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# **Graduate Academic Catalog**

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*2003-2005*



# Northwest Missouri State University

## 2003-2005 Graduate Catalog

The information in this publication endeavors to be as current and accurate as possible. Due to the constant change in economic conditions and in student program needs, the accuracy of the details appearing here may be affected. This may be true for any and all information, which is current at the time of publication of this catalog.

**Students are expected to read and conform to the regulations in this catalog. The student, not the University nor faculty members, is primarily responsible for knowing the regulations and policies, and for meeting the requirements for a degree or certificate.**

Students are advised to study closely the *Course Offerings* available at preregistration or general registration and to consult with faculty advisors for planning.

### **Address of all University Offices:**

Northwest Missouri State University  
800 University Drive  
Maryville, Missouri 64468-6001

### **Academic and Administrative Office Hours:**

8:00 a.m. to 5:00 p.m., Monday through Friday  
(except holidays)

**University Information:** (660) 562-1212

**Northwest Graduate Office:** (660) 562-1145

**Web Address:** [www.nwmissouri.edu](http://www.nwmissouri.edu)

**Email:** [gradsch@mail.nwmissouri.edu](mailto:gradsch@mail.nwmissouri.edu)

### **Statement of Non-Discrimination**

Applicants for admission and employment, students, and employees of Northwest Missouri State University are hereby notified that this institution does not discriminate on the basis of race, color, creed, religion, national origin, sex, age, or handicap in admission or access to, or treatment or employment in its programs and activities. Any person having inquiries concerning Northwest Missouri State University's compliance with the regulations implementing Equal Employment Opportunity Commission (EEOC) and Americans with Disabilities Act (ADA) guidelines is directed to contact the President's Office, Northwest Missouri State University, 800 University Drive, Maryville, MO 64468-6001, (660) 562-1110. The executive assistant to the president has been designated by the University to coordinate the institution's efforts to comply with the regulations of the EEOC and the ADA. Any person may also contact the assistant secretary for civil rights, U.S. Department of Education, regarding the institution's compliance with the regulations implementing EEOC and ADA guidelines.

**This catalog does not constitute a contract but is for information only.**



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# 2003-2004 Academic Calendar

## Fall Trimester 2003

August 20-21	Wednesday-Thursday	Department Planning and Development
August 22	Friday	University/College meetings
August 23	Saturday	General Registration
		Preregistration Verification
August 25	Monday	Classes begin
September 1	Monday	Labor Day, no classes
October 10	Friday	First Block ends
October 13	Monday	Second Block begins
October 17	Friday	Walkout Day, no classes
October 18	Saturday	Homecoming
November 25	Tuesday	Thanksgiving Vacation begins, 5 p.m.
December 1	Monday	Classes Resume, 8 a.m.
December 8-12	Monday-Friday	Final Exams
December 12	Friday	Commencement
December 15	Monday	Grades due at 10 a.m.

## Spring Trimester 2004

January 7-8	Wednesday-Thursday	Department Planning and Development
January 9	Friday	University/College meetings
January 10	Saturday	General Registration
		Preregistration Verification
January 12	Monday	Classes begin
January 19	Monday	Martin Luther King Holiday, no classes
February 27	Friday	First Block ends
March 1	Monday	Second Block begins
March 22-26	Monday-Friday	Spring Break
April 26-30	Monday-Friday	Final Exams
May 1	Saturday	Commencement
May 3	Monday	Grades due at 10 a.m.

## Summer Trimester 2004

May 10	Monday	First Session begins and Registration
May 31	Monday	Memorial Day, no classes
June 4	Friday	First Session ends
June 7	Monday	Second Session begins and Registration
July 2	Friday	Second Session ends
July 5	Monday	Independence Day Holiday, no classes
July 6	Tuesday	Third Session begins and Registration
July 29	Thursday	Commencement
July 30	Friday	Third Session ends
August 2	Monday	Fourth Session begins and Registration
August 16	Monday	Fourth Session ends
August 17	Thursday	Grades due at 12:00 noon

# 2004-2005 Academic Calendar

## Fall Trimester 2004

August 25-26	Wednesday-Thursday	Department Planning and Development
August 27	Friday	University/College meetings
August 28	Saturday	General Registration
		Preregistration Verification
August 30	Monday	Classes begin
September 6	Monday	Labor Day, no classes
October 15	Friday	First Block ends
October 18	Monday	Second Block begins
October 1	Friday	Walkout Day, no classes
October 2	Saturday	Homecoming
November 23	Tuesday	Thanksgiving Vacation begins, 5 p.m.
November 29	Monday	Classes Resume, 8 a.m.
December 13-17	Monday-Friday	Final Exams
December 17	Friday	Commencement
December 20	Monday	Grades due at 10 a.m.

## Spring Trimester 2005

January 5-6	Wednesday-Thursday	Department Planning and Development
January 7	Friday	University/College meetings
January 8	Saturday	General Registration
		Preregistration Verification
January 10	Monday	Classes begin
January 17	Monday	Martin Luther King Holiday, no classes
February 25	Friday	First Block ends
February 28	Monday	Second Block begins
March 21-25	Monday-Friday	Spring Break
April 25-29	Monday-Friday	Final Exams
April 30	Saturday	Commencement
May 2	Monday	Grades due at 10 a.m.

## Summer Trimester 2005

May 9	Monday	First Session begins and Registration
May 30	Monday	Memorial Day, no classes
June 3	Friday	First Session ends
June 6	Monday	Second Session begins and Registration
July 1	Friday	Second Session ends
July 4	Monday	Independence Day Holiday, no classes
July 5	Tuesday	Third Session begins and Registration
July 28	Thursday	Commencement
July 29	Friday	Third Session ends
August 1	Monday	Fourth Session begins and Registration
August 15	Monday	Fourth Session ends
August 18	Thursday	Grades due at 12:00 noon



# University Core Values

Every organization, every institution, has core values that drive everything that they do. At Northwest, we want to make sure you know what our values are and what is important to us as you join our community. Here are the values that we see as crucial to your success and to the University's success as a whole:

## ■ We focus on our students and stakeholders.

Our classes are centered on you, the student, not on the professor and what he or she knows. Thus, assignments, projects, and such are built into courses to focus on your learning and achievement. Furthermore, Northwest believes that the best learning takes place when you are engaged as a whole person—body, mind, and spirit—and when you can use all of your different ways of learning. We recognize that people learn in different ways, and we continually strive to build an education that will encourage all of those different ways of learning.

