in cognitive, affective, developmental, and behavioral ways from more typical learners. It will emphasize general theories of intelligence, development, and learning and how they apply to gifted learners. Prerequisite: MINIMUM of one complete school year of full-time teaching experience.

**EDGT 513 CURRICULUM METHODS FOR GIFTED AND TALENTED STUDENTS (Three Hours)**

This course focuses on the fundamental principles of program design and development for gifted learners. Role functions and reference groups are emphasized as well as general educational administration and supervision theories. Program evaluation models are also stressed. Prerequisite: EDGT 503.

**EDGT 523 SOCIAL AND EMOTIONAL NEEDS OF GIFTED AND TALENTED (Three Hours)**

This course focuses on the social and emotional characteristics and needs of the gifted individual and various counseling and guidance strategies that can facilitate his/her development over the life span. The course will emphasize theories of emotional development and self-actualization and their implications for guiding the gifted. Prerequisite: EDGT 503 and EDGT 513.

**EDGT 533 DIFFERENTIATING INSTRUCTION: REACHING GIFTED, TYPICAL, AND STRUGGLING LEARNERS (Three Hours)**

The course is designed to foster inquiry into adapting content, process, and product so that all students in a classroom can be successful. Classroom teachers will consider student readiness, interests, and learning profiles when collaborating with their students so that maximum growth is possible. Consideration of access to learning, motivation to learn, and efficiency of learning by and for students will guide teachers as they participate in action research focused on implementation of differentiated instruction. Prerequisite: EDGT 503.

**EDGT 563 ASSESSMENT AND EVALUATION IN GIFTED EDUCATION (Three Hours)**

This course is intended to provide teachers with basic measurement and evaluation principles and procedures and instruments used in the assessment and evaluation of gifted and talented and potentially gifted and talented individuals from Pre-Kindergarten through Adult. Topics include: test selection, assessment, administration and interpretation of individual intelligence tests, individual behavioral checklists and rating scales. Prerequisite/co-requisite: EDGT 503 and GRED 543 or 553.

**EDGT 583 PRACTICUM IN GIFTED AND TALENTED EDUCATION (Three Hours)**

This 90-clock hour practicum is designed to provide direct experiences with gifted education programs and services. Both seminar and field experiences focus on comprehensive articulated programs and services for this population. The field experience location will be assigned by the Director of Field Experiences in order to insure that students have an opportunity to experience diverse school settings. Prerequisites: EDGT 503, 513, 523, 533, and 563 plus GRED 543 or 553. Co-requisite: Current Family Care Safety Registry background check (see bulletin section on Background Checks for Field Experience and Student Teaching for additional information). Note: Some districts may also require current tuberculosis (TB) test results for placement. *A lab fee is charged for this practicum. CPT form required for F-1 international students.*

## EDHE

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### **EDHE 453/553 CURRICULUM, THEORY, AND METHODS OF HEALTH EDUCATION FOR GRADES PK-GRADE 12: SEMINAR AND FIELD EXPERIENCE (Three Hours)**

This course covers methods and materials, including curriculum development, used in health education classes designed to meet the needs of diverse school learners. This course is designed to provide future health educators with the latest techniques for effective teaching. Students will become competent in applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. A field experience is included in the scope of this course. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisites for those seeking initial teacher certification: KHSC 333, EDUC 203, and EDUC 303.

## EDMS

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### **EDMS 413/513 COORDINATION OF COOPERATIVE EDUCATION**

This course is designed to prepare the student to plan, organize, deliver, supervise, and evaluate a variety of community-based experiences. A field experience is included in the scope of this course. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisites for those seeking initial teacher certification: EDUC 203 and 303, ECTA 323, and EDMS 423/523 and 453/553.

*Three Hours, Fall*

### **EDMS 423/523 IMPLEMENTING BUSINESS EDUCATION PROGRAMS (Three Hours)**

This course will address problems, procedures, and school-community relationships in the organization, implementation, and administration of business education programs in the secondary schools. Topics will include sponsoring youth organizations and selecting equipment. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisites for those seeking initial teacher certification: EDUC 203 and 303, ECTA 323, and EDMS 453/553.

### **EDMS 433/533 TEACHING SOCIAL STUDIES FOR MIDDLE/SECONDARY: SEMINAR AND FIELD EXPERIENCE (Three Hours)**

The student will investigate the middle school and secondary school social science curricula, materials, and various instructional strategies designed to meet the needs of diverse middle and secondary school learners. Application will be made to the Missouri Learning Standards and the Revised National Curriculum Standards for Social Studies. Students will become competent in applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. A field experience is included in the scope of this course. This course is required for students seeking teacher certification in middle school and/or secondary social science. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisites for candidates seeking initial teacher certification: EDUC 203 and EDUC 303; prerequisite/co-requisite: ECTA 323.

### **EDMS 443/543 MIDDLE SCHOOL: PHILOSOPHY AND ORGANIZATION (Three Hours)**

This course is designed to assist participants in the development of a knowledge base and understanding of the major philosophical and organizational aspects of education at the middle school level. Diversity is explored as a source of enrichment and challenge for middle schools and the communities they serve. This course will also provide students with the opportunity to apply this knowledge and understanding to middle school level programs. Students taking this course for graduate credit must complete all graduate course requirements. For those seeking initial teacher certification, prerequisites: EDUC 203 and EDUC 303; prerequisite/co-requisite: ECTA 323.

### **EDMS 453/553 TEACHING BUSINESS FOR MIDDLE/SECONDARY: SEMINAR AND FIELD EXPERIENCE (Three Hours)**

The student will investigate the middle school and secondary business education curricula, materials, and various instructional strategies designed to meet the needs of diverse middle and secondary school learners. Application will be made to the Career Education Model Curriculum for Business Education. Students will become competent in applying assessment strategies for the improvement of student learning. A field experience is included in the scope of this course. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisites for candidates seeking initial teacher certification: EDUC 203 and EDUC 303; prerequisite/co-requisite: ECTA 323.

### **EDMS 563 MIDDLE SCHOOL CURRICULUM AND INSTRUCTION: SEMINAR AND FIELD EXPERIENCE (Three Hours)**

This course is designed to acquaint students with methods of instruction currently used in the middle school setting in the appropriate subject areas. Based on the understanding and knowledge of the middle school curriculum and theories of instruction, the student will be able to utilize appropriate methods and assessments to produce an interdisciplinary thematic unit that will meet the many needs of diverse learners. *This course includes a 15-hour field experience designed to give students real-life experiences with their mentor in the specific areas of content listed in the course description. CPT form required for F-1 international students.*

### **EDMS 473/573 TEACHING MATHEMATICS FOR MIDDLE/SECONDARY: SEMINAR AND FIELD EXPERIENCE (Three Hours)**

The student will investigate the middle school and secondary math curricula, materials, and various instructional strategies appropriate for average learners as well as those with special needs, including struggling learners and gifted learners. Application will be made to the Show-Me Standards and the NCTM Principles and Standards for School Mathematics. Students will become competent in applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. A field experience is included in the scope of this course. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisites for candidates seeking initial teacher certification: EDUC 203 and EDUC 303; prerequisite/co-requisite: ECTA 323.

**EDMS 483/583 TEACHING SCIENCE FOR MIDDLE SECONDARY: SEMINAR AND FIELD EXPERIENCE (Three Hours)**

The student will investigate the middle school and secondary science curricula, materials, and various instructional strategies designed to meet the needs of diverse middle and secondary school learners. Application will be made to the Missouri Learning Standards and the Next Generation Science Standards. Students will become competent in applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. A field experience is included in the scope of this course. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisites for candidates seeking initial teacher certification: EDUC 203 and EDUC 303; prerequisite/co-requisite: ECTA 323.

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**EDPE**

**EDPE 433/533 CURRICULUM, THEORY, AND METHODS OF PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL: SEMINAR AND FIELD EXPERIENCE (Three Hours)**

This course includes methods and theories of curriculum development at the elementary school level. Course content will include the study of skill analysis and techniques of teaching developmental games, educational gymnastics, and perceptual-motor activities. Emphasis will be given to biomechanical analysis of movement, application of motor learning concepts, and design and preparation of appropriate instructional experience and materials. On-site experiences in a local elementary school, which include a minimum of five (5) clock hours of observation, participation, and teaching, will be an integral part of the course. Attention to growth and development and understanding of the many diverse student needs found at the elementary level are included. Students will become competent in applying assessment strategies for the improvement of student learning. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisites: EDUC 201, 203, and 303; EXSC 343 and 363; and PHED 263.

**EDPE 453/553 CURRICULUM, THEORY, AND METHODS OF PHYSICAL EDUCATION IN THE MIDDLE SCHOOL: SEMINAR AND FIELD EXPERIENCE (Three Hours)**

This course includes methods and theories of curriculum development at the middle school level. The study of skill analysis and techniques of teaching team sports, such as soccer, softball, volleyball, basketball, flag football, team handball, floor hockey, track and field, and orienteering. Emphasis will be given to motor learning concepts, and design and preparation of appropriate instructional experience and materials. Exploration of the middle school curriculum and the components associated with teaching grades five through nine will be addressed. Attention to growth and development and understanding of the many diverse student needs found at the middle school level are included. Students will become competent in applying assessment strategies for the improvement of student learning. On-site experiences in a local middle school, which include a minimum of five (5) clock hours of observation, participation, and teaching, will be an integral part of the course. Students taking this course for graduate credit must

complete all graduate course requirements. Prerequisites: EDUC 201, 203, and 303; and EXSC 343 and 363.

**EDPE 463/563 CURRICULUM, THEORY, AND METHODS OF PHYSICAL EDUCATION IN THE SECONDARY SCHOOL: SEMINAR AND FIELD EXPERIENCE (Three Hours)**

This course includes methods and theories of curriculum development at the high school level. The study of skills analysis and techniques of teaching racquet sports, aquatics, bowling, golf, and archery are included. Emphasis will be given to motor learning concepts, design, and preparation of appropriate instructional experience and materials. Investigation of activities in outdoor education and their development and application in the secondary school will be examined. Exploration of the secondary curriculum and the components associated with teaching grades nine to twelve will be examined. Attention to growth and development and understanding of the many diverse student needs found at the secondary level are included. Students will become competent in applying assessment strategies for the improvement of student learning. An emphasis on wellness will be incorporated. On-site experiences in a local high school, which include a minimum of five (5) clock hours of observation, participation, and teaching, will be an integral part of the course. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisites: EDUC 201, 203, and 303; and EXSC 343 and 363.

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**EDPS**

**EDPS 503 ADVANCED THEORIES OF LEARNING AND PERSONALITY (Three Hours)**

This course is a graduate level study of contemporary personality theories, classical theories of learning and development, and social interactional theories of learning and development. The emphasis in this course is on the nature of personality, factors in development, the examination of metacognitive, motivational, social, and biological perspectives in the decision-making process, and how these perspectives affect learning and the development of intellect and personality. **This course cannot be taken as a directed study, credit for prior learning portfolio, or as web-based course.**

**EDPS 513 FOUNDATIONS OF SCHOOL COUNSELING (Three Hours)**

This course considers the philosophy, organization, and practices of school guidance and counseling programs on the elementary and secondary level. Essential services of counseling, coordinating, consulting, and appraising are studied. The importance of developing a comprehensive program of counseling K-12 students will be reviewed. This course requires 17 hours of field experience for the pre-service counselor. **This course cannot be taken as a directed study or credit for prior learning portfolio.**

**EDPS 523 PROFESSIONAL, ETHICAL, AND PHILOSOPHICAL DEVELOPMENT IN COUNSELING (Three Hours)**

This course will examine what a counselor is and how the profession differs from other helping professions. The process



of becoming an effective counselor and the qualities and skills necessary will be discussed. Specialty areas in counseling will be discussed but emphasis will be on school counseling. Models of helping and professional issues will be examined. Topics include: group guidance, systems support, responsive services, evaluation process, and reporting techniques. This course requires 15 hours of field experience for the pre-service counselor. **This course cannot be taken as a directed study or credit for prior learning portfolio. Students seeking counselor licensure may not take this as a web-based course.**

#### **EDPS 543 PSYCHOLOGICAL TESTS AND MEASURES (Three Hours)**

This is a graduate course in testing and measurement theory with emphasis on reliability, validity, associated descriptive statistics, derived and transformed scores, correlation and simple regression, standard scores, percentiles, stanines, and interpretation of test scores. This course will also focus on procedures for interpreting norm-referenced and criterion referenced tests. **This course cannot be taken as a directed study, credit for prior learning portfolio, or as a web-based course.**

#### **EDPS 453/553 THE EXCEPTIONAL CHILD (Three Hours)**

This course stresses the study of and identification of the physical, psychological, social, and educational needs of special needs children. Attention is given to differences in growth and development of individual children as well as group differences, in addition to appropriate modifications of the educational process. This course will also explore cultural and linguistic diversity and the needs of gifted and talented students. Undergraduate prerequisites: PSYC 133 and PSYC 313, PSYC 333, or PSYC 343 for all students except those majoring in Music Education. Graduate prerequisite: PSYC 553. Prerequisite for Music Education majors: PSYC 133 and MUED 313. Open to teachers, or prospective teachers, and Psychology or Behavioral Science majors. Students taking this course for graduate credit must complete all graduate course requirements.

#### **EDPS 573 INTELLIGENCE TESTING (Three Hours)**

This course is an in-depth study with practical experience in administering, scoring, analyzing, and interpreting the Wechsler Intelligence Tests (WPPSI, WISC-III, WAIS, and WISC-IV) and the Stanford-Binet. Students will administer, score, analyze, and interpret intelligence tests for children, adolescents, and adults. Emphasis will also be given to writing a detailed diagnostic summary of intellectual functioning. This course is required for the Psychological Examiner Certification. Prerequisite(s): PSYC 553, EDPS 503, EDSP 533, PSYC 563, GRED 543, EDSP 563, and EDPS 543. **Note: A grade of B or better is required in this course in order to proceed with EDPS 583 Psychological Examiner Internship. This course cannot be taken as a directed study, credit for prior learning portfolio, or as a web-based course. CPT form required for F-1 international students.**

#### **EDPS 583 PSYCHOLOGICAL EXAMINER INTERNSHIP (Three Hours)**

This internship includes 150 hours of administering, scoring, analyzing, and interpreting intelligence tests, individual achievement tests, adaptive behavior tests, behavior scales, and other tests and observations that are included in a full

psychological evaluation. Students will be required to write detailed diagnostic summaries for each full psychological evaluation. Students will meet weekly with internship instructor on the Main campus. Prerequisite(s): completion of all required coursework for Psychological Examiner Certification – including DESE prerequisite requirement of a master's degree in one of the following areas: counselor education, counseling psychology, educational psychology, or special education – **and a grade of B or better in EDPS 573 Intelligence Testing.** There is a \$175 lab fee charged for this course. **This course cannot be taken as a directed study, credit for prior learning portfolio, or as a web-based course. CPT form required for F-1 international students.**

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#### **EDRD**

#### **EDRD 501-503 SPECIALIZED TOPICS IN LITERACY INSTRUCTION (Variable Hours)**

This course is designed to provide an avenue for intensive study of current issues, trends, or problems in literacy instruction. Application will be made to the Missouri Learning Standards, including the Common Core State Standards, as well as the NCTE/ILA Standards. May be repeated for credit on different topics, and may be offered as a class or by directed study. A total of six credit hours may be applied toward satisfying certification requirements for Special Reading and/or toward electives for the Master of Arts in Teaching; three credit hours may be applied toward electives for the Master of Science in Education – Curriculum and Instruction.

#### **EDRD 423/523 INTEGRATION OF LITERACY IN CONTENT AREAS: SEMINAR AND FIELD EXPERIENCE (Three Hours)**

Technology, methods, principles, practices, contents, and materials related to the development and assessment of effective literacy (reading) skills and behaviors are the focus of this course. Application will be made to state and national standards. Students will become competent in applying assessment strategies for the improvement of student learning. A study of mandated assessment and best practices for instruction of English Language Learners (ELL) will be included. A minimum of ten (10) hours of field experience working with ELL students is required for this course. This course must be taken before student teaching. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisites for candidates seeking initial teacher certification: EDUC 203, EDUC 303, ECTA 323 (excluding health, music, and physical education), and all content area methods courses. **CPT form required for F-1 international students.**

#### **EDRD 433/533 FOUNDATIONS OF LITERACY INSTRUCTION FOR EARLY CHILDHOOD/ELEMENTARY: SEMINAR AND FIELD EXPERIENCE (Three Hours)**

This course explores current views and practices of teaching literacy, with an emphasis on methods and materials for implementing instruction based on learning styles, strengths, needs, and prior experiences. Application will be made to state and national standards. Students will become competent in applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. A field experience is included in the scope of this course. Students taking this course for graduate

credit must complete all graduate course requirements. Prerequisites for candidates seeking initial teacher certification: EDUC 203 and EDUC 303; prerequisite/co-requisite: ECTA 323. **CPT form required for F-1 international students.**

**EDRD 443/543 ANALYSIS AND CORRECTION OF READING DISABILITIES: SEMINAR AND FIELD EXPERIENCE (Three Hours)**

This course examines modern methods used in treating reading disabilities, including an acquaintance with diagnostic procedures, remedial techniques, special materials, and evaluating devices. Students may concentrate on problems within their specific areas of concern. Students will become competent in applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. A field experience is included in the scope of this course. Students taking this course for graduate credit must complete all graduate course requirements. **This course cannot be taken as a directed study.** Prerequisites for candidates seeking initial teacher certification: EDUC 203, EDUC 303, and EDRD 433/533; prerequisite/co-requisite: ECTA 323. **CPT form required for F-1 international students.**

**EDRD 463/563 READING AND WRITING STRATEGIES FOR MIDDLE AND SECONDARY CONTENT AREAS (Three Hours)**

This course explores current views and practices of teaching reading and writing in the middle and secondary school content areas. An emphasis will be placed on methods and materials for implementing instruction based on learning styles, strengths, needs, and prior learning experiences, including instructional interventions for students with reading and writing deficits. Application will be made to state and national standards. Students will become competent in applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. A ten (10) clock hour field experience is included in the scope of this course. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisites for candidates seeking initial teacher certification: EDUC 203, EDUC 303, and ECTA 323. **CPT form required for F-1 international students.**

**EDRD 573 ADVANCED ELEMENTARY READING DISORDERS PRACTICUM (Three Hours)**

Students will participate in a 90-clock-hour supervised teaching experience, under the supervision of an experienced and qualified cooperating teacher. This field experience enables students to practice and develop pedagogical and specific reading, instructional, and prescriptive skills necessary to meet the Missouri performance standards. Co-requisite: Current Family Care Safety Registry background check (see bulletin section on Background Checks for Field Experience and Student Teaching for additional information). Note: Some districts may also require current tuberculosis (TB) test results for placement. Prerequisites: EDRD 433/533; EDRD 443/543; ELED 453/553; EDSP 463/563 and approval of the Reading Curriculum Coordinator. *A lab fee is charged for this practicum.* **CPT form required for F-1 international students.**

**EDRD 583 ADVANCED SECONDARY READING DISORDERS PRACTICUM (Three Hours)**

Students will participate in a 90-clock-hour supervised teaching experience, under the supervision of an experienced and qualified cooperating teacher. This field experience enables students to practice and develop pedagogical and specific reading, instructional, and prescriptive skills necessary to meet the Missouri performance standards. Co-requisite: Current Family Care Safety Registry background check (see bulletin section on Background Checks for Field Experience and Student Teaching for additional information). Note: Some districts may also require current tuberculosis (TB) test results for placement. Prerequisites: EDRD 453/553; EDRD 443/543; EDEN 453/553; EDSP 463/563 and approval of the Reading Curriculum Coordinator. *A lab fee is charged for this practicum.* **CPT form required for F-1 international students.**

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**EDSP**

**EDSP 403/503 INTRODUCTION TO AUTISM: EVIDENT PRACTICES IN TEACHING AND INTERVENTIONS (Three Hours)**

This course is designed to acquaint students with Autism and the criteria involved in assessing appropriate practices in intervention and therapy. Based upon the knowledge and understanding of the Spectrum of Autism, the student will be able to develop a working base in which to better promote a child's individual learning profile. The areas of Cognition, Communication, Behavior, and Social Skill acquisition will be addressed so the student will be able to utilize these in developing a holistic approach in the treatment of Autism. Prerequisite: EDPS 453/553 The Exceptional Child. Students taking this course for graduate credit must complete all graduate course requirements.