## ■ We care about each other.

If the people working at the University, from the staff member who cleans the classrooms to the faculty member who teaches Shakespeare, do not feel that the University cares for them, helps them develop their talents, and gives them power over their own lives, then all of the things we've said in these core values will fall apart. Thus, Northwest strives to develop everyone who works here so that we can all achieve excellence.

## ■ We are a learning organization, continually improving our University and ourselves.

At Northwest we develop people's natural abilities as well as an awareness of hidden talents. We want to develop all students, faculty, and staff by providing opportunities for professional growth.

If you as students, are going to learn well, we need to have all aspects of your life, from the classroom to the residence hall room to the financial assistance office to the library, structured to help you learn. Thus, we strive to make sure that all aspects of your life at Northwest point toward the same goal—academic excellence.

## ■ We collaborate and work together to accomplish our goals.

The courses you take should not be isolated from each other, and should not isolate you from the rest of your life at the University. Instead, we have created a seamless experience of learning at Northwest. Classes are related to residence hall activities, which relate to speakers and concerts on campus, and so forth. These interactions are designed to help you integrate these experiences throughout your undergraduate experience.

In order to facilitate your success, we strive to continuously improve the quality of your learning experiences. But, to learn, you must take an active part in learning—by preparing for class actively, by working on assignments and projects, by questioning and responding in class, by synthesizing the materials from several classes. This means your instructors are going to expect you to be active participants in your learning if you are going to be successful. The responsibility is largely on you!

Part of that responsibility means you must devote a serious amount of time to your studies. Most faculty expect at least two hours of study time outside of class for every hour spent in class. A full course load of 15 credits would require an additional 30 hours outside of class spent in studying. A full-time education is a full-time job! We realize many students must work to pay for their education, but we want you to keep your priority on your education.

■ **We master the details of what we do.**

Another way of saying this might be “If you don’t expect the best, you will never get the best.” We believe that if you want quality, you have to begin by expecting high quality—and that means in every aspect of University life. We have high expectations of our faculty, staff, and students as well as for our food service and residence halls. If you want to gain a quality education, you must begin with high expectations for your own work. Aiming for a “C” is not the path to success; aiming for excellence is.

■ **We are open and ethical.**

This core value provides a foundation for mutual trust that makes every other core value attainable.

We must treat one another ethically; it is the foundation for all genuinely fruitful human contact. We will strive to treat you with respect, fairness, and honesty and promote this behavior among others; we expect nothing less from you.

■ **We are leaders in our field.**

We improve when we have feedback that tells us what we did well and what we still need to improve; it’s as simple as that. At Northwest, we are in the business of giving and receiving a great deal of feedback. And not just feedback about results, but feedback about how we went about getting those results. What process did you use to write that paper or put together that project? How can you improve on that process to create a better project?

This assessment includes the entire University community. Expect to be asked to give your feedback about programs, teaching, administrative decisions, and more during your years at Northwest. If we all are going to improve, we all need to give honest feedback.

As evidence that we are leaders in our field, we have been recognized by the Excellence In Missouri Foundation as back-to-back winners of the Missouri Quality Award.

# Northwest Missouri State University Graduate School History

In 1953, Northwest Missouri State University began a feasibility study for a graduate program leading to the Master of Science in Education degree. This degree was designed specifically for elementary teachers, elementary supervisors and principals, and secondary teachers in the areas of business, English, health and physical education, and the social sciences.

Graduate work leading to a master's degree was offered for the first time in the summer session of 1955, and the first degree was granted in 1957. The graduate program was accredited by the North Central Association of Colleges and Schools and by the National Council for Accreditation of Teacher Education following a visit by representatives in the summer session of 1958.

The University has been continuously involved in offering graduate work since 1955. In 1961, a cooperative graduate program was developed for the Master of Education degree which was awarded by the University of Missouri. Northwest Missouri State University phased out its own program over a period of two years and continued the cooperative arrangement until 1967. The last graduate in the M.Ed. cooperative program received his degree in 1969. A cooperative program for the Specialist in Education degree in educational administration with the University of Missouri was begun in the 1970 summer session under the auspices of the University of Missouri. Although this program was phased out in 1982, NCA approved the Specialist in Education degree in educational administration as offered by Northwest since 1981.

In 1978, approval was granted by the Missouri Coordinating Board of Higher Education to start a Northwest Missouri State University Graduate Center on the campus of Missouri Western State College in St. Joseph, Missouri. A variety of courses are available, including complete degree programs for the Master of Business Administration and the Master of Science in Education in elementary teaching.

Since 1997, Northwest and the University of Missouri-Columbia offer a cooperative doctoral degree in leadership. This degree is awarded by the University of Missouri and requires two summers of coursework on the University of Missouri campus with the remainder of the coursework offered on the Northwest campus.

## Accreditation

Northwest is accredited by the North Central Association of Colleges and Schools and by the National Council for Accreditation of Teacher Education.

Northwest is accredited by the National Council for Accreditation of Teacher Education and the Missouri State Board of Education for the preparation of elementary and secondary teachers and for advanced programs that prepare professional school personnel through November 29, 2005.

The Master of Business Administration program is accredited by the Association of Collegiate Business Schools and Programs (July 1, 1998-June 30, 2008).

## Vision

Northwest Missouri State University's Vision is a statement of how we see ourselves in the future. Through our vision we prioritize our goals and define our future.

Northwest Missouri State University will be an internationally recognized innovator in improving higher education. We will be a student-centered community of scholars with high expectations. Advances will be driven by our robust Culture of Quality, the use of leading-edge technologies and an unyielding commitment to continuous improvement.

## Statement of Mission

Our Statement of Mission is designed to identify the current objectives of Northwest Missouri State University and our goals for the future, and to explain how we plan to fulfill that vision.

Northwest Missouri State University is a moderately selective, learner-centered regional university offering a focused range of undergraduate and graduate programs. Historically, the University serves 19 northwest Missouri counties, emphasizing programs relating to agriculture, business and education.

In its undergraduate programs, Northwest is committed to providing students with a strong general education core preparing them for a world of constant change.

The University is a national leader in applying information technology to improve learning processes and in promoting continuous quality improvement to enhance performance in all of its activities. As a leader and initiator of cooperative efforts within its region, Northwest seeks to expand and improve access to learning and to promote applied research designed to address regional and state issues.

## Graduate School Statement of Mission

The Northwest Missouri State University Graduate School seeks to create a stimulating environment for applied research and interactive learning at the post-baccalaureate level for both students and faculty. The Graduate School provides programs on campus, off-site and through distance learning technologies that are responsive to regional educational needs in the arts, sciences, education, human services, professional fields, and applied studies. It creates national and international links to the region, which in turn expands its students' experiences to encompass not only contemporary society, but also its history and its aspirations.

The Graduate School seeks to enhance a lifelong commitment to learning among its students, enabling them to lead professionally rewarding and socially beneficial lives in the 21st century. It promotes the cultivation of scholarship and the expansion of knowledge, the development of professional skills and scholarly research at an advanced level, and the interchange of ideas among students, faculty and staff. The Graduate School helps learners achieve professional competencies and realize broad intellectual and social interests. Responsive to the needs of all academically qualified students, the graduate programs at Northwest provide the foundation for additional graduate studies at the doctoral level and beyond.

# Philosophy and Objectives

Northwest Missouri State University is committed to the ideals and responsibilities inherent in the provision of a quality educational program and environment which will stimulate the intellectual, social, and physical development of all who seek higher education.

Its graduate program must provide an academic environment that will enable students to make worthy contributions to the basic tenets of the democracy in which they live, while developing technical skills and abilities for today's complex society.

A graduate program should be designed to serve the greatest number of students who may benefit from the program, non-degree candidates as well as degree candidates. In either case, the graduate faculty should be well prepared to extend understandings of academic disciplines common to approved state public school curricula, and to provide for the development of independent thought and critical research methods and proven techniques in the various fields. The graduate faculty must possess appropriate academic preparation. Their ability must be such that they are able to create a relationship with students that is conducive to the development of sensitivity, creativity, and a spirit of scientific inquiry.

The explosion of knowledge in all fields during the past decades makes imperative the updating of business professionals as well as teachers, supervisors, and administrators at the elementary, secondary, and college levels. The development of further skills in research activities and methods which are appropriate for the field and which will contribute to more effective teaching is necessary. Advanced work also must be provided for experienced teachers who have the need for graduate work, but who may not wish to complete a degree.

The multiple curricula of the graduate program should be designed to improve the qualifications and capabilities of elementary, secondary, and college teachers, administrators, supervisors, guidance and counseling personnel, and to provide advanced education in selected professional areas and other academic fields. Opportunity should be provided for the interpretation and application of findings of related research to specific school programs, independent study and investigation, and participation where possible in directed laboratory experiences.

It is believed that all worthwhile educational programs are purposeful and dynamic. Appropriate changes and extensions must be made at any time the program does not properly serve the culturally approved purposes and needs of the nation, the state, and the region wherein it is located, and the individuals for whom it was established.

The objectives of graduate study are:

1. To improve the qualifications and capabilities of elementary teachers, secondary teachers, college teachers, and other school personnel.
2. To provide for the study of advanced coursework in the area of arts, sciences, vocations, business, education, and psychology.

3. To provide opportunity for independent study and investigation.
4. To provide opportunity for interpretation and application of findings of related research to specific programs.
5. To provide students with opportunity for participating in on-campus and off-campus directed laboratory experiences where appropriate.
6. To provide experiences for training and certification of public school administrators, supervisors, and counselors.
7. To provide the necessary background for degree graduates to enter more advanced degree programs in appropriate areas of study.



# Degrees

## Master of Science in Education

The University offers the Master of Science in Education (M.S.Ed.) degree to improve the qualifications and capabilities of elementary and secondary teachers for the public schools. In the major study areas, the program provides for study of advanced coursework, opportunity for the interpretation and application of findings of related research to specific school programs, independent study and investigation, and participation where possible in directed laboratory experiences either on campus or in approved situations.

For preparation in guidance and counseling, the M.S.Ed. program is designed to meet special needs in the area and to qualify candidates for certification as elementary or secondary counselors. The same principle applies to M.S.Ed. programs for elementary and secondary principals and supervisors. Programs are available for specialization in reading, special education, elementary education and other specialties for teachers at various levels. (See “College of Education and Human Services” programs for M.S.Ed. in Teaching specialties.)

Programs have been developed in the following areas for the M.S.Ed. for secondary teachers: agriculture, English, health and physical education, history, instructional technology, mathematics, music, science education and an individually prescribed option. Students should study the specific program outlines and required sequences shown in connection with departmental offerings in preparing approved programs with advisors.

M.S.Ed. students seeking new certification in Missouri on the basis of their program are advised that the Missouri law requires the completion of a course on the psychology and teaching of exceptional children. This may be met by either a prior-approved undergraduate course or an advised graduate course which may not be part of a specific graduate program. Not all M.S.Ed. programs lead to certification. Contact the College of Education and Human Services for additional information.

## Master of Business Administration

The Master of Business Administration (M.B.A.) degree is offered by the Melvin and Valorie Booth College of Business and Professional Studies with appropriate courses planned in accounting, economics, finance, management, health management, marketing, and management information systems. The MBA with Health Management emphasis is offered in conjunction with The School of Health Management Kirksville College of Osteopathic Medicine. Emphases in Accounting and Management Information Systems are also available. For undergraduate requirements, see page 100. Course requirements for all programs are shown in the departmental listings.

## Master of Arts and Master of Science

A Master of Arts (M.A.) degree is offered in English and history. The Master of Science (M.S.) degree is offered in agriculture, biology, counseling psychology, school computer studies, and

geographic information systems. Patterns for these programs include a minimum of 26 graduate semester hours in the study area, with the remainder of the program to total a minimum of 32 graduate semester hours to be approved by an advisor. These programs concentrate on courses and studies appropriate to these degrees and are outlined specifically in the departmental listings.