**EDSP 413/513 LANGUAGE DEVELOPMENT AND DISORDERS OF THE EXCEPTIONAL CHILD (Three Hours)**

This course is a study of language and communication issues, disorders, and problems in special education. Topics include: normal and atypical language development, language assessment, strategies for language development in various service delivery models, utilizing technology with language impaired students, techniques for modifying instructional methods and materials, language curriculum materials, cultural influences on language and communication skills, and instructional strategies for enhancing oral and written communication with language impaired students. Students will become competent in applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisites for those seeking initial certification: EDUC 203 and EDUC 303; prerequisite/co-requisites: ECTA 323 and EDPS 453/553.

**EDSP 433/434/533/534 INTRODUCTION AND METHODS OF TEACHING AND INCLUSION FOR STUDENTS WITH CROSS-CATEGORICAL DISABILITIES AND FIELD EXPERIENCE (Three or Four Hours)**

This course is a detailed study of the characteristics of children and adolescents with cross-categorical disabilities and the

issues impacting them intellectually, socially, academically, emotionally, and physically. This course will emphasize effective instructional and classroom management strategies with regard to students with cross-categorical disabilities. Students will become competent in applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. Other topics include: theories and approaches to learning and applied behavior analysis, oral language content and instructional strategies, reading strategies, written expression strategies, teaching in the content area and study skills, math strategies, classroom management and social skills development, educational technology for learning disabled and behavior disordered students, collaboration techniques for team teaching, working with IEP teams, and agencies, and communicating with parents. **Students seeking Cross-Categorical Disabilities certification are required to participate in a 15-clock hour field experience in an appropriate setting working with students with cross-categorical disabilities outside of class time. For students in the MEA program pursuing Special Education Director certification, this course includes a 15-hour field experience designed to give students real-life experiences with their mentor in the specific areas of content listed in the course description.** Students taking this course for graduate credit must complete all graduate course requirements. Prerequisites for those seeking initial certification to teach: EDUC 203, EDUC 303, and ECTA 323; prerequisite/co-requisite: EDPS 453/553. Prerequisite/co-requisite: for those seeking initial certification as a school counselor: EDPS 453/553. Current Family Care Safety Registry background check (see bulletin section on Background Checks for Field Experience and Student Teaching for additional information) is also a co-requisite for those completing the 15-clock hour field experience. Note: Some districts may also require current tuberculosis (TB) test results for placement. **CPT form required for F-1 international students is a prerequisite for those completing the 15-clock hours field experience.**

#### **EDSP 453/553 TEACHING REMEDIAL MATH K-12: SEMINAR AND FIELD EXPERIENCE (Three Hours)**

This course is designed to analyze the recurring error patterns of students as they process mathematical skills and demonstrate the relationships between and among mathematical ideas. The course will address mental computation, estimation, alternative algorithms, creating, inventing, and constructing numerical methods which give meaning to operations with numbers and other techniques which will remediate the K-12 student in mathematical competencies. Students will become competent in applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. The course is directed to both the undergraduate and graduate level student. For graduate credit, an action research project pertinent to mathematical remediation must be designed, implemented, and analyzed during the course. *This course is required for those seeking certification in middle school and secondary mathematics, early childhood education, elementary education, early childhood special education, and special education: cross-categorical disabilities, K-12.* Students taking this course for graduate credit must complete all graduate course requirements. **This course cannot be taken as a directed study.** Prerequisites for candidates seeking initial teacher certification: EDUC 203 and EDUC 303; prerequisite/co-requisite: ECTA 323, EDPS 453/553 and either

ELED 433/533 or EDMS 473/573. **CPT form required for F-1 international students.**

#### **EDSP 463/563 INDIVIDUAL DIAGNOSTICS AND CLASSROOM ASSESSMENT (Three Hours)**

This course is intended to provide teachers with basic measurement and evaluation principles and procedures and instruments used in the assessment and evaluation of non-disabled individuals and individuals with disabilities from birth through adult. Topics include: test selection, planning, and construction; item analysis for test improvement; basic terminology used in assessment, administration and interpretation of individual intelligence tests, group assessment/testing, administration, and interpretation of individual achievement tests, behavioral checklists and rating scales; functional classroom assessment; performance-based assessments; ethical concerns; legal provisions; regulations and guidelines regarding assessment of individuals with disabilities and non-disabled individuals; and other pertinent topics. Prerequisites for candidates seeking initial teacher certification: EDUC 203, EDUC 303, EDPS 383, and EDPS 453; prerequisite/co-requisite: ECTA 323. Prerequisite/co-requisite: for those seeking initial certification as a school counselor: EDPS 453/553. Students taking this course for graduate credit must complete all graduate course requirements. **This course cannot be taken as a directed study or credit for prior learning portfolio. Students seeking counselor licensure may not take this as a web-based course. SPECIAL COURSE FEE: \$10.00.**

#### **EDSP 573 CROSS-CATEGORICAL DISABILITIES PRACTICUM (Three Hours)**

This course is 150-clock hours of an intensive practicum for the graduate level practicing teacher involving teaching students with cross-categorical disabilities in a variety of service delivery models both in schools and other educational agencies. Students will participate in teaching individuals or small groups of students with cross-categorical disabilities. Students will also meet regularly with the practicum instructor for a seminar session to discuss topics and issues relating to their experience. **This course is restricted to certified teachers with at least two years teaching experience who are seeking to add certification in Special Education: Cross-Categorical Disabilities.** Prerequisites: **Completion of all Cross-Categorical course requirements prior to taking this practicum.** A \$175 lab fee is charged for this practicum. Co-requisite: Current Family Care Safety Registry background check (see bulletin section on Background Checks for Field Experience and Student Teaching for additional information). Note: Some districts may also require current tuberculosis (TB) test results for placement. **CPT form required for F-1 international students.**

#### **EDSP 5709+5703 STUDENT TEACHING: CROSS-CATEGORICAL DISABILITIES (Twelve Hours)**

Student teaching consists of sixteen (16) weeks of teaching experiences in an appropriate classroom setting in a state or nationally accredited public or private school under the supervision of an experienced and highly qualified cooperating teacher. Students seeking add-on certification in special education: cross-categorical disabilities mild/moderate must student teach for twelve weeks in an approved regular education

setting (elementary, middle, or secondary) and four weeks in a special education/cross-categorical setting (elementary, middle, or secondary) as approved by the Dean of Education or Director of Field Experiences. Students seeking stand-alone certification in special education: cross-categorical disabilities mild/moderate must student teach for twelve weeks and four weeks in two different, approved special education settings (one placement in an elementary special education setting and one placement in a middle/secondary special education setting) as approved by the Dean of Education or Director of Field Experiences. This culminating field experience enables students to practice and develop the pedagogical skills necessary to meet the Missouri performance standards for teacher certification. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time. After being formally admitted to the Teacher Education program, certification candidates must apply to student teach. Application for Student Teaching must be made to the Education Office by the end of the second week of the Fall semester for Spring Student Teaching and by the end of the second week of the Spring semester for Fall Student Teaching. The final decision regarding placement will be left to the discretion of the Director of Field Experiences in order to insure the quality of student teaching experiences in diverse settings. Candidates are required to complete their student teaching experience in the grade level(s) and subject area(s) for which they are seeking recommendation for certification. **Prerequisites:** 1. Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Some districts may also require a valid Missouri substitute certificate and/or current tuberculosis (TB) test results for placement. **CPT form required for F-1 international students.** 2. No undergraduate degree-seeking candidate will be allowed to student teach without having passed all sections of the general education assessment (MoGEA or C-BASE if all sections were passed as of 12/31/2013). 3. Both undergraduate and graduate students must be formally admitted into the Teacher Education Program, must have satisfactorily completed all education courses, and must be approved by the Education Division prior to student teaching. **Required Assessments:** 1. Successful completion of the exit Missouri Pre-Service Teacher Assessment (MoPTA); 2. Passing score on the content area exit assessment(s) in the certification area(s) for which the student is being recommended; and 3. Satisfactory formative evaluations and a satisfactory summative evaluation for the student teaching experience. **Co-requisite:** EDUC 471 Student Teaching Seminar.

Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Students desiring to petition for credit for a portion of their student teaching experience must have a minimum of two years of classroom instructional experience in the grade level and/or subject area for which they are seeking certification in order to apply. The experience must be in a public or accredited private school and must be concurrent with enrollment in the Teacher Education Program. To determine eligibility, the student must first complete a CPL conference with the Dean of Education or her designee at least one semester prior to the anticipated student teaching semester. Students must be fully admitted to the

Teacher Education Program and have passed the student teaching interview before CPL credit may be awarded.

***Students must complete the equivalent of 16 weeks/12 credit hours of student teaching before being recommended for certification, E\_CL 5709 Student Teaching (Elementary, Middle, or Secondary) + EDSP 5703 Student Teaching: Cross-Categorical Disabilities OR EDSP 5709 + 5703 Student Teaching: Cross-Categorical Disabilities (one placement in an elementary special education setting and one placement in a middle/secondary special education setting for graduate students seeking special education stand-alone certification).*** A Student Teaching Fee is charged for this course.

#### **EDSP 583 SPECIAL EDUCATION ADMINISTRATION AND FIELD EXPERIENCE (Three Hours)**

This course is designed to provide the students seeking certification as a Special Education Director the opportunity to study, examine, and experience the issues specific to meeting the needs of students with disabilities and the faculty and staff who serve those students. Special emphasis will be given to finance issues, legal issues and ramifications of State and Federal Laws, IEP development and implementation, faculty and staff development, and student and program assessment. ***This course includes a 15-hour field experience designed to give students real-life experiences with their mentor in the specific areas of content listed in the course description.***

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#### **EDST**

#### **EDST 473/573 METHODS OF TEACHING SPEECH AND THEATRE IN GRADES 5-12: SEMINAR AND FIELD EXPERIENCE (Three Hours)**

This course concentrates on the principles, techniques, and problems unique to teaching speech and theatre. Unit and course plans, designed to meet the needs of diverse middle and secondary school learners, are developed for all areas of speech and theatre. Attention is given to directing forensic and dramatic activities. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisites for candidates seeking initial teacher certification: EDUC 203 and EDUC 303; prerequisite/co-requisite: ECTA 323.

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#### **EDUC**

#### **EDUC 510 FIELD EXPERIENCE II SEMINAR (Zero Credit Hours)**

This course provides orientation and an overview of the requirements for EDCL 511 Teaching Field Experience II. Topics covered will include placement information and expectations, planning for student teaching, and professional collaboration. Students will explore issues related to collegial activities, collaboration with others in the school system to meet student needs, and cooperative partnerships in support of student learning. ***Students must earn a final grade of Credit (CR) for program completion.*** Co-requisite: EDCL 511.



### EDUC 573 APPLICATIONS OF TECHNOLOGY

(Three Hours)

This course is designed to address current research and theory, instructional design and product development, information access and delivery issues, and pragmatic ideas for integrating educational technology in the classroom to meet the needs of diverse learners. This course is a requirement for Library Media Specialist certification as well as a core requirement for the MAT, MET, and the MSE in Curriculum and Instruction. EDUC573 is the pre-requisite to all EDET courses and should be taken as a co-requisite with EDET 501. *There is a lab fee charged for this course.*

### EDUC 583 BEGINNING TEACHER ASSISTANCE

(Three Hours)

Students will refine their skills as reflective practitioners through a variety of experiences which focus on contemporary problems and issues in the field of education. As first-year teachers, students will be able to draw from and build upon their background knowledge as it relates to their experiences in the classroom. A university supervisor will be assigned to observe students in the classroom to provide periodic assessments and feedback. Students will also attend four seminars. This course is offered on the Main campus only. This course is only available to first- or second-year teachers teaching on a Temporary Authorization Certificate, Provisional Teaching Certificate, or IPC. It is required by DESE for all students on Temporary Authorization Certificates, except for those pursuing certification in Special Education: Cross-Categorical Disabilities Mild-Moderate.

### EDUC 603CI PROFESSIONAL SEMINAR IN EDUCATION

(Three Hours)

In this seminar, candidates will focus on the issues and challenges for educational leadership in the first half of the 21st century. Topics will include the impact of globalization; the influence of values, ethics, and moral decision-making on school leadership; the accelerating effect of technology on teaching, curriculum construction and administration in schools; the challenges facing schools as a result of an increasingly diverse culture; and other topics related to educational change. A portion of the course will be devoted to an analysis of case studies of school districts known for excellence in leadership contrasted with comparable districts considered to be chronically challenged. Course discussions will be based on extensive readings in the field of educational leadership. ***This course will also include an overview of the courses required for the program as well as the elective opportunities for the advanced graduate student. This will also include standards and expectations for completing the portfolio, field studies, interviews, writing style requirements, reflections, and preparation for the program culminating written examination. This course cannot be taken as a directed study. This course is designed for students in the Curriculum and Instruction track.***

### EDUC 603S PROFESSIONAL SEMINAR IN EDUCATION

(Three Hours)

In this seminar, candidates will focus on the issues and challenges for educational leadership in the first half of the 21st century. Topics will include the impact of globalization; the influence of values, ethics, and moral decision-making on school leadership; the accelerating effect of technology on teaching, curriculum

construction and administration in schools; the challenges facing schools as a result of an increasingly diverse culture; and other topics related to educational change. A portion of the course will be devoted to an analysis of case studies of school districts known for excellence in leadership contrasted with comparable districts considered to be chronically challenged. Course discussions will be based on extensive readings in the field of educational leadership. ***This course cannot be taken as a directed study. This course is designed for students in the Superintendent track and includes a 15-hour field experience designed to give students real-life experiences with their mentor in the specific areas of content listed in the course description.***

### EDUC 613CI LEARNING INNOVATIONS FOR CONTINUOUS SCHOOL IMPROVEMENT AND FIELD EXPERIENCE

(Three Hours)

Practitioners will focus on established innovations for changing the culture of the school that are designed for continuous improvement which promote student achievement for all learners. The course will explore methods of maintaining a vigorous plan for change and a cycle for inventing, testing, and validating innovation. The course will include a 15-20 hour field experience. ***This course cannot be taken as a directed study. CPT form required for F-1 international students. This course is designed for students in the Curriculum and Instruction track.***

### EDUC 623CI DIFFERENTIATED INSTRUCTION (Three Hours)

The course is designed to foster inquiry into adapting content, process, and product so that all students in a classroom can be successful. Classroom teachers will consider student readiness, interests, and learning profiles when collaborating with their students so that maximum growth is possible. Consideration of access to learning, motivation to learn, and efficiency of learning by and for students will guide teachers as they participate in action research focused on implementation of differentiated instruction. ***This course cannot be taken as a directed study. This course is designed for students in the Curriculum and Instruction track.***

### EDUC 663CI THE SUPERVISORY PROCESS (Three Hours)

The course will provide an overview of the research and current practices/models of school supervision and instructional management at the elementary, middle, and secondary levels of education. Students will be introduced to programs and methods of instructional supervision designed to improve the instruction of both new and experienced teachers. Participants will gain knowledge and skill in using specific techniques in conferencing with teachers, observing their classroom teaching, and collecting data in classrooms to provide feedback to the teachers. Students will gain an understanding of the role differences of the supervisor as facilitator, evaluator, counselor, and instructional coach. The course will include a 6-10 hour field experience. ***This course cannot be taken as a directed study. This course is designed for students in the Curriculum and Instruction track.***

### **EDUC 673CI TEACHERS AS LEADERS AND FIELD EXPERIENCE (Three Hours)**

The course will focus on strategies for transforming school leadership to support effective student learning and development. Methods for motivating others, enhancing communication skills, applying methods of conflict resolution, and developing mentoring processes will be developed to transform a school/school district into a learning community that supports the growth of every child. The course will include a field experience of 15-20 hours. **This course cannot be taken as a directed study. CPT form required for F-1 international students. This course is designed for students in the Curriculum and Instruction track.**