### **Specialist in Education**

The Specialist in Education (Ed.S.) program offers additional study beyond the master's degree for persons preparing for positions in educational administration and supervision. Three areas of specialization are offered: superintendency, secondary school principalship and elementary school principalship. Ed.S. students seeking new certification in Missouri on the basis of their program are advised that the Missouri law requires the completion of a course on the psychology and teaching of exceptional children. This may be met by either a prior-approved undergraduate course or an advised graduate course which may not be a part of a specific graduate program.

## **Steps to Admission to Graduate School**

- Submit an application for Graduate Admission. Applications are available from the Graduate Office.
- Forward official copies of transcripts from all previously attended institutions to the Graduate Office. (Undergraduates of Northwest Missouri State University need not submit Northwest transcripts.)
- GRE requirements must be completed before the end of the first trimester of enrollment. (See program information for specific requirements.) Failure to have GRE scores on file eliminates eligibility for a Graduate Assistantship or financial assistance. International students must have the GRE completed before the application can be processed.
- GMAT requirements must be completed before an application can be processed for the MBA programs.
- Non-degree graduate students are not required to take the GRE.
- See individual program information in this catalog for additional admission requirements.

## **Steps Required During First Trimester**

- Official final undergraduate transcript(s) must be submitted (if not previously provided).
- Official final graduate transcript(s) must be submitted (if not previously provided).
- Official GRE scores; depending on the program.
- Approved Program Form — contact the advisor
- Writing sample — contact the advisor

Note: Above requirements must be met before further enrollment will be allowed.

## Steps to Candidacy

- Official graduate transcripts for transfer credit (if applicable).
- Completion of at least 8 graduate hours (18 for Psychology) required by the program.
- Valid teaching certificate or official Praxis results if required by program: must be on file in the Graduate Office prior to taking the comprehensive exam.
- Must maintain a 3.00 or better GPA at Northwest Missouri State University.
- Admission to Candidacy occurs after the Approved Program Form (APF) is filed and above requirements for candidacy have been met. A degree seeking graduate student may not continue past 15 graduate hours (18 for Psychology) if he or she has not met requirements for candidacy. The Graduate Office will notify the student after he/she has been admitted to candidacy.

## Steps to Graduation

- Research Component—see the appropriate department
- Application to take Comprehensive Exam—required no later than third week of the student's final trimester (1st week during summer); available in the Graduate Office. The department will notify the student with specific date and time of exam. (Check specific program for complete information regarding this requirement.)
- Application for Master's Degree—required no later than third week of the student's final trimester (first week during summer); available in the Graduate Office. Must be filed even if the student does not intend to participate in the commencement exercise.
- Last trimester of graduate study—check with the Graduate Office to make sure records are complete.
- Prior to Commencement—a commencement schedule will be mailed from the Registrar's Office including cap, gown and hood order form.
- A one-time graduation fee will be assessed by the Cashiering Office; this fee must be paid even if the student does not participate in the commencement exercise.

# Admission to Graduate Study

## **M.A., M.S., M.S.Ed., and M.B.A.**

An applicant for admission to graduate study must hold a baccalaureate degree from an institution of higher learning accredited by the appropriate regional or national accrediting agency. The applicant must complete the Application for Admission to Graduate School. This form may be obtained in the Graduate Office. All undergraduate work toward the baccalaureate degree and any previous graduate work must be verified by official transcripts showing both the credit and grade earned. Admission to graduate study is not the same as admission to candidacy for a master's degree. Each graduate program has specific admission policies in addition to the policies for admission to graduate study. Students needing special accommodations should contact the Graduate Office no less than 48 hours prior to attending Northwest Missouri State University. (See appropriate program in this catalog.)

There are three categories for admission:

1. **Regular admission to graduate study** requires a cumulative undergraduate GPA of 2.50 on a 4.00 scale and official scores from the GRE or GMAT test. This admission does not constitute admission to a specific program. See specific program requirements in this catalog. A writing assessment is required during the first trimester of enrollment. Graduate students who earn below a 3.00 grade point average for two consecutive terms of enrollment will be suspended for one term. A student who has been re-admitted after a one-term suspension and who does not achieve a 3.00 grade point average for the term of re-admission will not be permitted to continue in that master's degree program.
2. **Conditional admission to graduate study** is allowed if the student has a cumulative undergraduate GPA between 2.20 and 2.49. The student must achieve a 3.00 GPA in his or her first eight semester hours of graduate study or be subject to suspension for one calendar year. This conditional admission does not constitute admission to a specific program. See specific program requirements in this catalog. A writing assessment is required during the first trimester of enrollment. Conditionally-admitted students, initially enrolled in eight or more hours, who withdraw from all graduate classes during their enrollment as a conditional student, will also be suspended from graduate study for one calendar year. Re-admission is possible after one year by application for re-admission to the program.
3. **Admission as a non-degree graduate student** for professional growth purposes requires that the student furnish proof of a baccalaureate degree from an institution accredited by a regional or national accrediting association. The student will be classified as a "non-degree" graduate student. A non-degree seeking student, who later wishes to enter a degree program, must undergo the full application and admission review process. No more than nine graduate hours earned as a non-degree student may be applied or transferred into a regular degree program. Graduate students enrolled in graduate certificate programs or in programs planned for certification only, may apply additional credits toward the degree if approved by the program advisor. Courses applied to the degree may not be older than eight years.

## Ed.S.

Admission to the Ed.S. program requires completion of an Application for Admission to Graduate School. Students must also submit undergraduate and graduate transcript(s) showing evidence of a completed master's degree from a regionally- or nationally- accredited institution of higher education. A valid teaching certificate must also be filed. For regular admission, the minimum grade point average must be 3.25. Conditional admission is allowed if the student's cumulative graduate GPA is between 3.00 and 3.24. The student must achieve a 3.25 GPA in his or her first eight or more semester hours of graduate study or be subject to suspension for one year. Re-admission is possible after one year by petition to be approved by the Ed.S. faculty, the dean of the College of Education, and the Dean of the Graduate School. See the "College of Education and Human Services" section of this catalog in regard to letters of recommendation, screening procedures and other requirements.