### **EDUC 683CI ETHICAL ISSUES FOR SCHOOL LEADERS (Three Hours)**

The course focuses on ethics and moral reasoning in the education environment. The majority of all decision-making processes that impact education involve ethical considerations. Therefore, the course will examine learning theories through applied research, which has been developed to analyze ethical issues that affect the organizational environments of education settings. Technological applications, peer-reviewed journal articles, and case studies will be used to practically apply the ethical lens to organizational situations, logical decision-making, and rational and ethical arguments. It is important for teachers, curriculum specialists, and administrators to develop skills in organizational analysis and to understand the moral and ethical obligation that will impact any decision that they make and any action that they take, no matter how minimal. Through the examination of major “ethics” studies and theories, the graduate student will develop sensitivity to ethical issues of a contemporary society through a series of in-basket and scenario activities. **This course cannot be taken as a directed study. This course is designed for students in the Curriculum and Instruction track.**

### **EDUC 683S ETHICAL ISSUES FOR SCHOOL LEADERS (Three Hours)**

The course focuses on ethics and moral reasoning in the education environment. The majority of all decision-making processes that impact education involve ethical considerations. Therefore, the course will examine learning theories through applied research, which has been developed to analyze ethical issues that affect the organizational environments of education settings. Technological applications, peer-reviewed journal articles, and case studies will be used to practically apply the ethical lens to organizational situations, logical decision-making, and rational and ethical arguments. It is important for teachers, curriculum specialists, and administrators to develop skills in organizational analysis and to understand the moral and ethical obligation that will impact any decision that they make and any action that they take, no matter how minimal. Through the examination of major “ethics” studies and theories, the graduate student will develop sensitivity to ethical issues of a contemporary society through a series of in-basket and scenario activities. **This course cannot be taken as a directed study. This course is designed for students in the Superintendent track and includes a 15-hour field experience designed to give students real-life experiences with their mentor in the specific areas of content listed in the course description.**

### **EDUC 690CI WRITTEN EXAM: CURRICULUM AND INSTRUCTION (Zero Credit Hours)**

Students must register for this course in the term in which they are planning to graduate. The portfolio and all coursework must be complete prior to taking the Written Exam. **This course cannot be taken as a directed study. This course is designed for students in the Curriculum and Instruction track.**

### **EDUC 723 TRANSFORMATIONAL THEORIES AND APPLICATIONS (Three Hours)**

This course explores different strategies for bringing about change leading to institutional improvement and reform in teaching and learning. Curriculum and best instructional practices are examined with a focus on research-based teaching and learning programs and systems that are proven to be effective and sustainable which address the needs of diverse learners. Candidates will consider the many critical factors that shape and influence efforts to bring about reform in educational institutions, including: vision, culture, climate, group dynamics, decision-making and communication processes, change theory, and influences of internal and external social systems. Special attention is given to the leader’s role in creating a climate and building an organizational capacity to change. Case study analysis and field research will serve as essential components in this course. **This course is offered only online and cannot be taken as a directed study.**

### **EDUC 733 LEADING TEACHING AND LEARNING IN DIVERSE AND EMERGING EDUCATIONAL SETTINGS (Three Hours)**

This course examines the impact of diversity, culture, ethnic origin, and societal change on teaching and learning in the educational institution. The course is designed to better prepare leaders to meet the challenges of cultural diversity and rapid societal change in organizations to close the achievement gap between groups of students. Attention is given to how language, gender, race, tradition, education, economic structure, societal transitions, and global events interact with organizational philosophy to create behavioral norms at all levels. The influence of these factors on leaders’ behaviors, as well as their interactions with diverse groups both inside and outside the organization, will be studied. **This course is offered only on the Main campus during the Summer Quarter and cannot be taken as a directed study.**

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## **ELAD**

### **ELAD 523 CURRICULUM CONSTRUCTION AND DESIGN FOR EDUCATIONAL ADMINISTRATION – ELEMENTARY (Three Hours)**

This course is designed to provide students with the opportunity to experience curriculum design from an elementary school administrative perspective and to study how to effectively apply the principles of quality curriculum construction across content areas and grade levels. An ancillary objective is to study current research, legal issues, and mandates with regard to curriculum construction in the elementary school and the effective application and integration of curriculum, instruction, and assessment for the purpose of promoting student success through

the school-wide teaching and learning process. The course will also examine how to use various types of data in making curriculum decisions, so that the needs of all learners including struggling learners, gifted learners, and English language Learners can be successfully addressed. ***This course includes a 15-hour field experience designed to give students real-life experiences with their mentor in the specific areas of content listed in the course description.***

**ELAD 533 THE ROLE OF EDUCATIONAL ADMINISTRATOR AS SUPERVISOR – ELEMENTARY: SEMINAR AND FIELD EXPERIENCE (Three Hours)**

This course is designed for students seeking Education Administration certification. The course provides students with the opportunity and responsibility to examine and experience elementary building level school administration from a supervisory perspective. A clear vision of learning on which the students will build an organizational framework based on their philosophical and ethical viewpoints of school administration and leadership will be part of the course. Through coursework, readings in contemporary professional literature, and a 15-hour field experience, and written reflections, students will learn about elementary-level administrative supervision relative to historical perspectives, current trends, legal issues, personnel matters, human resources, practical application, time management, and developing a personal vision and plan for school supervision. The roles of teacher leadership and the principal as an instructional leader will also be examined. Students will have an opportunity to share supervision experiences and expectations from a district wide perspective to gain insight and understanding of how effective building level supervision can enhance the overall operation of the district/organization. ***This course includes a 15-hour field experience designed to give students real-life experiences with their mentor in the specific areas of content listed in the course description. CPT form required for F-1 international students.***

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**ELCL**

**ELCL 5712 or 5709+5703 STUDENT TEACHING: ELEMENTARY (Twelve Hours)**

Student teaching consists of sixteen (16) weeks of teaching experiences in an appropriate classroom setting in a state or nationally accredited public or private school under the supervision of an experienced and highly qualified cooperating teacher. Students seeking certification in a single content area will complete one sixteen-week teaching experience. Students seeking certification at more than one level (K-12) or in more than one content area must student teach for twelve weeks at one level or content area and four weeks at the other level or content area as approved by the Dean of Education or Director of Field Experiences. This culminating field experience enables students to practice and develop the pedagogical skills necessary to meet the Missouri performance standards for teacher certification. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time. After being formally admitted to the Teacher Education

program, certification candidates must apply to student teach. Application for Student Teaching must be made to the Education Office by the end of the second week of the Fall semester for Spring Student Teaching and by the end of the second week of the Spring semester for Fall Student Teaching. The final decision regarding placement will be left to the discretion of the Director of Field Experiences in order to insure the quality of student teaching experiences in diverse settings. Candidates are required to complete their student teaching experience in the grade level(s) and subject area(s) for which they are seeking recommendation for certification. **Prerequisites:** 1. Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Some districts may also require a valid Missouri substitute certificate and/or current tuberculosis (TB) test results for placement. ***CPT form required for F-1 international students.*** 2. No undergraduate degree-seeking candidate will be allowed to student teach without having passed all sections of the general education assessment (MoGEA or C-BASE if all sections were passed as of 12/31/2013). 3. Both undergraduate and graduate students must be formally admitted into the Teacher Education Program, must have satisfactorily completed all education courses, and must be approved by the Education Division prior to student teaching. **Required Assessments:** 1. Successful completion of the exit Missouri Pre-Service Teacher Assessment (MoPTA); 2. Passing score on the content area exit assessment(s) in the certification area(s) for which the student is being recommended; and 3. Satisfactory formative evaluations and a satisfactory summative evaluation for the student teaching experience. **Co-requisite:** EDUC 471 Student Teaching Seminar.

**Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching:** Students desiring to petition for credit for a portion of their student teaching experience must have a minimum of two years of classroom instructional experience in the grade level and/or subject area for which they are seeking certification in order to apply. The experience must be in a public or accredited private school and must be concurrent with enrollment in the Teacher Education Program. To determine eligibility, the student must first complete a CPL conference with the Dean of Education or her designee at least one semester prior to the anticipated student teaching semester. Students must be fully admitted to the Teacher Education Program and have passed the student teaching interview before CPL credit may be awarded.

***Students must complete the equivalent of 16 weeks/12 credit hours of student teaching before being recommended for certification, either 5712 or 5709+5703.*** A Student Teaching Fee is charged for this course.

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**ELED**

**ELED 433/533 INTEGRATED MATHEMATICS CONCEPTS FOR EARLY CHILDHOOD/ELEMENTARY: SEMINAR AND FIELD EXPERIENCE (Three Hours)**

This course is a study of materials, methods, principles, and concepts used in the elementary school to develop mathematics skills and understanding. Students will investigate early childhood and elementary mathematics curricula and materials. Application will be made to the Missouri Learning Standards including the

Common Core State Standards and the Show-Me Standards, as well as the NCTM Principles and Standards for School Mathematics. Students will increase proficiency with state and national standards by connecting their pedagogical decisions to relevant standards. Students will apply knowledge of multiple intelligences to various teaching strategies as they integrate art, music, and physical education experiences within integrated mathematics lessons and units, in order to meet the needs of all diverse learners and learning styles. Students will also become competent in differentiating instruction and applying assessment strategies for the improvement of student learning, including state-mandated assessment. A field experience is included in the scope of this course. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisites for those seeking initial certification: EDUC 203, EDUC 303, and ECTA 323.

**ELED 443/543 INTEGRATED SCIENCE CONCEPTS FOR EARLY CHILDHOOD/ELEMENTARY: SEMINAR AND FIELD EXPERIENCE (Three Hours)**

This course is a study of materials, methods, principles, and concepts used in the elementary school to develop science skills and understanding. Students will investigate early childhood and elementary science curricula and materials. Application will be made to the Missouri Learning Standards including the Common Core State Standards and the Show-Me Standards, as well as the Next Generation Science Standards. Students will increase proficiency with state and national standards by connecting their pedagogical decisions to relevant standards. Students will apply knowledge of multiple intelligences to various teaching strategies as they integrate art, music, and physical education experiences within integrated science lessons and units, in order to meet the needs of all diverse learners and learning styles. Students will also become competent in differentiating instruction and applying assessment strategies for the improvement of student learning, including state-mandated assessment. A field experience is included in the scope of this course. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisites for those seeking initial certification: EDUC 203, EDUC 303, and ECTA 323.

**ELED 453/553 INTEGRATED LANGUAGE ARTS CONCEPTS AND CHILDREN’S LITERATURE FOR EARLY CHILDHOOD/ELEMENTARY: SEMINAR AND FIELD EXPERIENCE (Three Hours)**

The student will investigate early childhood and elementary language curricula and materials. Students will become competent in the use of multiple intelligences as a vehicle to apply various teaching strategies as they integrate art, music, and physical education experiences within integrated language arts units in order to meet the needs of all diverse learners and learning styles. The course will also consist of units which survey literature appropriate for children, including examples of literature from various ethnic groups that reflect the diversity in today’s society. Application will be made to the Missouri Learning Standards including the Common Core State Standards, the Show-Me Standards for physical education, art, and music, as well as the NCTE/IRA Standards. Students will become competent in applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. A

field experience is included in the scope of this course. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisites for those seeking initial certification: EDUC 203, EDUC 303, and ECTA 323.

**ELED 463/563 INTEGRATED CONCEPTS IN SOCIAL SCIENCE, GEOGRAPHY, AND ECONOMICS FOR EARLY CHILDHOOD/ELEMENTARY: SEMINAR AND FIELD EXPERIENCE (Three Hours)**

The student will investigate early childhood/elementary social studies curricula and materials. Students will become competent in the use of multiple intelligences as a vehicle to apply various teaching strategies as they integrate art, music, and physical education experiences within integrated social studies lessons and units in order to meet the needs of all diverse learners and learning styles. Application will be made to the Missouri Learning Standards for social studies, physical education, art, and music as well as the Revised National Curriculum Standards for Social Studies. Students will become competent in differentiating instruction and applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. The course will also incorporate a study of the continents and countries of the world and their physical, economic, and cultural diversity. Economic concepts appropriate for elementary-level students will also be covered. A field experience is included in the scope of this course. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisites for those seeking initial certification: EDUC 203, EDUC 303, and ECTA 323.

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**ELPS**

**ELPS 563 COUNSELING PRACTICUM (Three Hours)**

This course consists of 60 clock hours of observations and field experiences in an agency/community counseling setting to learn the job responsibilities and role of practicing counselors. This course also requires the student to participate in bi-monthly practicum class meetings with other Counseling Practicum students to practice techniques, discuss the field experiences, and participate in other counseling activities within the class. Students may not enroll in this practicum unless they have successfully completed the following courses:

- HUED 513 Theories of Counseling
- EDPS 513 Foundations of School Counseling (school counselors only)
- EDPS 523 Professional, Ethical, and Philosophical Development in Counseling
- HUED 433/533 Theories and Techniques of Counseling Students and Their Families
- HUED 403/503 Theories and Techniques of Group Counseling
- EDSP 463/563 Individual Diagnostics and Classroom Assessment

Students must earn a grade of B or better to advance to the internship. *There is a \$120 lab fee charged for this course. This course cannot be taken as a directed study or credit for prior learning portfolio. Students seeking counselor licensure may not take this as a web-based course. Online program students*



**must enroll in the OLP section. Traditional program students must enroll in the face-to-face (PCTM) section. CPT form required for F-1 international students.**

#### **ELPS 572/573/574 COUNSELING LICENSURE INTERNSHIP (Variable Hours)**

This course consists of 300 required clock hours of supervised counseling experiences within an agency/community counseling setting. Students will also attend bi-monthly internship classes for an entire semester with other Counseling Licensure Internship students. Students will critique audio and videotapes of their counseling sessions to enhance their counseling skills and techniques. This course is designed to meet specific licensure requirements. Prerequisites: HUED 513, EDSP 563, EDPS 523, HUED 533. HUED 503 and ELPS 563 (must have received a grade of B or better in ELPS 563). There is a \$355 lab fee charged for this course. **This course cannot be taken as a directed study, credit for prior learning portfolio, or as a web-based class. CPT form required for F-1 international students.**

#### **ELPS 583 INTERNSHIP IN ELEMENTARY SCHOOL COUNSELING (Three Hours)**

This course consists of 300 clock hours of supervised counseling experiences within an elementary school setting. Students will also attend bi-monthly internship classes for an entire semester with other internship students. Students will critique audio and videotapes of their counseling sessions to enhance their counseling skills and techniques. Prerequisites: HUED 513, EDPS 513, EDPS 523, EDSP 563, HUED 503, HUED 533 and ELPS 563 (must have received a grade of B or better in ELPS 563). *There is a \$355 lab fee charged for this course.* **This course cannot be taken as a directed study or credit for prior learning portfolio. Students seeking counselor licensure may not take this as a web-based course. Online program students must enroll in the OLP section. Traditional program students must enroll in the face-to-face (INT) section. CPT form required for F-1 international students.**

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#### **EMCL**

#### **EMCL 5712 or 5709+5703 STUDENT TEACHING: MIDDLE SCHOOL (Twelve Hours)**

Student teaching consists of sixteen (16) weeks of teaching experiences in an appropriate classroom setting in a state or nationally accredited public or private school under the supervision of an experienced and highly qualified cooperating teacher. Students seeking certification in a single content area will complete one sixteen-week teaching experience. Students seeking certification at more than one level (K-12) or in more than one content area must student teach for twelve weeks at one level or content area and four weeks at the other level or content area as approved by the Dean of Education or Director of Field Experiences. This culminating field experience enables students to practice and develop the pedagogical skills necessary to meet the Missouri performance standards for teacher certification. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time. After being formally admitted to the Teacher Education

program, certification candidates must apply to student teach. Application for Student Teaching must be made to the Education Office by the end of the second week of the Fall semester for Spring Student Teaching and by the end of the second week of the Spring semester for Fall Student Teaching. The final decision regarding placement will be left to the discretion of the Director of Field Experiences in order to insure the quality of student teaching experiences in diverse settings. Candidates are required to complete their student teaching experience in the grade level(s) and subject area(s) for which they are seeking recommendation for certification. **Prerequisites:** 1. Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Some districts may also require a valid Missouri substitute certificate and/or current tuberculosis (TB) test results for placement. **CPT form required for F-1 international students.** 2. No undergraduate degree-seeking candidate will be allowed to student teach without having passed all sections of the general education assessment (MoGEA or C-BASE if all sections were passed as of 12/31/2013). 3. Both undergraduate and graduate students must be formally admitted into the Teacher Education Program, must have satisfactorily completed all education courses, and must be approved by the Education Division prior to student teaching. **Required Assessments:** 1. Successful completion of the exit Missouri Pre-Service Teacher Assessment (MoPTA); 2. Passing score on the content area exit assessment(s) in the certification area(s) for which the student is being recommended; and 3. Satisfactory formative evaluations and a satisfactory summative evaluation for the student teaching experience. **Co-requisite:** EDUC 471 Student Teaching Seminar.

#### **Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching:**

Students desiring to petition for credit for a portion of their student teaching experience must have a minimum of two years of classroom instructional experience in the grade level and/or subject area for which they are seeking certification in order to apply. The experience must be in a public or accredited private school and must be concurrent with enrollment in the Teacher Education Program. To determine eligibility, the student must first complete a CPL conference with the Dean of Education or her designee at least one semester prior to the anticipated student teaching semester. Students must be fully admitted to the Teacher Education Program and have passed the student teaching interview before CPL credit may be awarded.

***Students must complete the equivalent of 16 weeks/12 credit hours of student teaching before being recommended for certification, either 5712 or 5709+5703.*** A Student Teaching Fee is charged for this course.

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#### **ENGL**

#### **ENGL 453/553 HISTORY OF THE ENGLISH LANGUAGE (Three Hours)**

The course content covers the internal development of the English language from its roots in Indo-European to Modern English as currently written and spoken in the world. Building upon the literary backgrounds of British, American, and world literature, the student will examine the linguistic changes in the context of

external, historical, and cultural circumstances. Prerequisites: ENGL 203, and completion of six hours of the ENGL 333 sequence or completion of six hours of the ENGL 353 sequence, or consent of instructor. Students taking this course for graduate credit must complete all graduate course requirements.

### **ENGL 463/563 MULTICULTURAL LITERATURE (Three Hours)**

This course examines selected writings by representative American authors of racial and ethnic minority, including Native Americans, African Americans, Hispanic Americans, and Asian Americans. Among the authors to be examined are Frederick Douglass, Richard Wright, Carlos Bulosan, Maya Angelou, Toni Morrison, N. Scott Momaday, Maxine Hong Kingston, William Least Heat Moon, Richard Rodriguez, Denise Chávez, Leslie Marmon Silko, Amy Tan, and Louise Erdrich. Emphasis is on genre, theme, style, and aesthetics as well as on the political, historical, cultural, and intellectual context of multicultural literature in the United States. Students taking this course for graduate credit must complete all graduate course requirements. Undergraduate prerequisite: ENGL 203 or consent of instructor.

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### **ESAD**

#### **ESAD 523 CURRICULUM CONSTRUCTION AND DESIGN FOR EDUCATIONAL ADMINISTRATION – SECONDARY (Three Hours)**

This course is designed to provide students with the opportunity to experience curriculum design from a secondary school administrative perspective and to study how to effectively apply the principles of quality curriculum construction across content areas and grade levels. An ancillary objective is to study current research, legal issues, and mandates with regard to curriculum construction in the secondary school and the effective application and integration of curriculum, instruction, and assessment for the purpose of promoting student success through the school-wide teaching and learning process. The course will also examine how to use various types of data in making curriculum decisions so that the needs of all learners including struggling learners, gifted learners, and English language Learners can be successfully addressed. *This course includes a 15-hour field experience designed to give students real-life experiences with their mentor in the specific areas of content listed in the course description.*

#### **ESAD 533 THE ROLE OF EDUCATIONAL ADMINISTRATOR AS SUPERVISOR – SECONDARY: SEMINAR AND FIELD EXPERIENCE (Three Hours)**

This course is designed for students seeking Education Administration certification. The course provides students with the opportunity and responsibility to examine and experience secondary building-level school administration from a supervisory perspective. Through coursework, readings in contemporary professional literature, and a 15-hour field experience, students will learn about secondary-level administrative supervision relative to historical perspectives, current trends, legal issues, personnel matters, human resources, practical application, time management, and developing a personal vision and plan for school supervision. The roles of teacher leadership and the principal as an instructional leader

will also be examined. Students will have an opportunity to share supervision experiences and expectations from a district wide perspective to gain insight and understanding of how effective building level supervision can enhance the overall operation of the district/organization. *This course includes a 15-hour field experience designed to give students real-life experiences with their mentor in the specific areas of content listed in the course description. CPT form required for F-1 international students.*

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### **ESCL**

#### **ESCL 5712 or 5709+5703 STUDENT TEACHING: SECONDARY (Twelve Hours)**

Student teaching consists of sixteen (16) weeks of teaching experiences in an appropriate classroom setting in a state or nationally accredited public or private school under the supervision of an experienced and highly qualified cooperating teacher. Students seeking certification in a single content area will complete one sixteen-week teaching experience. Students seeking certification at more than one level (K-12) or in more than one content area must student teach for twelve weeks at one level or content area and four weeks at the other level or content area as approved by the Dean of Education or Director of Field Experiences. This culminating field experience enables students to practice and develop the pedagogical skills necessary to meet the Missouri performance standards for teacher certification. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time. After being formally admitted to the Teacher Education program, certification candidates must apply to student teach. Application for Student Teaching must be made to the Education Office by the end of the second week of the Fall semester for Spring Student Teaching and by the end of the second week of the Spring semester for Fall Student Teaching. The final decision regarding placement will be left to the discretion of the Director of Field Experiences in order to insure the quality of student teaching experiences in diverse settings. Candidates are required to complete their student teaching experience in the grade level(s) and subject area(s) for which they are seeking recommendation for certification. **Prerequisites:** 1. Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Some districts may also require a valid Missouri substitute certificate and/or current tuberculosis (TB) test results for placement. *CPT form required for F-1 international students.* 2. No undergraduate degree-seeking candidate will be allowed to student teach without having passed all sections of the general education assessment (MoGEA or C-BASE if all sections were passed as of 12/31/2013). 3. Both undergraduate and graduate students must be formally admitted into the Teacher Education Program, must have satisfactorily completed all education courses, and must be approved by the Education Division prior to student teaching. **Required Assessments:** 1. Successful completion of the exit Missouri Pre-Service Teacher Assessment (MoPTA); 2. Passing score on the content area exit assessment(s) in the certification area(s) for which the student is being recommended; and 3. Satisfactory formative evaluations

and a satisfactory summative evaluation for the student teaching experience. **Co-requisite:** EDUC 471 Student Teaching Seminar.

#### **Credit for Prior Learning (CPL) Portfolio Credit for Student**

**Teaching:** Students desiring to petition for credit for a portion of their student teaching experience must have a minimum of two years of classroom instructional experience in the grade level and/or subject area for which they are seeking certification in order to apply. The experience must be in a public or accredited private school and must be concurrent with enrollment in the Teacher Education Program. To determine eligibility, the student must first complete a CPL conference with the Dean of Education or her designee at least one semester prior to the anticipated student teaching semester. Students must be fully admitted to the Teacher Education Program and have passed the student teaching interview before CPL credit may be awarded.

*Students must complete the equivalent of 16 weeks/12 credit hours of student teaching before being recommended for certification, either 5712 or 5709+5703.* A Student Teaching Fee is charged for this course.

#### **ESPS**

##### **ESPS 583 INTERNSHIP IN SECONDARY SCHOOL COUNSELING (Three Hours)**

This course consists of 300 clock hours of supervised counseling experiences within a secondary school setting. Students will also attend bi-monthly internship classes for an entire semester with other internship students. Students will critique audio and videotapes of their counseling sessions to enhance their counseling skills and techniques. Prerequisites: HUED 503, HUED 513, HUED 533, EDPS 513, EDPS 523, EDSP 563, and ELPS 563 (must have received a grade of B or better in ELPS 563). There is a \$355 lab fee charged for this course. **This course cannot be taken as a directed study or credit for prior learning portfolio. Students seeking counselor licensure may not take this as a web-based course. Online program students must enroll in the OLP section. Traditional program students must enroll in the face-to-face (INT) section. CPT form required for F-1 international students.**

##### **ESPS 581 INTERNSHIP IN SECONDARY SCHOOL COUNSELING (One Hour)\***

This course consists of 100 clock hours of supervised counseling experiences within a secondary school setting.\* Students will also attend bi-monthly internship classes for an entire semester with other internship students. Students will critique audio and videotapes of their counseling sessions to enhance their counseling skills and techniques. Prerequisites: HUED 513, EDPS 513, EDPS 523, EDSP 563, HUED 503, HUED 533, ELPS 563, and ELPS 583 (must have received a grade of B or better in ELPS 583). There is a \$100 lab fee charged for this course. **This course cannot be taken as a directed study or credit for prior learning portfolio. Students seeking counselor licensure may not take this as a web-based course. Online program students must enroll in the OLP section. Traditional program students must enroll in the face-to-face (INT) section. CPT form required for F-1 international students.**

*\*This course is designed for out-of-state students where the state outside of Missouri requires 400 hours of supervised counseling in the internship course.*

#### **ETOP**

##### **ETOP 503 CURRENT INFLUENCES IN EDUCATION (Three Hours)**

Course will focus on major issues of the 21st century that influence school reform. School Choice initiatives will be studied with an in depth examination of the charter school movement. This course will focus on current trends in education such as: educator retention, generational poverty, the search for individuality, international, national, and political influences, and the break down in standardized testing.

##### **ETOP 513 CHARACTER EDUCATION (Three Hours)**

This course will guide one to understand what "character education" is and how it relates to home, school, and work, and one's relationships with others. Education and classroom strategies will be taught as well as how to incorporate character education in our business and faith communities.

##### **ETOP 423/523 CLASSROOM AND BEHAVIOR MANAGEMENT (Three Hours)**

This course is a study of the underlying causes of school violence and students being at-risk for school failure at the elementary and secondary school level, as well as a study of the theories and research-based practices that can be used to establish a positive learning environment for all. Topics include: 1) Identifying at-risk students; 2) Building a positive learning community; 3) Teaching social skills and internal behavior management strategies to decrease discipline problems; 4) Investigating theories of behavior and discipline; 5) Developing proactive classroom management techniques, and culturally responsive instructional and behavioral strategies to decrease disruptive behavior; 6) Making your classroom and school safe for students and staff. Undergraduate prerequisites: EDPS 453/553, EDPS 383, EDUC 203, EDUC 303. Graduate prerequisite: EDPS 453/553. \* This course is required for all education majors. \*\* *This course must be completed before Student Teaching will be allowed.* Students taking this course for graduate credit must complete all graduate course requirements. **This course may not be taken as a directed study, credit for prior learning portfolio, or as a web course if it is to be used as part of the Master of Arts in Counseling requirements.**

##### **ETOP 533 CLASSROOM APPLICATIONS FOR BRAIN RESEARCH (Three Hours)**

Current scientific knowledge about how the brain learns and opportunities for instruction will be examined in this course. Traditional beliefs about teaching will be compared to the latest brain research and multiple intelligences (including emotional intelligence) to determine compatibility and implementation of appropriate instructional methodologies. Methods and approaches compatible with how the human brain learns best will be studied in a manner that classroom teachers can implement immediately in their own instructional program.

**ETOP 541-543 SPECIALIZED TOPICS IN PROFESSIONAL DEVELOPMENT FOR EDUCATORS (Variable Hours)**

This course is designed to provide an avenue for intensive study of current issues, trends, or problems in education. With an emphasis on the construction of knowledge through analysis, synthesis, and evaluation, faculty and students will collaborate to structure appropriate investigations based on individual interests and career aspirations.

**ETOP 553 DEVELOPING RESPONSIBLE LEARNERS (Three Hours)**

The focus of this course is to introduce educators to a variety of highly effective learner-centered best practices for designing classroom and school programs that empower diverse PK-12 students to become responsible learners. Candidates will learn to utilize techniques and strategies to encourage the development of ethical/moral decision making in the classroom and school community. Practical applications in relation to classroom instruction, professional development, and counseling will be demonstrated. Students in the online MAC program must enroll in the OLP section.

**ETOP 563 LEGAL ISSUES IN REGULAR AND SPECIAL EDUCATION (Three Hours)**

This course provides a study of the educational issues in school law and court cases that have impacted American education as we know it today. A historical perspective of school law will be presented along with selected issues in school law with an emphasis on those having direct impact at the school-building level. Topics to be examined include: a historical overview of educational governance, schools and the state, students and the law, teachers and the law, school desegregation, individuals with disabilities and the law, school finance issues and laws, and educator and school district liability. *For students in the MEA program, this course includes a 15-hour field experience designed to give students real-life experiences with their mentor in the specific areas of content listed in the course description.*

**ETOP 573 CONTEMPORARY TRENDS AND ISSUES IN EDUCATION (Three Hours)**

This course provides an exploration of the issues in education that have the potential to influence the implementation, planning, and evaluation of curriculum at all levels of learning. This course of study will focus on six major areas that influence the field: philosophy, teaching, learning, instruction, supervision, and policy. Topics for discussion include such issues as: alternative curriculum conceptions, teachers, public life and curriculum reform, preparing teachers to support inclusion, knowledge and teaching, foundations of the new reform, cognitive-developmental approach to moral education, critical thinking, cooperative learning research findings, impact of tracking, synthesis of research on compensatory and remedial education, multiple intelligences, professional development, school leadership, bridging multicultural theory and practice, performance-based assessment, family, community, and school partnerships, and the new role of the principal.

**ETOP 583 PERSPECTIVES ON DIVERSITY IN EDUCATION (Three Hours)**

This course is designed to give education professionals a better understanding of the theoretical foundations of multicultural education as well as current practices in this field. This is a systematic study of what transpires in intercultural contacts and interactions within the educational setting when the communication process involves culturally diverse people. The diversities on which we will focus will include race, ethnicity, socioeconomic class, personality/temperament, gender, religion, and communication styles. *For students in the MEA program, this course includes a 15-hour field experience designed to give students real-life experiences with their mentor in the specific areas of content listed in the course description.*

**ETOP 623CI ORGANIZATIONAL LEADERSHIP, GOVERNANCE, AND FIELD EXPERIENCE (Three Hours)**

This course includes a review of school administration in the rural, suburban, and urban environment, leadership styles, governance, and policy development. The course will also examine organizations outside education and whether these organizational designs may be applied to school settings. This course includes a 15-20 hour field experience in rural, suburban, and urban school districts and a reflective analysis of the findings of differences and common leadership styles. **This course cannot be taken as a directed study.** *CPT form required for F-1 international students. This course is designed for students in the curriculum and instruction track.*

**ETOP 623S ORGANIZATIONAL LEADERSHIP, GOVERNANCE, AND FIELD EXPERIENCE (Three Hours)**

This course includes a review of school administration in the rural, suburban, and urban environment, leadership styles, governance, and policy development. The course will also examine organizations outside education and whether these organizational designs may be applied to school settings. This course includes a 15-20 hour field experience in rural, suburban, and urban school districts and a reflective analysis of the findings of differences and common leadership styles. **This course cannot be taken as a directed study.** *CPT form required for F-1 international students. This course is designed for students in the Superintendent track.*

**ETOP 663S ADVANCED SCHOOL LAW (Three Hours)**

This course will focus on areas of law that involve central office administration, including audit requirements, budget requirements, contracts, vendor relations, residency issues, student and employee hearings, personnel employment and dismissal issues, Fair Labor Standards Act, Family Medical Leave Act, workers' compensation, unemployment, special education, curriculum, assessment, and construction of facilities. **A master's level class in education law is a prerequisite for this course. This course cannot be taken as a directed study.** *This course includes a 15-hour field experience designed to give students real-life experiences with their mentor in the specific areas of content listed in the course description.*



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## ETTP

### ETTP 543 SPECIALIZED TOPICS IN EDUCATIONAL TECHNOLOGY: (Three Hours)

This course is designed to provide an avenue for intensive study of current issues, trends, or problems in educational technology. With an emphasis on the construction of knowledge through analysis, synthesis, and evaluation, faculty and students will collaborate to structure appropriate investigations based on individual interests and career aspirations.

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## EXSC

### EXSC 453/553 FITNESS MANAGEMENT (Three Hours)

This course examines management principles as they relate to budget, facility design, purchasing, scheduling, marketing, programming, and personnel issues in the field of exercise science and wellness. Undergraduate prerequisite: Senior standing. Students taking this course for graduate credit must complete all graduate course requirements.

### EXSC 483/583 PRINCIPLES OF HUMAN PERFORMANCE (Three Hours)

This course examines the advanced methods and techniques associated with the design of strength and conditioning programs to enhance human performance in sport and fitness. This course is designed to further develop the student's current level of knowledge in preparation for the National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning (CSCS) certification exam. Undergraduate prerequisites: EXSC 313, EXSC 323, EXSC 321. Students taking this course for graduate credit must complete all graduate course requirements.

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## GED

### GED 500CE CONTINUING PORTFOLIO DEVELOPMENT: MAC (Zero Credit Hours)

The purpose of this course is to allow students in the Master of Arts in Counseling program to have continuous access to their portfolio for two (2) years so that they can build on it course by course and make revisions as necessary. Co-requisite: Requires concurrent enrollment in GRED 573CE Professional Portfolio Development.

### GED 543 METHODS OF INQUIRY I (Three Hours)

This course will consist of a survey of research methods; Qualitative, Quantitative, Mixed Method, and Action Research. A variety of research designs will be explored for each method noted above. Students will receive an overview of different methods of data collection and analysis frequently used in research literature. A survey of basic statistical methods including descriptive statistics, z- and t-tests of means, and correlation will be included. General research terms and processes will be discussed and reviewed during the class, including tools to collect data, code data, and present the data. Excel will be used for this course when performing the statistical analysis of data. A study of Action Research for teachers, counselors, and administrators will be one

component of the course. As part of the course requirements, students are required to complete a research prospectus using one of the following methods; Qualitative, Quantitative, Mixed method, or Action Research. You will also be expected to use a web-based presentation system to present your proposal presentation. **This course cannot be taken as a directed study or credit for prior learning portfolio. Students seeking counselor licensure may not take this as a web-based course.**

### GED 563 SCHOOL IMPROVEMENT PROJECT (Three Hours) (Last offering FA-15)

This course is designed to allow graduate students who are currently classroom teachers to research, examine, and develop a school improvement project within their field of interest. Prerequisites: GRED 543. Students must have no more than 9-12 graduate credit hours remaining in their program. This course is offered only online. **Only students who are already certified to teach will be permitted to enroll for this course. CPT form required for F-1 international students.**

### GED 573CE PROFESSIONAL PORTFOLIO DEVELOPMENT: MAC (Three Hours)

This course is designed to allow graduate students to research, examine, and develop a major project within their field of interest in counseling. Students in the counselor certification programs are required to complete a professional portfolio including an action research project. **The portfolio must be completed and scored before the degree is conferred.** Students should register for this course during the first or second semester of enrollment. This course is offered only online. **Only students pursuing initial certification as a school counselor will be permitted to enroll for this course.** Co-requisite for students in the Master of Arts in Counseling: Requires concurrent enrollment in GRED 500CE Continuing Portfolio Development: MAC.