## GRE/GMAT Requirement for M.A., M.S., M.S.Ed., and M.B.A.

All M.A., M.S., and M.S.Ed. degree-seeking students must take the Graduate Record Examination General Test when required (and Subject Test, if required by the program). **All students must submit GRE scores at the time of admission as a degree-seeking graduate student but not later than the first term of enrollment.** M.B.A. students must take the Graduate Management Admissions Test. Official scores of all examinations must be filed with the Graduate Office prior to admission as a degree-seeking student. Graduate students seeking financial aid or appointment to a graduate assistantship **must** submit GRE or GMAT scores prior to admission. Students admitted pending receipt of GRE scores must submit official scores no later than the end of the first trimester of enrollment in a graduate class or the student may not enroll the following term. A "non-degree" graduate student is not required to take the GRE. All students enrolling in MBA classes must meet the GMAT requirement.

## Transfer Student Admissions and Advanced Standing

Only students who are in good standing as graduate students at a regionally- or nationally- accredited institution are eligible to apply as graduate transfer students.

No more than nine semester hours of graduate credit consisting of no more than four courses may be transferred for a graduate program. Transfer credit must be from a regionally- or nationally- accredited institution. The acceptance of the full nine hours is conditional on the applicability to the student's planned degree program. The student must be working on a specific master's degree at Northwest and have filed an Approved Program Form (APF) in order to receive consideration for eligible transfer credit. The student's advisor must request, in writing, consideration of potential transfer credit from the Dean of the Graduate School. Transfer credit is not processed for non-degree or certification graduate students.

Only work evaluated "B" or above is acceptable for transfer credit and applicable to a specific master's degree program. Coursework taken for ungraded credit cannot be used toward a degree. Official transcripts must show that the credit is at the graduate level. No transfer credit will be accepted for courses taken by correspondence.

A student working toward the Ed.S. degree may transfer up to eight semester hours of credit from a regionally- or nationally- accredited institution offering the specialist degree, if the courses are appropriate and are approved by the student's committee, if the student has grades of "B" or better, and if the credit fits into the time limit for completion of the Ed.S. degree.

Courses will be prescribed in lieu of specific requirements for those who have already completed these requirements at another institution.

Credit completed at any institution as part of an advanced degree from that institution is not acceptable for transfer toward a different master's degree at Northwest.

After completing graduate courses at Northwest, the transfer student must secure the prior approval of his or her advisor if a course meets conditions described above, with a copy of the approval note filed in the Graduate Office.

Northwest has the option of not accepting transfer credit from a regionally or nationally accredited institution for courses offered by that institution in a state outside of the state where the institution has its home campus.

Official transcripts may be obtained from the Registrar's Office. Payment must accompany request. (See "Fees and Costs.")

### **International Student Admission**

Before deciding to attend Northwest, the international student should examine his or her financial situation very carefully. The U.S. Immigration and Naturalization Service requires Northwest to certify that international students have been fully accepted in a graduate master's program for full-time enrollment (degree seeking) and have sufficient funds to meet all expenses: tuition, housing, transportation, etc. Northwest requires a Statement of Support from the student's family, sponsor, or government. The statement certifies that tuition, room and board, and personal funds are available, and that the student is permitted to export and exchange those funds into the United States. Without this certification, no I-20 form can be issued.

Students entering Northwest are required to have a reading, writing, and conversational knowledge of the English language. If the student's secondary education was obtained from a non-English speaking school or a school in which the media of instruction is not English, then he or she is required to meet the Test of English as a Foreign Language (TOEFL) minimum score of 550 with paper and pencil (213 by computer) for graduate students.

International students must also carry adequate medical insurance. Northwest offers the most comprehensive insurance plan.

### **New International Students**

To be fully admitted to Northwest, students must submit the following items to the Northwest Office of Admissions, Northwest Missouri State University, 800 University Drive, Maryville, Missouri, 64468-6001, USA. Forms are available by request from the Northwest Office of Admissions or the Graduate Office.

1. Complete International Application including supplemental and financial information (requires sponsor signature and notary seal). Application deadlines for all programs with the exception of programs in the Psychology/Sociology/Counseling Department are:

Fall – July 1

Spring – November 15

Summer – April 1

Psychology accepts new students into the program only once each year. Applications for these programs are due March 1.

2. Official academic transcripts from each secondary and post-secondary institution attended. If students are currently enrolled in a college or university, they should send official partial transcripts. All transcripts become the property of Northwest and cannot be released.
3. GMAT (for MBA only) or GRE general test scores when required (and subject scores if required) by program.
4. Application fee in U.S. currency. (See “Fees and Costs.”)
5. Score report from the Test of English as a Foreign Language (TOEFL). Applicants must have a minimum score of 550 paper and pencil, 213 by computer.
6. Financial statement from a banking institution to certify that tuition, room and board, and personal funds are available. Without this certification, no I-20 form can be issued.
7. Copy of passport or birth certificate.

Upon receipt of all these items, international students will be notified of acceptance or denial. The accepted student will receive a completed I-20 form which they must then present to a U.S. Consulate when applying for their student (F-1) visa. Student visas should be obtained before entering the United States, as converting from a tourist visa to a student visa is by no means assured.

### **International Transfer Students**

In addition to the items listed on page 22-23, graduate international students who are transferring to Northwest Missouri State University from another American university should also submit a Transfer Form to the Northwest Office of Admissions. This form can be found in the International Student Application, page 12, or contact the Office of Admissions. Graduate international students must also meet the guidelines set by the U.S. Immigration and Naturalization Service; check with your current institution.

The maximum graduate credit accepted for transfer is nine semester hours in no more than four courses. In order for graduate transfer credits to be evaluated, the prospective graduate student must also file an Approved Program Form with the Northwest Graduate Office.

### **Admission to Graduate Study**

International students must meet all admission requirements as described in “Admission to Graduate Study.” Students must also meet any conditions described by a specific department.

Whether the undergraduate degree is from a foreign university or from an American university, graduate students should also submit the items listed on pages 22-23. The prerequisites for admission to graduate school are:

- A baccalaureate-level degree from either an accredited American university or a foreign institution. If the degree is from a foreign institution, the student may have to continue undergraduate studies to fulfill Northwest requirements.
- A cumulative undergraduate grade point average of at least 2.50 on a 4.00 scale. Students who have a cumulative GPA between 2.20 and 2.49 may be admitted on a conditional basis. For admission to a specific program see the program requirements.