### GED 653CI DATA ANALYSIS FOR DECISION-MAKING (Three Hours)

This course is designed to include practical research theories and studies related to the use of demographic data in planning and projecting for decision-making, student achievement as related to context and content of learning, and other curriculum outcomes used in public education, including, but not limited to, attendance patterns, dropout rates, and state assessment results. Some emphasis will be placed on evaluating data needed for financial planning. Prerequisite: a master's level research class must be completed prior to enrolling in this course. **This course cannot be taken as a directed study. This course is designed for students in the Curriculum and Instruction track.**

### GED 653S DATA ANALYSIS FOR DECISION-MAKING (Three Hours)

This course is designed to include practical research theories and studies related to the use of demographic data in planning and projecting for decision-making, student achievement as related to context and content of learning, and other curriculum outcomes used in public education, including, but not limited to, attendance patterns, dropout rates, and state assessment results. Some emphasis will be placed on evaluating data needed for financial planning. A master's level research class must be completed prior to enrolling in this course. **This course cannot be taken**

as a directed study. *This course is designed for students in the Superintendent track and includes a 15-hour field experience designed to give students real-life experiences with their mentor in the specific areas of content listed in the course description.*

#### **GRE 673CI PROFESSIONAL PORTFOLIO AND FIELD EXPERIENCE: C&I (Three Hours)**

The student will complete a professional portfolio that will include both artifacts and reflections. The portfolio will serve as a professional resource that can be used as a practical guide for the teacher-leader or administrator in his/her school context. The student will demonstrate scholarship through the development and completion of an action-research project that can be applied to the student's current school setting. While the field experience (90 hours) focuses on the action research project, the student may also be involved in district level activities designated by the supervisor. Specific guidance in the preparation of the portfolio is provided in the Missouri Baptist University portfolio/internship manual for the Specialists Degree. The portfolio must be completed and scored before the degree is conferred. **This course cannot be taken as a directed study.** *CPT form required for F-1 international students. This course is designed for students in the Curriculum and Instruction track.*

#### **GRE 673S CAPSTONE FOR SUPERINTENDENT CERTIFICATION (Three Hours)**

This is the culminating course for the Educational Specialist Degree, Superintendent Track. In this course the candidate will (1) complete the required 300 clock hours of internship, (2) prepare for and take the state-required content exam if it has not been taken and passed prior to enrolling in this course. **Note:** *Students should make every effort to pass the Missouri Content Assessment (MoCA) exam (\$106) on the first try to avoid having to pay for the test again. If the student does not pass the content assessment, the student will use class time under the guidance of the course instructor to study to re-take the exam. The assessment costs are above the fees for the course.* While the student is awaiting the results of the first attempt at passing the content exam, the candidate will be working to complete an action research project. The student will receive a grade for the course at the end of the semester regardless of whether the student has passed the state-required assessment. The grade will be based on the quality of the internship, in-class content practice test, and the quality of the research paper completed in class. The student may satisfy Missouri Baptist University degree requirements without having passed the state-required content and/or the performance tasks. **This course cannot be taken as a directed study.** *CPT form required for F-1 international students. This course is designed for students in the Superintendent track.*

#### **GRE 700 Ed.D. ORIENTATION (Zero Credit Hours)**

This required orientation is for all individuals seeking the Doctor of Education degree. The orientation will include five sections: Ed.D. Process, MBU Library Resources, APA Writing Style, Plagiarism, and Candidate Dispositions. The student will study documents and linked websites and continue to the final assessment. The student will write brief responses to 16 dispositions and respond to items on a multiple choice assessment. Students must complete Orientation prior to the

beginning of the first term. **This course is offered only online and cannot be taken as a directed study.**

#### **GRE 733 DATA-DRIVEN DECISION MAKING (Three Hours)**

An emphasis on practical research theories and studies related to the use of demographic data in planning and projecting for decision-making, student achievement as related to context and content of learning, and other curriculum outcomes used in higher education. Some emphasis will be placed on evaluating data needed for financial planning. **Dissertation Milestone Two:** Students should have an approved chairperson by the end of this course.

#### **GRE 743 ADVANCED RESEARCH METHODS (Three Hours)**

An in-depth study of quantitative, qualitative, and mixed method research models and techniques used in the doctoral dissertation. Models and techniques will be examined from the perspective of a change agent for the teaching/learning process functioning in the role of a higher education leader. The student is expected to learn how to analyze quantitative data using a computer based package that simplifies arithmetic and algebraic procedures, allowing for concentration on the results and what they mean. The student is expected to learn how to appropriately use qualitative analysis to determine themes and patterns in qualitative data and to focus on the results and what they mean. **Dissertation Milestone One:** Students should have a completed and approved concept paper by the end of this course.

#### **GRE 753 METHODS OF INQUIRY II: QUANTITATIVE ANALYSIS (Three Hours)**

The course is an in-depth study of quantitative statistical techniques and research models that can be used in the conduct of the doctoral dissertation (and are not meant to be the only body of quantitative techniques students may use). The general areas of measuring of variables, descriptive, correlational, inferential statistics and experimental design will be examined from the perspective of a change agent for the teaching/learning process functioning in the role of an organizational leader. The student is expected to learn how to analyze quantitative data using computer based package(s) that simplify arithmetic and algebraic procedures, allowing for concentration on the results and what they mean. A quantitative research proposal will be required, including a pilot data collection, which may be the precursor to the doctoral dissertation. **This course cannot be taken as a directed study.**

#### **GRE 763 METHODS OF INQUIRY III: QUALITATIVE ANALYSIS (Three Hours)**

The course is an in-depth study of qualitative techniques and research models that can be used in the conduct of the doctoral dissertation. The general approaches of narrative, phenomenology, grounded theory, ethnography, and case study will be examined from the perspective of an organizational leader looking to bring about change in the teaching/learning process by using qualitative analyses. The student is expected to learn how to utilize quantitative data within the context of a qualitative analysis allowing for concentration on the results and what they mean. A qualitative research proposal, looking at a topic from

the realm of teaching/learning processes in American education will be required, including a pilot data collection, which may be the precursor to the doctoral dissertation. **This course cannot be taken as a directed study.**

#### **GREED 770 DOCTORAL DISSERTATION CONTINUATION (Zero Hours)**

Ed.D. students must register for this course when they have not completed the Doctoral Dissertation during the Doctoral Dissertation course which encompasses a total of 36 weeks. Students will register for this course each term until the project is completed and be assisted by the Doctoral Dissertation Committee. The study must be completed within five (5) years from the date it was approved by the Doctoral Dissertation Committee and IRB.

#### **GREED 783 INSTITUTIONAL RESEARCH AND ASSESSMENT (Three Hours)**

An overview of the theory and practice of institutional research. Topics include: institutional research office organization, structure, and staffing; developing effective reports; working with national datasets; and understanding administrative planning, budgeting, evaluation, enrollment management, institutional effectiveness, outcomes assessment, program evaluation, faculty studies, and instructional analysis.

#### **GREED 786 DOCTORAL DISSERTATION (Six Hours)**

This course is the capstone to doctoral studies and is targeted at promoting change and improvement in the teaching/learning process. Normally, the student will engage in a culminating original piece of research-based school improvement activity located in a field setting at the P-12 or community college level. The student must present his/her proposal to the doctoral committee, program director, and institutional review board for approval prior to conducting the research. The dissertation will be defended at a public presentation scheduled by the University. **This course cannot be taken as a directed study.**

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#### **HEDD**

#### **HEDD 713 HOW ADULTS LEARN: THEORY AND RESEARCH (Three Hours)**

An examination of the key concepts in adult learning theory, focusing on developmental theory and the wide range of research that supports it. Candidates explore adult learning theories from andragogy to transformation, including phase and stage developmental theories, and they examine effects of gender and culture on adult learning.

#### **HEDD 723 HIGHER EDUCATION LEADERSHIP AND STRATEGIC PLANNING (Three Hours)**

A critical examination of leadership theories and their corresponding practices within the context of higher education. Candidates assess, apply, and explore effective and ethical leadership practices, culture, and change processes as they relate to individuals and organizations. Through the use of technological applications, applied research, and case studies, students learn how to plan strategically, make ethical and moral decisions, build a collaborative culture, and manage the change

process in an educational setting so that student achievement goals are met.

#### **HEDD 733 INSTRUCTIONAL LEADERSHIP IN HIGHER EDUCATION (Three Hours)**

An emphasis on techniques of improving instruction through application of research on effective schools and models of instruction. Topics include foundations of leadership, leadership for curriculum instruction and assessment, leadership for supervision and professional development, leadership for communication and community partnerships, and leadership for organizational management.

#### **HEDD 743 AMERICAN HIGHER EDUCATION (Three Hours)**

An examination of the educational mission of American higher education with concentration on the impact of dominant historical, philosophical, and social constructs. Particular emphasis is given to the philosophical, pedagogical, and organizational underpinnings of higher education. Dissertation Milestone Three: Students should have an approved committee (additional two members) by the end of this course.

#### **HEDD 753 HIGHER EDUCATION LAW AND ETHICS (Three Hours)**

A focus on the most current laws at the state and federal levels and their impact on the operation of colleges and universities. Statutes will be examined with a focus on accurate analysis and interpretation of the law through case reviews. Law, legislation, and court decisions that may impact the rights and responsibilities of faculty, students, and parents will be studied and analyzed. Dissertation Milestone Five: Students should have a completed and approved IRB application and be prepared to collect data by the end of this course.

#### **HEDD 763 CRITICAL ISSUES IN HIGHER EDUCATION AND DIVERSITY (Three Hours)**

A focus on contemporary issues impacting higher education environments in today's world and the impact of diversity, culture, ethnic origin, and societal change on teaching and learning in higher education. Students explore selected trends and challenges that ultimately affect college students, faculty, administrators, and staff. Attention is given to how language, gender, race, tradition, education, economic structure, societal transitions, and global events interact with organizational philosophy to create behavioral norms at all levels. The influence of these factors on leaders' behaviors, as well as their interactions with diverse groups both inside and outside the organization, will be studied. Dissertation Milestone Eight: Students should have completed and passed the oral defense of the dissertation by the end of this course.

#### **HEDD 773A/773B HIGHER EDUCATION INTERNSHIP I/II (Two separate, three-credit-hour internships consisting of 75 clock hours each.)**

Collaboratively developed, field-based internship experiences on a higher education campus and with a servant leader perspective. The experience is designed to extend administrative knowledge, skills, and sensitivity through a range of on-the-job tasks and duties. Regularly arranged meetings are held with a faculty intern

advisor. The purpose of these meetings is to reflect on and analyze the preceding administrative and supervisory experiences and to plan for the effective utilization of the phase of the internship. Application for the internship must be made one semester prior to enrollment. Part A: Dissertation Milestone Four: Students should have a completed and approved proposal by the end of this course. Part B: Dissertation Milestone Seven: Students should have a completed data collection analysis by the end of this course.

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## HIRE

### HIRE 503 HISTORY OF CHRISTIAN THOUGHT I (Three Hours)

This course surveys Christian thought from the post-apostolic early church through the middle ages. Special emphasis will be given to the development of the doctrines of the Trinity, the person of Christ, and the human condition.

### HIRE 513 HISTORY OF CHRISTIAN THOUGHT II (Three Hours)

This course surveys Christian thought from the era of the Reformation through the twentieth century. Special emphasis will be given to the doctrines of redemption, the church, and revelation and biblical authority.

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## HIRP

### HIRP 433/533 CONTEMPORARY WORLDVIEWS (Three Hours)

An examination of several contemporary rivals of Christianity including atheism, naturalism, Marxism, nihilism, existentialism, eastern religions, and the New Age movement. Students taking this course for graduate credit must complete all graduate course requirements.

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## HUED

### HUED 403/503 THEORIES AND TECHNIQUES OF GROUP COUNSELING (Three Hours)

This course is an overview of group theories and processes in the human services and counseling education profession emphasizing a variety of contexts. Students will have the opportunity to practice interventions within a small group setting. This course deals with an overview of basic elements of group process, with a focus on stages of group development. The course is a combination of didactic and experiential lecture and discussions, demonstrations of group process concerns, as well as participation in a group. Undergraduate Prerequisites: HUSR 233 and HUED 433/533 (undergraduate students) or HUED 513, HUED 533, and EDPS 523 (graduate students). Students taking this course for graduate credit must complete all graduate course requirements. **This course cannot be taken as a directed study or credit for prior learning portfolio. Students seeking counselor licensure may not take this as a web-based course.**

### HUED 513 THEORIES OF COUNSELING (Three Hours)

This course will explore the philosophical foundations of counseling theory. The constructs of major contemporary counseling approaches will be discussed and compared, and the practical implications of these theories will be analyzed. **This course cannot be taken as a directed study or credit for prior learning portfolio. Students seeking counselor licensure may not take this as a web-based course.**

### HUED 523 MULTICULTURAL COUNSELING (Three Hours)

This course will emphasize the following: (1) knowledge and research in the area of multicultural counseling, (2) the development of skills in the assessment and treatment of individuals and families from culturally diverse populations, and (3) the expansion of awareness and sensitivity allowing the counselor to recognize lifestyles, behaviors, communication modes, and manifestations of psychological disorder that may be different from their own culture or ethnic background. Prerequisites: HUED 513, HUED 533, and HUED 503. **This course cannot be taken as a directed study or credit for prior learning portfolio. Students seeking counselor licensure may not take this as a web-based course.**

### HUED 433/533 THEORIES AND TECHNIQUES OF COUNSELING STUDENTS AND THEIR FAMILIES (Three Hours)

This course focuses on theories and techniques as they apply to the developmental concerns of regular education students and special needs students and their families. The course is designed to give the student an overview of both brief therapy and family system theories with an emphasis on the following: Solution focused, Bowenian Family Systems, Structural Family Therapy, and Strategic Family Therapy. Basic techniques and strategies for elementary and secondary counseling will be addressed. Additional topics include: factors that promote effective collaboration and communication skills with students, parents, school personnel, and community members; strategies for dealing with typical concerns of parents of individuals with disabilities; the development of a team approach to intervention; and the special needs of children dealing with abuse, divorce, death, and chemical dependency. The class will also address legal and ethical issues in the counseling process. Students taking this course for graduate credit must complete all graduate course requirements. Undergraduate prerequisite for all programs except certification in early childhood special education or cross-categorical disabilities: HUSR 233; prerequisite for students in the Master of Arts in Counseling program: HUED 513. **This course cannot be taken as a directed study or credit for prior learning portfolio. Students seeking counselor licensure may not take this as a web-based course.**

### HUED 443/543 TRANSITION/CAREER DEVELOPMENT AND VOCATIONAL EDUCATION (Three Hours)

This course is intended for teachers and counselors. It will provide the necessary information and components for designing and implementing a career development program and service delivery system for regular education and special needs students. Topics include: legislation, a historical development of career counseling, instruments used in career counseling, interagency cooperation, transition strategies for school-to-work, pre-vocational and



occupational planning, job training, placement, and supervision of students with disabilities. Students taking this course for graduate credit must complete all graduate course requirements. **This course cannot be taken as a directed study or credit for prior learning portfolio. Students seeking counselor licensure may not take this as a web-based course.**

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## HUSR

### HUSR 503 CHILD AND ADOLESCENT THERAPY (Three Hours)

The focus of this course is on therapeutic approaches and counseling techniques used for childhood and adolescent problems such as depression, hysteria, withdrawal, aggression, phobias, and over dependence. Students practice counseling techniques, and design treatment plans and evaluation plans. Prerequisite(s): HUED 513, EDSP 563, EDPS 523, HUED 533, and HUED 503. **This course cannot be taken as a directed study or credit for prior learning portfolio. Students seeking counselor licensure may not take this as a web-based course.**

### HUSR 513 MARRIAGE AND FAMILY THERAPY (Three Hours)

This course is an in-depth study of the theory and techniques of marriage and family counseling with an emphasis on contemporary approaches to systems change and family counseling. Topics include: circular versus linear causality, engaging multiple clients, the therapeutic alliance, family assessment models, change techniques, and termination of therapy. Marriage and therapy techniques are practiced through the use of role plays in this course. Prerequisite(s): HUED 513, EDSP 563, EDPS 523, HUED 533, and HUED 503. **This course cannot be taken as a directed study, credit for prior learning portfolio, or as a web-based course.**

### HUSR 523 DUAL DIAGNOSIS CHEMICAL DEPENDENCY COUNSELING (Three Hours)

This course focuses on counseling clients who are both chemically dependent and suffer from depression, anxiety disorder, or other mental disorders with regard the special issues, needs, and problems encountered by dual diagnosed clients. Topics include counseling methodologies and approaches, screening and assessment procedures, diagnosis, and psychopharmacology. Prerequisite(s): HUED 513, EDSP 563, EDPS 523, HUED 533, and HUED 503. **This course cannot be taken as a directed study, credit for prior learning portfolio, or as a web-based course.**

### HUSR 543 PERSONALITY ASSESSMENT OF CHILDREN, ADOLESCENTS, AND ADULTS (Three Hours)

This course is an in-depth study of individual methods for the appraisal of child, adolescent, and adult personalities. Emphasis is on the administration, scoring, and interpretation of rating scales, checklists, inventories, and projective tests, and inferential testing procedures used in the assessment of personality functioning and writing comprehensive psychological reports. **This course cannot be taken as a directed study, credit for prior learning portfolio, or as a web-based course. CPT form required for F-1 international students.**

### HUSR 553 CRISIS INTERVENTION (Three Hours)

This course is an exploration of the theory and methods of crisis intervention. Emphasis will be placed on various crisis intervention strategies including the triage assessment system for individuals in crisis. Discussion will concentrate on how skills are used for handling specific crises such as posttraumatic stress disorder, the crisis of lethality, sexual assault, partner violence, crisis in the workplace, crisis in schools, and hostage crisis. Prerequisites: HUED 513, EDPS 523, HUED 533 or consent of the instructor. **This course cannot be taken as a directed study or credit for prior learning portfolio. Students seeking counselor licensure may not take this as a web-based course.**

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## KHSC

### KHSC 413/513 CHRONIC DISEASES AND OBESITY (Three Hours)

This course provides the basic principles of testing and training for normal health individuals and for those with chronic disease. Prominent focus is placed on understanding the framework for determining functional capacity and developing appropriate exercise programming to optimize functional capacity in persons with chronic diseases and/or disabilities. Students taking this course for graduate credit must complete all graduate course requirements.

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## LBCL

### LBCL 5709+5703 STUDENT TEACHING: LIBRARY MEDIA SPECIALIST (Twelve Hours, Fall, Spring)

Student teaching consists of sixteen (16) weeks of teaching experiences in an appropriate classroom setting in a state or nationally accredited public or private school under the supervision of an experienced and highly qualified cooperating teacher. Students seeking add-on certification in special education: cross-categorical disabilities mild/moderate must student teach for twelve weeks in an approved regular education setting (elementary, middle, or secondary) and four weeks in a special education/cross-categorical setting (elementary, middle, or secondary) as approved by the Dean of Education or Director of Field Experiences. Students seeking stand-alone certification in special education: cross-categorical disabilities mild/moderate must student teach for twelve weeks and four weeks in two different, approved special education settings (one placement in an elementary special education setting and one placement in a middle/secondary special education setting) as approved by the Dean of Education or Director of Field Experiences. This culminating field experience enables students to practice and develop the pedagogical skills necessary to meet the Missouri performance standards for teacher certification. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time. After being formally admitted to the Teacher Education program, certification candidates must apply to student teach. Application for Student Teaching must be made to the Education Office by the end of the second week of the Fall semester for Spring Student

Teaching and by the end of the second week of the Spring semester for Fall Student Teaching. The final decision regarding placement will be left to the discretion of the Director of Field Experiences in order to insure the quality of student teaching experiences in diverse settings. Candidates are required to complete their student teaching experience in the grade level(s) and subject area(s) for which they are seeking recommendation for certification. **Prerequisites:** 1. Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Some districts may also require a valid Missouri substitute certificate and/or current tuberculosis (TB) test results for placement. **CPT form required for F-1 international students.** 2. No undergraduate degree-seeking candidate will be allowed to student teach without having passed all sections of the general education assessment (MoGEA or C-BASE if all sections were passed as of 12/31/2013). 3. Both undergraduate and graduate students must be formally admitted into the Teacher Education Program, must have satisfactorily completed all education courses, and must be approved by the Education Division prior to student teaching. **Required Assessments:** 1. Successful completion of the exit Missouri Pre-Service Teacher Assessment (MoPTA); 2. Passing score on the content area exit assessment(s) in the certification area(s) for which the student is being recommended; and 3. Satisfactory formative evaluations and a satisfactory summative evaluation for the student teaching experience. **Co-requisite:** EDUC 471 Student Teaching Seminar.

Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Students desiring to petition for credit for a portion of their student teaching experience must have a minimum of two years of classroom instructional experience in the grade level and/or subject area for which they are seeking certification in order to apply. The experience must be in a public or accredited private school and must be concurrent with enrollment in the Teacher Education Program. To determine eligibility, the student must first complete a CPL conference with the Dean of Education or her designee at least one semester prior to the anticipated student teaching semester. Students must be fully admitted to the Teacher Education Program and have passed the student teaching interview before CPL credit may be awarded.

***Students must complete the equivalent of 16 weeks/12 credit hours of student teaching before being recommended for certification, one placement in an elementary school library setting and one placement in a middle/secondary school library setting.*** A Student Teaching Fee is charged for this course.

### **LBCL 583 LIBRARY PRACTICUM (Three Hours, Fall, Spring, Summer)**

Students will complete a 100-clock-hour practicum in an approved library setting under the supervision of an experienced librarian. The field experience location will be assigned by the Director of Field Experiences in order to insure the quality of field experiences in diverse settings. Co-requisite: Current Family Care Safety Registry background check (see bulletin section on Background Checks for Field Experience and Student Teaching for additional information). Note: Some districts may also require current tuberculosis (TB) test results for placement.

Prerequisite(s): LIBR 523 and LIBR 533. *A lab fee is charged for this practicum. CPT form required for F-1 international students.*

## **LIBR**

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### **LIBR 503 FOUNDATIONS OF LIBRARIANSHIP (Three Hours, Fall, Odd Years)**

An introductory study to the fundamentals of librarianship and its developing role in the American school system, today's society, and exploration of the technological systems developing for the future.

### **LIBR 513 SELECTION AND ACQUISITION (Three Hours, Spring, Even Years)**

The selection of books and non-book materials for the library is covered in this course. The use of selection tools, together with a careful analysis of the entire acquisition process, is thoroughly studied.

### **LIBR 523 LIBRARY MEDIA ADMINISTRATION (Three Hours, Spring, Even Years)**

The organization and administration of the school media center as a learning center is an integral part of the educational process. Attention is given to budgeting, architecture, interior design, equipment, personnel, community resources, and administrative roles.

### **LIBR 533 CATALOGING AND CLASSIFICATION (Three Hours, Summer, Even Years)**

The principals and practice of cataloging and classification, together with consideration of the unit card, subject headings, and call numbers. Both book and non-book materials are covered. Cataloging automated systems will be discussed.

### **LIBR 543 REFERENCE SOURCES AND SERVICES (Three Hours, Spring, Odd Years)**

This course is designed to acquaint the prospective librarian and interested student with the many facets of reference work, including the evaluation and use of reference works. Ways of assisting the library user are included, with some basics in automated reference.

### **LIBR 553 CURRICULUM AND THE LIBRARY MEDIA CENTER (Three Hours, Fall, Odd Years)**

This course is a study of the utilization and integration of the Library Media Center in the curriculum of a school in order to meet the many needs of diverse learners. Attention is given to developing curriculum and instructional techniques and strategies unique to library media specialists. Emphasis is placed on the role of reading and literature, information processing, and academic achievement issues.

### **LIBR 563 LIBRARY SERVICES FOR CHILDREN AND YOUTH (Three Hours, Summer, Odd Years)**

This course is a study of the history, philosophy, and description of programming for children from Pre-School through 12th grade. Special attention is given to planning, implementing, and evaluating summer reading services, reading incentive programs, outreach services, and related trends and issues in order to meet the many needs of diverse learners.

**LIBR 573 RESEARCH IN LIBRARY AND INFORMATION SCIENCE (Three Hours, Fall, Even Years)**

This course provides an examination of research methodologies applicable to school library media centers and information technology, including the defining of research problems and their contexts. Special attention is given to action research.

**LIBR 583 INFORMATION TECHNOLOGIES (Three Hours, Spring, Odd Years)**

This course is a survey of the role of information technologies as they apply to school libraries. Particular attention is given to automated circulation, catalog, and indexing systems. Competencies are developed in the areas of managing a library automation project, the use of CD-ROM, local area networks, and the Internet.

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**MCSE**

**MCSE 503 BUILDING ENVIRONMENTALLY SOUND SECURITY SOLUTIONS (Three Hours)**

Employment of proper design and effective use of the environment to reduce the incidence and fear of crime; improving the quality of life and enhancing profitability for the business.

**MCSE 513 TRANSPORTATION SYSTEMS SECURITY (Three Hours)**

Transportation Systems Security focus on all risks in which an organization may be exposed. Air, sea and land transportation systems will be examined. A systematic approach to acquiring and analyzing the information necessary to support decision-makers in the protection of assets and the allocation of security resources is reviewed. The risk management process, asset identification, threat identification, threat assessments, vulnerability identification and assessment, risk management, and cost benefit analysis are also examined.

**MCSE 523 HEALTH CARE SYSTEMS SECURITY (Three Hours)**

Health Care Systems Security focuses on all risks in which an organization may be exposed. Hospitals, clinics and private office health care systems will be examined. A systematic approach to acquiring and analyzing the information necessary to support decision-makers in the protection of assets and the allocation of security resources is reviewed. The risk management process, asset identification, threat identification, threat assessments, vulnerability identification and assessment, risk management, and cost benefit analysis are also examined.

**MCSE 533 RETAIL SYSTEMS SECURITY (Three Hours)**

Retail Systems Security focuses on all risks in which an organization may be exposed. All retail markets will be examined. A systematic approach to acquiring and analyzing the information necessary to support decision-makers in the protection of assets and the allocation of security resources is reviewed. The risk management process, asset identification, threat identification, threat assessments, vulnerability identification and assessment, risk management, and cost benefit analysis are also examined.

**MCSE 543 MANUFACTURING SYSTEMS SECURITY (Three Hours)**

Manufacturing Systems Security focuses on all risks in which an organization may be exposed. All manufacturing industries will be examined. A systematic approach to acquiring and analyzing the information necessary to support decision-makers in the protection of assets and the allocation of security resources is reviewed. The risk management process, asset identification, threat identification, threat assessments, vulnerability identification and assessment, risk management, and cost benefit analysis are also examined.

**MCSE 553 EMERGENCIES, DISASTERS AND CONTINGENCY PLANNING (Three Hours)**

Emergencies, Disasters and Contingency Planning examines the essential roles of corporate security managers and demonstrates the importance of their relationships with federal, state, and local government agencies as well as public and private community sectors. The emergency response plan, hazards, personnel training, and hazard and risk reduction strategies are covered. Contingency planning to protect vital facilities and critical operations is discussed via an implementation strategy, guidelines for minimizing development costs, and proven plan development methodology.

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**MCSL**

**MCSL 503 ETHICAL CORPORATE SECURITY LEADERSHIP (Three Hours)**

Ethical Corporate Security Leadership is an intense examination of the ethical considerations facing corporate security practitioners. Ethical behavior and its counters, egoism, narcissism, and the abuse of authority, are explored in domestic and international corporate security settings and scenarios. Leadership and the ability to influence an organization toward ethical behavior is a primary emphasis of this course. The successful completion of this course is evidence of the students' skill-set to lead with integrity and demonstrate the critical ability to confront issues with an informed, ethical response.

**MCSL 513 PHYSICAL SECURITY (Three Hours)**

Physical Security emphasizes real-world concepts, principles, and processes for building security and safety design, including assessing needs and working with security consultants. Security design concepts, security evaluation and planning, building hardening, security technology, and biochemical and radiological protection are covered. Conducting vulnerability assessments of physical protection systems is a central focus. This course reveals how to recognize security vulnerabilities and analyze risks. Students learn a systematic approach to acquiring and analyzing the information necessary to support decision-makers in the protection of assets and the allocation of security resources. This course will cover elements required for the Certified Protection Professional (CPP) credentials.

**MCSL 523 INFORMATION SYSTEMS SECURITY (Three Hours)**

Information Systems Security examines how to successfully defend and protect today's valuable resources— information and

information systems. It covers a systematic and practical approach for establishing, managing and operating a comprehensive information assurance program.

**MCSL 533 FINANCIAL SYSTEMS SECURITY (Three Hours)**

Financial Systems Security examines how to successfully defend and protect financial resources. Risk will be identified and the factors that influence them; e.g., theft, money laundering, corruption, bribery, etc. Risk management frameworks will be analyzed. The student will understand the how to implement a fraud risk management program along with helping to create a strong ethical corporate culture. This course will cover elements required for the Certified Fraud Examiners (CFE) credentials.

**MCSL 543 SECURITY LAW AND COMPLIANCE (Three Hours)**

Security Law and Compliance looks at the laws governing the operation of a security organization within a corporate entity. Most significantly, this course examines the implications and penalties for non-compliance with regulatory agencies (especially financial). The student will understand due diligence measures undertaken to deter non-compliance. The compliance statutes examined are not limited to: Graham-Leach-Bliley Act, U.S. Sentencing Guidelines, U.S. Patriot Act, International Money Laundering Abatement and Anti-Terrorist Financing Act, 2001 (Title III of USA Patriot Act, 2001), the Bank Secrecy Act, 1970, UN Convention Against Corruption, OECD Anti-Bribery Convention, U.S. Foreign Corrupt Practices Act, and Transparency International's Corruption Perceptions Index, etc.

**MCSL 553 CORPORATE INVESTIGATIONS (Three Hours)**

Corporate Investigations covers the essentials of private and public investigations with the comprehensive study of the investigative process, tools of investigations, and types of investigations. A thorough examination of fraud detection, employee theft, embezzlement, accounting improprieties, compliance investigations, internal controls and safeguards to prevent fraud, information access and control strategies, and legal issues in corporate investigations are also reviewed. Other covered areas include surveillance and undercover, violent crimes, property crimes, controlled substances and drug offenses, terrorist activities, computer crime, and private sector investigations. This course will cover elements associated with the Certified Professional Investigator (CPI) credentials.

**MCSL 563 CORPORATE ESPIONAGE, COUNTER INTELLIGENCE AND TERRORISM (Three Hours)**

Corporate Espionage, Counter Intelligence and Terrorism examines the surveillance and the theft of corporate ideas, product and strategy perpetrated by competitors and foreign governments on a company working both domestically and internationally. Then look at counter intelligence frameworks to keep corporate information and product from falling into competitive or destructive hands by gathering information and intelligence. An examination of terrorism as it applies to corporate assets will also be examined; e.g., theories, threats, motivations, and counter measures.

**MCSL 573 EXECUTIVE PROTECTION, KIDNAPPING AND RANSOM PLANNING AND RESPONSE (Three Hours)**

Executive Protection, Kidnapping and Ransom Planning and Response will examine managing a corporate executive protection program. Consideration is given to the depth and breadth of the program's purpose and requirement. Key evaluations are given to proactive and reactive program in cases of kidnapping and ransom.

**MCSL 583 SECURITY LEADERSHIP CAPSTONE (Three Hours)**

This course is designed to allow graduate students to research, examine, and develop a major project. The project will demonstrate the student's ability to incorporate classroom academics with professional experiences to address in a real and practical way current issues and problems in the corporate security career fields. Students currently working in a corporate security career will enter into dialogue with their immediate Chief Executive Officer, Chief Security Officer, or designee, to assist in guiding their choice of project. Students not currently working in a criminal justice career will contact the Corporate Security Leadership professor for direction on their project. **This course cannot be taken as a directed study.**

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**MGMT**

**MGMT 513 LEADING CHANGE IN ORGANIZATIONS (Three Hours)**

This course focuses on the knowledge and skill necessary for leading, planning, and implementing organizational change. Students will examine how different methods of change can affect direction and outcome. The examination of internal and external change agents will be used to assist students in focusing on their own change in the areas of communication, leadership, and team development. **This course cannot be taken as a directed study.**

**MGMT 523 MANAGERIAL DECISION MAKING (Three Hours)**

This course focuses on conveying the knowledge and skills required to practice effective management in the 21st century. Grounded in profiling management thought, students also explore new ideas, development, and trends that permeate current managerial practice. Through a variety of rigorous learning experiences, such as interactive classroom discussions, case analysis, and group projects, students discover, test, and enhance their analytical, interpersonal, leadership, and ultimately, their managerial skills. **This course cannot be taken as a directed study.**

**MGMT 533 HUMAN RESOURCES MANAGEMENT (Three Hours)**

This course will examine the role of all managers, as well as the role of the personnel department in administering human resources. The course will view human resource management as a dynamic process that has a significant impact on any business. Topics include, position analysis, performance, appraisal, staffing, selection, promotion, training, personnel development, employee values, and employee value change. The course will utilize discussion of case studies and lectures. **This course cannot be taken as a directed study.**



## MGPS

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### MGPS 403/503 ORGANIZATIONAL BEHAVIOR AND LEADERSHIP (Three Hours)

This course explores the dynamics of individual, group, and firm behavior used to develop broader managerial skills. Theoretical models and concepts will be evaluated in the areas of values, attitudes, personality traits, decision-making, motivation, communication, and the development of effective relationships in a diverse work environment. Students will examine the need for individuals to identify, comprehend, and maximize various aspects of proactive leadership devices such as organizational development, influence techniques, and total quality management as a means of effective leadership. Experiential exercises and case studies may be utilized to develop a broader understanding of behavior and leadership in the workplace. Students taking this course for graduate credit must complete all graduate course requirements. Undergraduate Prerequisite: MGMT 303 or consent of instructor. **This course cannot be taken as a directed study.**

## MRKT

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### MRKT 503 CURRENT ISSUES IN MARKETING (Three Hours)

This course analyzes the formation of marketing policies and strategies as it examines product planning and development, selection, and development of marketing channels, marketing research, and cost allocation. Managerial aspects of marketing and the relationship of marketing to the total organizational operation are discussed. Skills developed: Problem solving, presentation, and team building. Practical application: Heavy use of case analysis for organizations. **This course cannot be taken as a directed study.**

## MUWA

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### MUWA 443/543 HISTORY OF CONGREGATIONAL SONG (Three Hours, Spring)

A study of the structure and content of congregational song in its biblical, theological, literary, and musical dimensions from the early church through the present, this course emphasizes the study of corporate worship songs, the practice of leading them, and resources for additional study. Prerequisite: MUWA 353 Biblical & Theological Foundations of Worship. Students taking this course for graduate credit must complete all graduate course requirements.

### MUWA 453/553 HISTORICAL FOUNDATIONS OF WORSHIP (Three hours, Fall)

A survey of the historical development of worship from the Patristic period to the present, this course helps students relate musical and liturgical history to the development of theology, piety, and cultural engagement in the history of the western church, including emerging trends in worship around the world. Pre-requisite: MUWA 353 Biblical & Theological Foundations of Worship. Students taking this course for graduate credit must complete all graduate course requirements.

### MUWA 483/583 Leadership of Corporate Worship (Three hours, Fall)

A study of biblical models of ministry and worship and their application to corporate worship leadership. Emphasis will be given to the fundamental elements of worship common to all styles and traditions. The course focuses on the planning and leading of corporate worship and how to administer a comprehensive music ministry that is pastoral in nature. Prerequisite: MUWA 353 Biblical & Theological Foundations of Worship. Students taking this course for graduate credit must complete all graduate course requirements.