- A score report from the Graduate Record Examination (GRE) General Test (and Subject Test, when required by the program) must be submitted prior to consideration for acceptance if pursuing a Master of Arts, a Master of Science, a Master of Science in Education, or a Specialist in Education degree. M.S. Counseling Psychology and M.S.Ed. Guidance and Counseling students must submit GRE scores before entry according to departmental requirements. If students are pursuing a Master of Business Administration degree, a score report from the Graduate Management Admissions Test (GMAT) must be submitted prior to consideration for acceptance.

The international student should allow approximately six months from the time of application until notification of acceptance. Admission to graduate study does not constitute admission to a specific graduate program nor to candidacy for a degree.

An international student with an education degree from a foreign university may work toward an M.S.Ed. degree based on his or her undergraduate major, with the understanding that Northwest will not recommend him or her for certification anywhere in the United States unless he or she meets all certification requirements for educational programs as outlined in Northwest's current undergraduate academic catalog.

The student is eligible to study for the M.A., M.B.A., M.S., or Ed.S. degrees if he or she meets admission and candidacy requirements as previously specified.

## Registration

Times for graduate registration will be announced each trimester. Courses numbered at the 500 level are available for upper division undergraduate as well as graduate students. (Students enrolling in 500-level courses for graduate credit will meet additional requirements as stated in the course syllabus.) Courses at the 600 level are for graduate students only. Courses at the 700 level are available only to Specialist in Education students. Courses at the 800 level are available only to doctoral students. No course numbered below 500 is available for graduate credit. A minimum of 16 credits of 600-level courses are required for all master's degrees. The remaining credits must be graduate level courses.

Graduate students may register by mail for regularly-scheduled courses. Graduate Mail-In forms are available from the Graduate Office and should be completed and returned by the published deadline.

Undergraduate students who have met the requirements for dual enrollment may preregister as usual. Undergraduate students are not permitted to enroll in 600-level graduate credit courses unless approved for dual enrollment. (See "Academic Policies.") Students may not dually enroll in 600-level courses by computer. Enrollment in 600-level courses must be completed in the Registrar's Office.

Each graduate student should consult the listing of department advisors and meet with his or her advisor before registration concerning the applicability of any course to his or her program as well as for any other concern.

Students must make arrangements to have a Bearcat ID Card made at the time of registration if entering the University for the first time. Students must furnish their social security number. Students who wish to park on campus during the day must register their cars and purchase a parking permit at the Student Services Center.



## Late Registration

These statements are designed to provide guidelines in determining whether the late registration fee should be assessed. The late registration fee is assessed by the Registrar's Office, and any questions should be directed to the Registrar's Office or to the Dean of the Graduate School.

A fee of \$15 will be assessed a student who fails to complete registration, including payment of fees, within the dates as specified in the published procedure for registration for any trimester. Students who are inadvertently charged the late registration fee (LRF) must initiate its refund.

### On-Campus Registration (Northwest Campus)

**Day Registration.** Students registering after the general registration period will be assessed the LRF. Students registering only for night classes will follow procedures for night registration.

**Night Registration.** Students registering at the first meeting of a night class will not be assessed the LRF. Students registering at night for classes that have already met during the day or for a night class that met earlier in the week will be assessed the LRF.

**Special Registration.** Students registering in special workshops or short courses on the first class meeting will not be assessed the LRF. Students registering after the first class meeting will be assessed the LRF.

### Off-Campus Registration (Includes Graduate Center at Missouri Western State College)

**Regular Registration.** Students registering on the night that the class first meets will not be assessed the LRF. Students registering at the second meeting date of Graduate Center classes will be charged the LRF. Graduate students should confer with the Dean of Northwest's Graduate School if there is any question concerning late registration.

## Admission to Candidacy

Admission to graduate study is not the equivalent of admission to candidacy for a master's degree.

It is the responsibility of the student to initiate his or her candidacy by filing an Approved Program Form (APF). The APF is to be completed by the student in consultation with his or her major advisor and forwarded to the Dean of the Graduate School during the first term of enrollment. The APF cannot be processed until GRE/GMAT scores have been received.

The decision on a student's admission to candidacy for a master's degree will be made after the student has completed a minimum of eight semester hours of graduate credit in residence (18 hours for Counseling Psychology and Guidance and Counseling), has a "B" or better average in his or her major field, and at least a "B" average in all work attempted. Decisions on candidacy will be additionally guided by scholarship at the graduate level, evidences of professional competence, results of the GRE General Test or GMAT, as appropriate, results of other achievement tests if administered, the student's proposed plan of study, other conditions specified by the department, and recommendations from the student's advisor and/or instructors.

The student may not continue past 15 graduate hours unless he or she has met the requirements for candidacy in the program and has filed the Approved Program Form and GRE/GMAT scores. The student's proposed plan of study, contained in the APF, must be approved by his or her major advisor (and education advisor if working on an M.S.Ed. program in secondary teaching areas) and by the Dean of the Graduate School.

In addition to approval of a plan of study, admission to candidacy for the M.S.Ed. requires documentation of having met all certification requirements and approval for the appropriate level and teaching area(s) from any state. The documentation will remain on file with the Dean of the Graduate School. Students who are earning the teaching certificate as part of their graduate studies may be admitted to candidacy if the Approved Program Form specifies all courses required to earn a Missouri Teaching Certificate. Applicants whose objectives are in non-public education may be approved by the individual program, if appropriate, without meeting certification requirements. See individual programs for exceptions.

For the M.S.Ed., M.B.A., M.A., or M.S. degrees, undergraduate courses specified by the department or college in which the applicant plans to do his or her major study may also be required. Any additional requirements specified by the department or college must also be met.

Students who are conditionally admitted or who do not qualify for conditional admission (see page 20) may not be admitted to candidacy until after they have completed eight semester hours of graduate study with a "B" or better grade point average and have met all other candidacy requirements.

The admission to candidacy procedures for the Ed.S. degree are described in the "College of Education and Human Services" section.

## **Graduate Research Requirement**

All graduate students must complete a research component as part of their requirements for graduation. The requirement may be met through one of three options as prescribed for the individual's approved program. These options are:

### **A. Research Paper:**

A research paper, at a minimum, is a paper that surveys the literature on a particular topic. In such papers, students should demonstrate that they understand various arguments, hypotheses or theories put forward in the literature, can compare and contrast such, and draw appropriate conclusions therefrom. Term papers meeting these specifications can qualify as research papers. Research papers can be written either individually or as a team as directed by the academic program. The student's advisor must approve the research paper and file the Research Component Form with the Graduate Office.

### **B. Scholarly Paper:**

A scholarly paper is a monograph of research conducted by the student that may or may not be experimental in nature. The report includes a statement of purpose, a report of investigation, analysis, and conclusions. The scholarly paper requires approval of the supervising graduate research faculty member and the Dean of the Graduate School. An oral defense of the paper is not required. The scholarly paper must be bound and filed in the B.D. Owens Library.

### **C. Thesis:**

A thesis is an in-depth scholarly examination of a particular topic which makes a contribution to the student's academic field. The specific format of the thesis may vary by academic department. However, in general, a thesis is based on the examination of a hypothesis or research objective and includes the following components: an abstract, a review of literature, methods and procedures, data summary or findings from primary sources, and a discussion of the findings. The thesis requires approval of the supervising

graduate research faculty member, the thesis committee and the Dean of the Graduate School. An oral defense of the thesis before the thesis committee is required. The thesis must be bound and filed with the library.

#### **D. Guidelines for Research Paper, Scholarly Paper, and Thesis**

The scholarly paper/thesis should be printed on approved bond paper according to the style adopted by the department. The original is to be turned in to the Dean of the Graduate School for approval by the pre-arranged date. Additional copies may be required.

A typed original, letter quality, computer-generated or approved photocopy(ies) must be on approved bond paper. In typing the original copy, the following conditions must be met: (1) The general graduate guidelines must be followed for general format (a copy of the approved guidelines for general format is available from the Graduate Office); (2) A specific manual prescribed by the department must be followed exactly for the internal format of the paper; (3) Careful attention must be given to all composition skills involved; (4) An errorless original document must be submitted to the Graduate Office for final approval on approved bond paper, and; (5) Consistent typing with a uniform font printed on a letter quality laser printer must be evident for the entire scholarly paper/thesis, except that photography or reduced tables on approved paper may be allowed.

If approved, two copies will be forwarded to the B.D. Owens Library (one for binding and one for files). Any other copies will be returned to the student and department for files. Owens Library will finance the binding of only that copy of the thesis which will be permanently archived in their facility. Binding of any additional copies will be at the expense of the student. Each graduate program within the department should keep files of significant research completed by each master's degree recipient.

The college or department has the option of requiring that research other than a thesis completed by a student for any graduate degree be processed for binding and library files as for a thesis. The internal guidelines are to be developed by the department or program and filed with the Graduate Office. The title page, approval page, and abstract instructions are to follow a uniform format provided by the Graduate Office.

For students not required to complete a scholarly paper/thesis for filing in the library, each graduate degree area will arrange for a permanent department file of the results of its research component. The name of the student, the title of the research, the graduate degree, date earned, and degree area are to be sent to the Graduate Office for filing in the student's permanent files. (See "College of Education and Human Services" requirements for Ed.S. research requirements.)

Northwest Missouri State University subscribes to the policy that all research involving human subjects which is conducted by faculty, students, and staff must be reviewed and approved by the Human Subjects Committee prior to the initiation of the research.

Northwest Missouri State University subscribes to the policy that all research involving animals which is conducted by faculty, students, and staff must be reviewed and approved by the Animal Welfare Committee prior to the initiation of the research. The Animal Welfare Committee meets once a trimester or when needed.

## **Second Degree**

A second master's degree may be earned by completing all degree requirements for the second degree for a total of 32 graduate credit hours. If required courses for the second degree have been completed in the first degree, appropriate course substitutions will be approved by the advisor to complete the 32 graduate credit hours required for the second degree.

## **Graduation**

The student must complete all applicable general requirements as well as those outlined for degree programs and pass the comprehensive exam.

The student must have been admitted to candidacy, and he or she must have been recommended for graduation in the prescribed manner. Recommendations for award of the graduate degrees originate with the Graduate Council, and are acted upon by the President and the Board of Regents.

At the beginning of the last trimester of enrollment, the degree candidate must complete an Application for Degree (available in the Graduate Office or online). The graduation fee (see "Fees and Costs") is assessed whether or not the student plans to participate in commencement exercises.

Information regarding commencement exercises and ordering of cap, gown, and hood will be sent from the Registrar's Office.

# Fees and Costs

## General Information

Statements concerning fees are announcements and are not to be regarded as offers to contract. The University reserves the right to change fees and other charges at any time by published notice before the opening of any trimester or session.

Courses taken for audit or courses taken for reduced credit or no credit will be counted at their normal credit value in computing the amount of fees to be paid.

It is the student's responsibility to pay fees and any other financial obligations to the University as they become due. The non-payment of any financial obligation may result in the administrative withdrawal of the student or in legal action (at the University's option). If an outside agency/legal action becomes necessary, the collection costs will be passed on to the student. Records will be held for failure to meet payment deadlines.

If the University removes a student from the class rolls for any reason, charges will be reduced according to the published schedule. Such removal will not forgive any amounts due to the University, and records and enrollment will be held until all obligations are cleared. (See "Transcript/Diploma/Enrollment Hold" policy on page 46.)

It is the student's responsibility to have his or her current address on file in the Registrar's Office so that statements, grades, and notices may be forwarded in a timely manner.

The appeal body for most financial matters is the Student Financial Appeals Committee. Petitions are available at the Student Services Center.

## Residency for Fee Purposes

A student's residency status for fee purposes is determined at the time of admission according to the policy recommended by the Missouri Coordinating Board for Higher Education. Copies of the residency policy and petitions for change of residency status are available by request from the Office of Admissions. Petitions must be submitted to the Office of Admissions at least three weeks prior to the beginning of the term for which the change is desired.

The nonresident student fee may be credited in an amount equal to the actual Missouri income tax paid by the nonresident student or custodial parent for the previous calendar year. Students covered by this policy remain classified as nonresidents and must submit the Missouri income tax return to the Cashiering Office to receive this credit.