## PHED

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### PHED 413/513 SPORT FACILITY MANAGEMENT (Three Hours)

This course focuses on various aspects of facility management, such as mission development, funding and budget, site selection/planning/design, floor surfaces, risk management, equipment purchase and maintenance, and personnel management. Undergraduate prerequisites: SMGT 113, SMGT 263, SMGT 323, SMGT 373, SMGT 423/523, SMGT 433/533, and SMGT 463/563 for Sport Management majors; SMGT 333 and 433/533 for Physical Education majors; SMGT 223 and 323 for Religious Education/Sports Evangelism majors. Students taking this course for graduate credit must complete all graduate course requirements. *Satisfies three of the twelve hours for the Certificate in Sport Management.*

## PSRL

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### PSRL 423/523 PASTORAL COUNSELING AND CARE GIVING (Three Hours)

This course focuses on the theology and practice of pastoral counseling and care giving. Attention is given to developing a biblical model and biblical skills for ministers and other church leaders who are counseling and caring for others in the context of the local church. Particular attention is given to interpersonal communication and listening skills. Special emphasis is given to the role of the ministry and the Word of God and the reconciliation through genuine repentance in counseling and pastoral care. Undergraduate prerequisites: RBIB 113, RBIB 123, and RRED 273 or PSYC 133 or PSYC 213 or HUSR 233, or consent of instructor. Students taking this course for graduate credit must complete all graduate course requirements. **This course cannot be taken as a directed study, credit for prior learning portfolio, or as a web-based course.**

### PSRL 433/533 PSYCHOLOGY OF MORAL AND SPIRITUAL DEVELOPMENT (Three Hours)

This course is a study of the major theories of moral development from Piaget to Fowler and how those theories relate to a theological and ethical understanding of spiritual growth and development. Undergraduate prerequisite: PSYC 133. Students taking this course for graduate credit must complete all graduate course requirements. **This course cannot be taken as a directed study, credit for prior learning portfolio, or as a web-based course.**

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## PSYC

### PSYC 553 ADVANCED HUMAN DEVELOPMENT (Three Hours)

This advanced course in human development will include an overview of the human life span from conception through death and theories of personality. Emphasis will be placed on normal development during childhood and adolescence. Issues involving physical changes, cognitive capabilities, psychological factors, and the social context of development will be discussed. **This course cannot be taken as a directed study or credit for prior learning portfolio. Students seeking counselor licensure may not take this as a web-based course.**

### PSYC 563 PSYCHOLOGY OF NORMAL AND ABNORMAL PERSONALITY (Three Hours)

This graduate level course is an in-depth study of current theories, research, and issues in personality as defined in the DSM-IV. Emphasis will be on personality structure and individual differences, personality processes and dynamics, development, psychopathology, and change, and major mental disorders including anxiety disorders, dissociative disorder, disorders of mood, and psychosomatic disorders. Other topics will include: major psychodynamic, trait, phenomenological, cognitive and social learning approaches, and therapeutic alternatives. Prerequisite(s): PSYC 553 or consent of instructor. **This course cannot be taken as a directed study, credit for prior learning portfolio, or as a web-based course.**

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## RBIB

### RBIB 503 UNDERSTANDING OLD TESTAMENT CONCEPTS (Three Hours)

Based upon a thorough understanding of the resources to use and of the challenges to face in interpreting the Old Testament, this course examines the basic concepts of the Old Testament with a view to applying them properly to the life of the Church.

### RBIB 513 UNDERSTANDING NEW TESTAMENT CONCEPTS (Three Hours)

Based upon a thorough understanding of the resources to use and of the challenges to face in interpreting the New Testament, this course examines the basic concepts of the New Testament with a view to applying them properly to the life of the Church.

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## RBLA

### RBLA 413/513 NEW TESTAMENT GREEK EXEGESIS I (Three Hours)

This course provides an in-depth study of the resources used in exegetical study including lexical and syntactical resources as well as exegetical commentaries. Students taking this course for graduate credit must complete all graduate course requirements. Undergraduate Prerequisite: RBLA 323 or consent of instructor.

### RBLA 423/523 NEW TESTAMENT GREEK EXEGESIS II (Three Hours)

This course provides an in-depth study of the syntactical relationships and grammatical formations of selected Greek New Testament readings as they relate to the exegetical understanding of those texts. Students taking this course for graduate credit must complete all graduate course requirements. Undergraduate Prerequisite: RBLA 413/513 or consent of instructor.

### RBLA 433/533 ELEMENTARY CLASSICAL HEBREW I (Three Hours)

This is a beginning study of Classical Hebrew, focusing on the alphabet, the noun system, and the strong verb formations. Students taking this course for graduate credit must complete all graduate course requirements.

### RBLA 443/543 ELEMENTARY CLASSICAL HEBREW II (Three Hours)

This is a beginning study of Classical Hebrew, focusing on the weak verb formations with attention to translation. Students taking this course for graduate credit must complete all graduate course requirements. Undergraduate Prerequisite: RBLA 443/533 or consent of instructor.

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## RPHI

### RPHI 503 CHRISTIANITY AND CULTURE (Three Hours)

This course explores the processes Christians should use in gathering, evaluating, organizing, and applying knowledge, especially as the Christian seeks to answer questions and doubts that arise inside of and outside of Christianity as it confronts cults, religions, and other worldviews.

### RPHI 413/513 CHRISTIAN ETHICS (Three Hours)

The normative study of the Word of God applied to Christians, individually and corporately, which considers what they ought to do concerning the moral issues of the day as they are motivated by their union with Christ and empowered by the Spirit of God. Students taking this course for graduate credit must complete all graduate course requirements.

### RPHI 433/533 WORLD RELIGIONS (Three Hours)

A study of the major religions of the world in relation to the setting from which each emerged, and the view of life which each developed. Particular attention is given to Hinduism, Buddhism, Taoism, Confucianism, Shintoism, Zoroastrianism, Islam, and Judaism. Students taking this course for graduate credit must complete all graduate course requirements.

### RPHI 483/583 PHILOSOPHY OF RELIGION (Three Hours)

This course introduces the salient issues in philosophy of religion: Reason and faith, atheism and theism, evil and suffering, religious language, Biblical authority, and conflicting religious claims. The student is expected to shape personal beliefs/approaches in these areas and apply them both inside and outside the Christian Community. Undergraduate prerequisite(s): RBIB 113, RBIB 123, and RPHI 213 or consent of Instructor. Students taking this course for graduate credit must complete all graduate course requirements.

**RRED 403/503 INTRODUCTION TO CHURCH PLANTING (Three Hours)**

This course is a study of the principles of planting new churches. It is focused on planting churches in North America. The course will survey biblical materials pertaining to church planting, but the emphasis will be practical. Students will learn about various approaches to church planting and the resources available from associations, state conventions, and the North American Mission Board. Southern Baptists are committed to evangelism and missions. Planting new churches is an essential part of that continuing emphasis. This course will equip students to plant new churches in their ministry contexts. Students taking this course for graduate credit must complete all graduate course requirements.

**RRED 513 SPIRITUAL FORMATION (Three Hours)**

Based upon the study of the processes of restraining the flesh, renewing the mind, and reflecting the Lordship of Christ Jesus, this course applies the discipline of sanctification to discipleship and evangelism in a local church context as well as a missions context.

**RRED 423/523 BASICS OF BIBLICAL COUNSELING (Three Hours)**

Based on the sufficiency of Scripture, this study focuses on the basic realities of regeneration and the processes of progressive sanctification so that care providers can assist others toward godliness within the context and nurture of the local church. Students taking this course for graduate credit must complete all graduate course requirements.

**RRED 433/533 INTRODUCTION TO CROSS-CULTURAL MINISTRY (Three Hours)**

This course is an introduction to the principles and practices of cross-cultural ministry opportunities and church-based community development. The goal will be the integration of Biblical and missiological insights applied to the relationship between Biblical faith and the economic, cultural, and political concerns of community. Various models of leadership skills and resources of effective community development will be considered. Students taking this course for graduate credit must complete all graduate course requirements.

**RRED 443/543 URBAN CHURCH PLANTING (Three Hours)**

This course examines the integration of Biblical and missiological insights, and the application of these to the task of Church Planting. Research and reflection will focus on the resources and strategies for the local church in the local community and in the everyday existence of individuals and families who live in urban areas. Students taking this course for graduate credit must complete all graduate course requirements.

**RRED 453/553 NORTH AMERICAN CULTURAL EXEGESIS (Three Hours)**

This is an advanced course in church planting. It will cover a description of North American cultural trends, their impact upon the Church and evangelism, and means of effectively interacting to promote church planting and growth. Students taking this course for graduate credit must complete all graduate course requirements.

**RREL 503 KNOWING GOD (Three Hours)**

Knowing that the promise of God is that all believers shall know Him from the least to the greatest, this course is designed to introduce each student to the several steps involved in getting to personally know God. Included are the subjects of the doctrines of Scripture, God, Jesus Christ, Man, and Sin.

**RREL 513 FOLLOWING GOD (Three Hours)**

This is a theologically oriented study of the divine-human relationship between God and man that includes togetherness with Christ, living in His will, counting the cost, and following in His steps. The primary goal of this course is to see what it means to follow God and become like Christ. Subjects include the Holy Spirit, Salvation, the Church, and Last Things.

**RREL 423/523 THEOLOGY OF CHRISTIAN MINISTRY (Three Hours)**

This course is designed to apply the theological foundation of the Christian ministry to the life and practice of the Christian minister. After reviewing Bible study skills and Christian growth processes with particular application to the responsibilities and privileges of the Christian ministry, the student will evaluate his own call with a view to his own future ministry. For undergraduate students majoring in Christian Ministries, this course must be taken in conjunction with the internship class, REMU 473 Christian Ministry Internship, and thus be taken in the Spring semester prior to graduation. Students taking this course for graduate credit must complete all graduate course requirements.

**RREL 433/533 PRINCIPLES OF PASTORAL MINISTRY (Three Hours)**

This course is a guide to the integration of theological and practical aspects of ministry in a church-related vocation. Congregational leadership issues are emphasized, including relational skills, administration, financial stewardship, staff management, worship planning, weddings, funerals, baptism, and the Lord's Supper. Students taking this course for graduate credit must complete all graduate course requirements. Undergraduate prerequisite: RRED 273.

**RREL 483/583 EXPOSITORY BIBLICAL MINISTRY (Three Hours)**

The most important activity in leading a New Testament church and the best operative method for leading any effective evangelistic church is a Bible-based preaching and teaching ministry. This course studies the basic principles of interpreting and applying the Bible—including a survey of the various types of resources for Bible study—and the best methods for preparing and presenting expository messages and lessons from Bible texts. Students taking this course for graduate credit must complete all graduate course requirements. Undergraduate prerequisite: RRED 273 or consent of instructor.

## SMGT

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### **SMGT 501 ORIENTATION (One Hour)**

Orientation in Sport Management/Fitness Management is a required orientation for all individuals seeking an online Master of Science degree in Sport Management or Fitness Management. This course has been prepared to bring students to a better understanding of the use of Blackboard and introduces them to the different kinds of online assignments that they will be asked to complete.

### **SMGT 503 SPORT MANAGEMENT PROJECT (Three Hours)**

The Sport Management Project is designed for students currently employed within the industry, and will provide an additional opportunity for students to either enhance or refine skills developed in the program, or to undertake training in another. Working independently under the supervision of a site supervisor and a university supervisor, students will develop a project of significant pedagogical or professional value through either through scholarship or professional responsibilities.

### **SMGT 513 RESEARCH METHODS (Three Hours)**

This course provides a research model that guides the student from question development through to research method and application in sport business. Includes the basic aspects of reading, evaluating, and writing research and explores the concepts developed in relevant literature as they apply to sport management.

### **SMGT 423/523 SPORT LAW (Three Hours)**

Students will be familiar with the legal concepts in those areas that are most prone to litigation. This course specifically introduces the student to the legal system by focusing on the concepts of tort law, product liability, constitutional law, contract law, labor-antitrust law, and statutory law as they relate to the sport professions. The course will consider the intellectual property rights of the individual, and emphasize liability-related issues as they impact sport administrators and teachers/coaches of physical activity and sport. Additional work will be required for those wishing to obtain graduate level credit. Satisfies three of the twelve hours for the Certificate in Sport Management.

### **SMGT 433/533 SPORT PSYCHOLOGY (Three Hours)**

The student will develop a better understanding of the psychosocial aspects of sport participation by exploring various psychological and physiological factors that influence the athlete. Additional work will be required for those wishing to obtain graduate level credit. Satisfies three of the twelve hours for the Certificate in Sport Management.

### **SMGT 543 SPORT MARKETING (Three Hours)**

This course is intended to develop a deeper understanding of sport marketing in the three arenas of sport participation, sport products, and sport entertainment. Students will examine in-depth the sport marketing mix of product, price, place, and promotion and well as marketing strategy and marketing research.

### **SMGT 453/553 VOLUNTEER MANAGEMENT (Three Hours)**

This course is intended to prepare students to assume roles as volunteer program leaders and managers, or to improve their skills in existing roles with volunteer organizations and agencies.

The fundamental design of the course is based on learning through critical thought in and about leadership and management roles with volunteers. Additional work will be required for those wishing to obtain graduate level credit.

### **SMGT 463/563 SPORT FINANCE (Three Hours)**

Financial management, planning, and the budgetary components of the sports industry will be discussed. Students will obtain the cognitive and application abilities necessary to maximize success in the sports industry. Additional work will be required for those wishing to obtain graduate level credit. Satisfies three of the twelve hours for the Certificate in Sport Management.

### **SMGT 573 SPORT PUBLIC RELATIONS (Three Hours)**

Rather than view public relations as merely one of the four or five "Ps" of marketing, this course focuses on the benefit of regular communication between a sport organization and its key publics, or stakeholders. This course will explore public relations theories such as two-way symmetrical communication and agenda setting as well as practical communication tactics employed by public relations practitioners such as image repair and crisis communication. In addition, this course addresses a variety of communication-related topics including public relations management, image, media relations, and community relations.

### **SMGT 576 INTERNSHIP IN SPORT MANAGEMENT/ FITNESS MANAGEMENT (Six Hours)**

The Internship provides a culminating activity for graduate students in sport management or fitness management. A professional portfolio is included as a requirement in this course. Students will be expected to participate in three sessions during which the requirements of their practical and professional development. Students will study the reflective process, the internship, and the completed professional portfolio. Students will spend the equivalent of full-time employment in the appropriate agency for a total of at least 400 hours.

### **SMGT 583 LEADERSHIP AND MANAGEMENT IN SPORT (Three Hours)**

This course provides a review of how leadership and management theory is properly applied in academic, commercial, and professional sport settings. Students will learn more about the various components of leadership and management by reviewing appropriate materials and entering into dialogue with practicing administrators and coaches.

### **SMGT 583D THESIS DEFENSE**

This course is intended to demonstrate a student's ability to carry out original research. Thesis may be designed to answer practical research questions, theoretical, or ethical issues of interest to scholars and professionals in the field of sport management or fitness management. Prerequisite: SMGT 583T.

### **SMGT 583T THESIS PROPOSAL AND RESEARCH**

This course is designed to help students complete their M.S. thesis. It is expected that research for the thesis project will be relevant to the student's study in the Master's program and will make an academic contribution to the research in sport management or fitness management. Prerequisite: SMGT 513.











## ADMINISTRATIVE COUNCIL 2015-2016

**R. Alton Lacey,\* B.S., M.A., Ph.D.**

President  
Professor of Psychology

**Arlen R. Dykstra,\* B.A., M.A., Ph.D.**

Provost/Senior Vice President for Academic Affairs  
Professor of History

**Andy Chambers,\* B.S., M.Div., Ph.D.**

Senior Vice President for Student Development/Associate Provost  
Professor of Bible

**Kenneth Revenaugh,\* B.S., M.B.A.**

Senior Vice President for Business Affairs

**Keith Ross,\* B.A., M.A., Ed.D.**

Senior Vice President for Institutional Advancement

**Thea Abraham, B.A., M.S.E., M.A.**

Director of Records  
Instructor of English

**Terri Adams**

Director of Calendar/Special Events

**John Brandt, B.S., MB.A.**

Director of Student Financial Services

**Heather Brase, B.M.**

Director of Campus Management Systems/Special Assistant to the  
Provost for Program Applications

**Bryce Chapman, B.A., M.A.**

Associate Vice President for University Communications and  
Marketing

**Kim Grey, B.A., M.S.E.**

Associate Dean of Students and Director of Career Services

**Stephen J. Heidke, B.S.**

Director of Public Safety and Transportation

**Amber Henry, B.S.E., M.Ed., Ed.S., Ed.D.,**

Dean, Jefferson County and Farmington Regional Learning  
Centers  
Professor of Education

**Edward Hillhouse, B.S., M.B.A., Ed.D.**

Dean, Franklin County Regional Learning Center  
Professor of Education

**Stu Lindley, B.S.**

Director of Campus Operations

**Jerry McKittrick, B.A., M.Div.**

Director of Information Technology

**R. Robert Richman, B.S.**

Director of Special Projects

**Susan Rutledge, B.S.**

Assistant to the President

**Pam Savage, B.S., C.P.A.**

Controller

**Thomas M. Smith, B.A., M.Ed., Ed.D.,**

Associate Vice President and Director of Athletics  
Professor of Education & Health and Sport Sciences

**Cynthia Sutton, B.A., M.B.A.**

Director of Admissions

**Lydia Thebeau, B.A., Ph.D.**

Dean of Academic Advisement and Allied Health Initiatives  
Professor of Biology

**Mary Sue Thompson, B.A., M.B.A., D.Mgt.**

Dean, MBU-Troy/Wentzville Regional Learning Center  
Professor of Accounting and Business Administration

**C. Clark Triplett, A.A., B.A., M.Div., M.S.E., Ph.D.**

Vice President for Graduate Studies and Academic Program  
Review  
Professor of Psychology and Sociology

*\*President's Cabinet*

# ADMINISTRATION AND FACULTY 2015-2016

## GRADUATE AFFAIRS COUNCIL

**C. Clark Triplett, Ph.D.**, Professor of Psychology and Sociology; Vice President for Graduate Studies and Academic Program Review — Chair

**Melanie Bishop, Ed.D.**, Associate Professor of Education; Dean – Education Division

**Shelton Smith, Ed.D.**, Professor of Education; Director of K-12 Educational Leadership Programs

**Mary Ann Conaway, Ph.D.**, Professor of Counseling and Education; Director of Counselor Education

**P. Gregory Comfort, Ed.D.**, Professor of Health and Sport Sciences; Chair – Health and Sport Sciences Division; Director of Distance Learning

**James B. Kellogg, M.A.**, Assistant Professor of Criminal Justice and Program Coordinator

**Curtis McClain, Jr., Ph.D.**, Professor of Bible, Director of Christian Studies

**Deborah Dumey, M.A.C.**, Director of Graduate Admissions

**Timothy Delicath, Ph.D.**, Associate Professor of Educational Research; Acting Director – Higher Education Leadership Program

**Brenda Bradford, M.A.**, Associate Professor of Business Administration, Chair – Business Division

**Jeremy Ruckstaetter, Ph.D.**, Assistant Professor of Counseling Education

**Susan Hladky, Ed.D.**, Assistant Professor of Education

**Janet K. Puls, M.S.W., L.C.S.W., Ph.D.**, Associate Professor of Human Services and Psychology, Chair-Social and Behavioral Sciences Division

**Edward Hillhouse, Ed.D.**, Professor of Education, Dean – Franklin County Regional Learning Center

## GRADUATE STUDIES PROGRAM STAFF

### Administration

**C. Clark Triplett, Ph.D.**, Professor of Psychology and Sociology; Vice President for Graduate Studies and Academic Program Review

**Julie Fredrick**, Administrative Assistant to the Vice President for Graduate Studies and Academic Program Review

**Heather Goodin, M.A.T.**, Coordinator of Doctoral Student Services

### Admissions

**Deborah Dumey, M.A.C.**, Director of Graduate Admissions

**Victoria Scheibe, B.A.**, Administrative Assistant to the Director of Graduate Admissions

**Madalyn Donahue**, Graduate Admissions Coordinator

**Rosanne McCoy**, Graduate Transcript Evaluator

### Advisors

**Larry Richardson, M.S.E.**, Instructor of Human Services and Counseling; Coordinator for Graduate Advising, Graduate Advisor – Master of Arts in Counseling and Psychological Examiner Programs

**Joy Brueggeman**, Graduate Advisor – Master of Science in Sport Management

**Tammy Cox, M.A.**, Graduate Advisor – Master of Arts in Counseling, Master of Educational Technology, Master of Science in Criminal Justice, and Educational Specialist: Curriculum and Instruction

**Guy Danhoff M.S.**, Graduate Advisor – Master of Science in Fitness Management

**Dorie Dickinson**, Graduate Advisor – Master of Educational Administration and Educational Specialist

**Rosanne McCoy**, Graduate Advisor – Master of Science in Education: Curriculum and Instruction and Master of Arts in Teaching

**Charlene Slates, B.S.**, Graduate Advisor – Master of Arts in Counseling, Master of Business Administration, and Master of Arts in Christian Ministry

**Grace White, B.A.**, Graduate Advisor – Master of Science in Education: Curriculum and Instruction and Master of Arts in Teaching

### Division of Business

**Brenda Bradford, M.A.**, Associate Professor of Business Administration; Chair – Business Division

**Stephanie Kontrim-Baumann, M.B.A.**, Assistant Professor of Marketing and Business Administration; Director of MBA Program

**Monet Demming, B.S.**, Administrative Assistant to the Business Division Chair

### Division of Education

**Melanie Bishop, Ed.D.**, Associate Professor of Education; Dean – Education Division

**Nancy Sickler**, Administrative Assistant to the Dean of Education



**Angela McGowan, B.S.**, Teacher Certification Coordinator

**Kathleen Wendt, B.A.**, Director of Teacher Education  
Certification Advising

**Ellen John, B.S.**, Assistant to the Director of Teacher Education  
Certification Advising

**Sheri Brandt, Ed.D.**, Assistant Professor of Education; Director  
of Teacher Education

**Erica Bumpers, Ph.D.**, Associate Professor of Education; Director  
of Field Experiences

**Vanessa Hathaway**, Assistant to the Director of Field Experience

**Mary Ann Conaway, Ph.D.**, Professor of Counseling and  
Education; Director of Counselor Education

**Tina Ketterer**, Administrative Assistant to the Director of  
Counselor Education

**Shelton Smith, Ed.D.**, Professor of Education; Director of K-12  
Educational Leadership Programs

**Timothy Delicath, Ph.D.**, Associate Professor of Educational  
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**Division of Health and Sport Sciences**

**P. Gregory Comfort, Ed.D.**, Professor of Health and Sport  
Sciences; Chair – Health and Sport Sciences Division; Director of  
Distance Learning

**Division of Humanities**

**John Han, Ph.D.**, Professor of English and Creative Writing;  
Chair – Division of Humanities; Editor of *Intégrité*; Editor of  
*Cantos*

**Curtis McClain, Ph.D.**, Professor of Bible; Director of Christian  
Studies

**Division of Social and Behavioral Sciences**

**Janet K. Puls, Ph.D.**, Associate Professor of Human Services and  
Psychology; Chair-Social and Behavioral Sciences Division

**James Kellogg, M.A.**, Assistant Professor of Criminal Justice and  
Corporate Security Leadership; Program Coordinator





## 2015-2016 FULL-TIME GRADUATE FACULTY

### MELANIE BISHOP

*Dean of Education*

*Associate Professor of Education*

B.S., Southwest Baptist University, 1994

M.A., Lindenwood University, 1998

Ed.D., Lindenwood University, 2010

2013

### AARON BLACK

*Director of the BJC Partnership Initiative*

*Assistant Professor of Management and Business Administration*

B.A., Lee University, 2003

M.B.A., Missouri Baptist University, 2008

ABD, Webster University

2013

### MARY ANN BOUAS

*Education Division Scheduling Coordinator & Undergraduate Advisor*

*Instructor of Education*

B.A., Drury University, 1972

M.Ed., University of Missouri-St. Louis, 1976

Ed.S., Missouri Baptist University, 2014

Additional Studies: Missouri Baptist University

2006

### BRENDA D. BRADFORD

*Chair, Business Division*

*Associate Professor of Business Administration*

B.A., Washington University, 1977

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### SHERI BRANDT

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### ERICA BUMPERS

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B.S.Ed., Harris-Stowe State University, 1997

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Ph.D., Illinois State University, 2006

2013

### ANDY CHAMBERS

*Senior Vice President for Student Development/Associate Provost Professor of Bible*

B.S., University of Missouri-Rolla, 1984

M.Div., Southwestern Baptist Theological Seminary, 1988

Ph.D., Southwestern Baptist Theological Seminary, 1994

1996

### JAMES CHELLEW

*Site Coordinator, MBU in Arnold Regional Learning Center*

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B.A., Central Methodist College, 1972

M.A., Truman State University, 1978

Additional Studies: University of Missouri-St. Louis

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### DAVID COLLUM

*Data Analyst*

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A.A., Holmes Junior College, 1975

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2012

### JANET L. COMFORT

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- 2003 PAUL FABER** **2013**  
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 B.A., Southwestern University, 1996  
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- JOHN HAN** **1999**  
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*Editor of Cantos*  
 B.A., Kookmin University, 1979  
 M.Ed., Yonsei University, 1986  
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**2014** Writing Certificate in English, Missouri Baptist University, 2007
- JOE DONALD HEATH** **2015**  
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 A.A., Jacksonville College, 1977  
**2008** B.A.S., Stephen F. Austin State University, 1979  
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 Ph.D., Dallas Baptist University, 2011  
 M.S.C.J., Missouri Baptist University, 2014
- AMBER HENRY** **2000**  
**2012** *Dean, Jefferson County and Mineral Area Regional Learning Centers*  
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 B.S.E., Missouri Baptist College, 1996  
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 Ed.S., University of Missouri-Columbia, 2005  
 Ed.D., Walden University, 2008
- 2008 EDWARD HILLHOUSE** **1998**  
*Dean, MBU in Pacific and MBU in Union Regional Learning Centers*  
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- SUSAN K. HLADKY** **2015**  
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 Advanced Certification Studies: University of Missouri-St. Louis, 1993  
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- 1999 BRIAN JACKSON** **2004**  
*Head Wrestling Coach*  
*Instructor of Business*  
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<b>KAREN KANNENBERG</b> <i>Associate Professor of Accounting and Business</i> B.M., Shorter College, 1985 M.A., Webster University, 1994 D.Mgt., Webster University, 1999	<b>1994</b>	<b>LAURA RAUSCHER</b> <i>Assistant Professor of Education and Counseling</i> B.A., University of Missouri-St. Louis, 2001 M.Ed., University of Missouri-St. Louis, 2004 Ph.D., University of Missouri-St. Louis, 2012	<b>2011</b>
<b>JAMES B. KELLOGG</b> <i>Assistant Professor of Criminal Justice &amp; Corporate Security Leadership and Program Coordinator</i> B.A., Missouri Baptist College, 1974 M.A., Webster University, 1990	<b>1992</b>	<b>LARRY RICHARDSON</b> <i>Coordinator for Graduate Advising; Graduate Advisor – Master of Arts in Counseling</i> <i>Instructor of Human Services and Counseling</i> B.A., Southwest Baptist College, 1968 M.S.E., Southwest Missouri State College, 1976 B.A., Webster University, 1989.	<b>2004</b>
<b>STEPHANIE KONTRIM-BAUMANN</b> <i>Director of MBA Program</i> <i>Assistant Professor of Marketing and Business Administration</i> B.A., University of Pennsylvania, 1990 M.B.A., Washington University, 1998	<b>2004</b>	<b>JEREMY RUCKSTAETTER</b> <i>Assistant Professor of Counseling Education</i> B.M.E., University of Georgia, 1996 M.A., Covenant Theological Seminary, 2011 M.Div., Covenant Theological Seminary, 2012 Ph.D., Regent University, 2015	<b>2015</b>
<b>CURTIS K. MCCLAIN, JR.</b> <i>Director of Christian Studies</i> <i>Professor of Bible</i> B.A., Howard Payne University, 1977 M.Div., Southwestern Baptist Theological Seminary, 1980 Ph.D., Mid-America Baptist Theological Seminary, 1995	<b>1988</b>	<b>JULIA SCHROEDER</b> <i>Dean, Southern Illinois Regional Learning Centers</i> <i>Professor of Education and Natural Sciences</i> A.S., John A. Logan College, 1974 B.S., Southern Illinois University-Carbondale, 1976 M.S.Ed., Southern Illinois University-Carbondale, 1988 Ph.D., Southern Illinois University-Carbondale, 1995	<b>2012</b>
<b>DOUGLAS T. MORRIS</b> <i>Assistant Director of EXCEL Program</i> <i>Professor of Education</i> B.A., Murray State University, 1966 M.A.Ed., Murray State University, 1967 Ed.D., Saint Louis University, 1982	<b>2000</b>	<b>JUDITH A. SCOTT</b> <i>Associate Professor of Education</i> B.A., University of Missouri-Rolla, 1973 M.Ed., Our Lady of Holy Cross College, 1987 Ph.D., University of New Orleans, 2005	<b>2006</b>
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# INDEX

Academic Calendar, 5  
Academic Honesty and Integrity, 61  
Academic Policies and Procedures, 54  
Academic Probation, 60  
Academic Success Center, 30  
Academic Suspension, 60  
Academic Terms, 56, 58  
Accreditations, 13  
Administration and Staff, 176  
Administrative Council, 175  
**Admissions, 34**  
    Doctor of Education, 39  
    Educational Specialist, 37  
    Master's Degrees, 34, 36  
    Non-Degree Seeking, 36  
    Visiting Students, 36  
Admission Requirements, 34  
Advisement, 57  
Alumni Concession, 53  
Application for Graduation Process, 57  
Attendance Policy, 61  
Background Checks for Field Experiences & Student Teaching, 81  
Background Checks for Certification, 82  
Business Division, 63  
Business Office Master Promissory Note (BOMPN), 44  
Calendar, 5  
Campus Security Act, 15  
Cancellation of Classes, 18  
Career Services, 30

**Certification Options for Education, 70**

## Teaching Certificate Options

### Early Childhood

Stand-Alone, 88  
Early Childhood Special Education  
    Combined, 88, 93  
Elementary Combined, 90, 91

### Elementary Education

Stand-Alone, 94  
Cross-Categorical Disabilities  
    Combined, 95, 97  
Early Childhood Combined, 90, 91

### Special Education:

#### Cross Categorical Disabilities

Stand-Alone, 96  
Elementary Combined, 95, 97

#### Early Childhood Special Education

Stand-Alone, 92  
Early Childhood Combined, 88,  
91, 93

### K-12, 103

Gifted Education Add-On, 108

#### Health Education

Stand-Alone, 103  
Physical Education Combined,  
104

#### Library Media Specialist

Stand-Alone, 105  
Add-On, 106

#### Music

Vocal/Choral Stand-Alone, 106  
Instrumental Stand-Alone, 106

#### Physical Education

Stand-Alone, 103  
Health Education Combined, 104  
Special Reading Add-On, 108

### Middle School, 98

Business Education, 99  
Language Arts, 99  
Mathematics, 99  
Science, 99  
Social Science, 99  
Speech/Theatre, 99

### Secondary, 100

Business Education, 101  
Driver Education, 102  
English, 101  
Mathematics, 101  
Social Science, 101  
Speech/Theatre, 101  
Categorical Science  
    Biology, 102  
    Chemistry, 102  
    General Science, 102  
Unified Science  
    Biology, 102  
    Chemistry, 102



## **Administrator Certificate Options**

### **Principal**

Elementary, 110  
Middle School, 110  
Secondary, 110

Special Education Director, 110  
Superintendent, 116

## **Student Services Certificate Options**

Psychological Examiner, 78

### **School Counseling, 74**

Elementary: K-8, 75  
Secondary: 7-12, 76  
K-12 (combined), 77

Changing Program of Study, 57

Clery Act, 15, 27

Commitment to Diversity, 12

Computer Use Policy, 28

Copyright Laws, 30

Counseling Licensure, 77

Counseling Services, 31

Course Descriptions, 136

Course Numbering, 56, 58

Credit for Prior Learning, 45, 73, 84, 116

Criminal Background Policy, 34

Curricular Practical Training, 69

Definition of Academic Terms, 58

Delinquent Accounts, 47

Directed Studies, 54

Directory Information Notice, 14

Distance Learning, 62

## **Divisions**

Business, 63

Education, 66

Health and Sport Sciences, 125

Humanities, 128

Social and Behavioral Sciences, 131

## **Doctor of Education Degree**

Leadership in Teaching and Learning, 117

Higher Education Leadership, 120

Doctoral Dissertation Committee, 118, 122

Doctoral Dissertation, 118, 121

Education Certification Options, 70

Education Division, 66

Educational Specialist Degree, 115

Educational Specialist: Curriculum and Instruction, 116

Educational Specialist: Superintendent, 116

Email Policy, 28

Enrollment Procedures, 55

Enrollment Status Change, 47

Exercise Science Graduate Certificate, 127

Faculty, 178

Faculty/Staff Concession, 53

Fair Use, 29

Family Care Safety Registry, 82

Family Educational Rights and Privacy Act (FERPA), 13

Federal Financial Aid, 49

Federal Financial Aid Consortium Agreement, 50

Field Experience and Student Teacher Placement Practices, 82

Financial Support Information, 50

Fitness Management Graduate Certificate, 127

Full-Time Course Load, 60

Full-Time Graduate Faculty, 178

General Certification Requirements, 85

Grade Appeal Policy, 59

Grading Policies, 59

Grad-PLUS Loans, 52

Graduate Affairs Council, 32, 176

Graduate Certificates, 33

Graduate Certificates in Health and Sport Sciences, 127

Graduate Degrees, 33

Graduate Faculty, 32

Graduate Governance, 32

Graduation Application Process, 57

Harassment Policy and Complaint Procedure, 19

Health and Sport Sciences Division, 125

History of University, 11

Humanities Division, 128

Institutional Financial Aid, 53

Institutional Review Board, 61, 118, 122

International Student Admission, 41

International Student Enrollment Procedures, 43

International Student Services, 31

Jeanne Clery Act, 15, 27

Law Enforcement Grant, 53

Library Code of Conduct, 29

Loans, 52

Locations, 11

Master of Arts in Christian Ministry, 129

Master of Arts in Counseling, 71, 74

Master of Arts in Teaching, 71, 79

Master of Business Administration, 63

Master of Educational Administration, 71, 109

Master of Educational Technology, 71, 111

Master of Science in Corporate Security Leadership, 131

Master of Science in Criminal Justice, 133

Master of Science in Education: Curriculum and Instruction, 71,  
113

Master of Science in Fitness Management, 127

Master of Science in Sport Management, 127

Medical Withdrawal, 31

Military Benefits and Aid, 52

Missouri Content Assessments (MoCA), 68

Missouri Educator Gateway Assessments (MEGA), 68

Missouri Educator Profile (MEP), 68

Missouri Performance Assessments (MoLPA, MoPTA, MoSCPA,  
MoSLPA), 68

Mission Statement, 2, 12

Montgomery GI Bill, 52

**MYMBU**, 18

Non-Degree Seeking Students, 36

Notice of Nondiscrimination, 19

Nondiscrimination Policy and Complaint Procedure, 19

Online Courses, 56, 62

Online Programs, 62

Online Registration, 55

Part-Time Course Load, 60

Payment of Accounts, 44

Penalty Fees, 46

Plan of Study, 54

Policies and Procedures, 54



Portfolio Credit for Prior Learning, 45, 73, 84, 116  
Post-911 GI Bill, 52  
Post-Baccalaureate Certification, 81  
Privacy Rights Policy, 13  
Professional Behavior, 62  
Professional Elective Program (PEP), 73  
Program Completion Requirements  
    Counselor Certification, 74  
    Principal Certification, 109  
    Special Education Director Certification, 109  
    Superintendent Certification, 116  
    Teacher Certification, 85  
Program Timelines, 57  
Refund Schedule, 47  
Regional Learning Center Designations, 56  
Regional Learning Centers, 11  
Registration Information, 56  
Release of Student Transcripts, 47  
Repeating Courses, 59  
Research Papers, Approved Style for, 61  
Retention of Records, 15  
Satisfactory Academic Progress (SAP) for Financial Aid  
    Eligibility, 50  
Senior Permission, 54, 61  
Sequential Master's Degrees, 57  
Service Fees, 46  
Sexual Assault and Relationship Violence (Policy on), 23  
Site Designations, 56  
Social and Behavioral Sciences Division, 131  
Special Needs Access Office, 30  
Special Program Fees, 46  
Sport Management Graduate Certificate, 127  
Sports and Recreation Complex (SRC), 31  
Stafford Student Loans, 52  
Student Right to Know Act, 15  
Student Services, 18  
TEACH Grant, 51  
Teacher Certification Timeline, 86  
Teacher Education Admission Procedures, 81  
Teacher Education Assessment Phases and Program Evaluation,  
    86  
Teaching Certification Program Requirements, 85  
Term Calendars, 7  
Terms, 56, 58  
Title IX, 13, 19, 23-28  
Transfer Policy-Doctor of Education, 406, 119, 123  
Transfer Policy-Educational Specialist Degree, 38  
Transfer Policy-Masters Degrees, 37  
Tuition and Fees, 44  
Undergraduate Certification Courses, 72  
Veterans Assistance, 52  
Vision Framework, 12  
Vice President for Graduate Studies, 32  
Visiting Students, 36  
Vocational Rehabilitation, 52  
Web-Centric Courses, 62  
Web-Enhanced Courses, 62  
Workshop Graduate Credit, 73, 115  
Yellow Ribbon Program, 52

















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