## Graduate Tuition

All graduate students enrolled in the University are required to pay tuition and fees as set by the Board of Regents.

Current rates are available:

1. On Northwest web site: [www.nwmissouri.edu/treasurer/tuition.htm](http://www.nwmissouri.edu/treasurer/tuition.htm)
2. In the course offerings publication
3. Upon request from the Cashiering Office at (660) 562-1578

Special Programs: Tuition and fees as published by program director.

**NOTE:** If classified as a graduate student, fees will be assessed at the graduate rate regardless of the level of coursework. The only exception to this policy is that non-degree students taking all courses for undergraduate credit in a given session may apply for reclassification as an undergraduate student.

## Room and Board

Residents of all halls must have a meal contract.

Current rates are available:

1. On Northwest web site: [www.nwmissouri.edu/treasurer/roomcosts.htm](http://www.nwmissouri.edu/treasurer/roomcosts.htm)
2. In the course offerings publication
3. Upon request from the Cashiering Office at (660) 562-1578

Private room requests will be honored on a space available basis.

Cash meals are also available in the dining facilities.

## Housing Deposit

A reservation and room deposit must accompany the student's Application for Housing. This deposit is refundable if the student cancels his or her contract by July 1. Damage charges and other financial obligations to the University, if any, will be deducted from this deposit. Students should request the deposit refund at the Residential Life Office.

## Senior Citizen Fee Waiver

Tuition up to the standard rate is waived for individuals over the age of 65. Individuals under this policy must pay any other fees that may be required, including the designated fee and technology fee. Enrollment in a class for this group is contingent on available space. Verification of birth date is required.

## Installment Payment Plan

Northwest's installment plan is for tuition and required fees, room and board only. The plan enables students to make four regularly scheduled monthly installment payments each Fall and Spring trimester (a finance charge is assessed).

The minimum payment is one fourth (1/4) of the balance of tuition and required fees, room and board, after processed financial aid is deducted, plus any miscellaneous charges.

If a student chooses to pay the minimum payment amount a finance charge will be assessed on the remaining unpaid billed amount. This rate will be adjusted each fall to reflect 2% over the April 1 prime rate. (Maximum 1% annual increase.)

Due dates for fall payments are the 15th of August, September, October and November. Spring payment due dates are the 15th of January, February, March and April. Summer tuition is due the 15th of the month in which the course begins.

### Change of Schedule/Contract

Students are required to make payment at the Cashiering Office immediately after processing any change of schedule or any change of room and board contract which increases the cost.

## Refund Policy for Dropped Courses

Tuition Reduction	Trimester Course	4-Week Summer Course
100%	Day 1-5	1st day
75%	Day 6-10	2nd day
50%	Day 11-15	3rd day
25%	Day 16-20	4th day

Other time frame prorated.

Added courses will be charged full price.

### General Information

1. Refunds are based on **FULL** payment of all fees assessed.
2. Payments made by financial aid, may be refunded back to the program.
3. Refunds/reductions in charge are based on initial enrollment.
4. Refunds are not made if under \$1.00 (unless requested at the Cashiering Office).
5. Refunds/reductions in charge are prorated based on the number of class meetings for off-schedule classes.

### Determination of Return of Federal Aid

Title IV funds for withdrawn students will be calculated and returned as follows:

1. Percentage of payment period (first day of class through last day of final examinations) completed is the number of calendar days the student remained enrolled divided by the total number of calendar days in the payment period.
2. Percentage of Title IV funds eligible for disbursement earned is the percentage of the payment period completed through the 60% point and is 100% thereafter.
3. Percentage unearned (to be returned to Title IV programs) is 100% minus the percentage earned.
4. The return of the Title IV funds will be allocated in the following order up to amounts received from each program: Unsubsidized Federal Stafford Loans, Subsidized Federal Stafford Loans, Unsubsidized Federal Direct Loans, Subsidized Federal Direct Loans, Federal Perkins Loans, Federal PLUS Loans, Federal Direct PLUS Loans, Federal PELL Grants, Federal SEOG Grants, other grant or loan assistance authorized by Title IV of the HEA.

5. The University will return up to the unearned percentage multiplied by the total institutional charges. The student is responsible for any remainder.
6. Amounts to be returned by the student to loan programs may be paid according to the terms of the promissory note. Amounts to be returned by the student to grant programs are reduced by 50%.

Examples of the application of this policy may be obtained by contacting the Office of the Treasurer at (660) 562-1106.

Calculated refund amounts due the students will be automatically credited to any unpaid charges.

### **Tax Credits**

The Lifetime Learning tax credit may be available to students or parents. Contact your tax preparer for more information. Tax credit links are available through the Treasurer's Office web page ([www.nwmissouri.edu/treasurer/](http://www.nwmissouri.edu/treasurer/)).

### **Personal Check Policy**

To insure proper credit, the Treasurer's Office requests that personal checks submitted for payment or for cash have the student's ID (SS#) written on the check. If the student prefers not to have their ID number on the check, they must specifically indicate the ID number is not to be written on the check when submitting the payment. University staff will write students ID numbers on checks when the student has not done so already.

### **Miscellaneous Assessments**

Current rates are available:

1. On Northwest web site: [www.nwmissouri.edu/treasurer/](http://www.nwmissouri.edu/treasurer/)
2. Upon request from Cashiering Department at (660) 562-1578

**Documentation of Learning Disability.** After acceptance to Northwest, students with disabilities are to request, in writing, appropriate accommodations and provide documentation for review by the Learning Assistance Programs/Services (LAP/S) directors. Written guidelines from the LAP/S review will be given to the student to provide information to his or her respective instructor. It is the right and responsibility of the student to make their needs known. Additional information is found in the brochure "Services for Students with Disabilities" available at the Student Services Center in the Administration Building.

**Graduate Assistant Fee Reductions/Work Related Scholarships.** If employment is terminated and the student remains enrolled, the fee reduction or scholarship is prorated for time employed.

**Student Health Insurance.** Health insurance is available through a company not affiliated with the University. The premiums are set by the company. Information concerning health insurance may be obtained by calling the Cashiering Office, (660) 562-1578.

International students are required to have an approved health insurance plan. The student is charged for our approved plan. If the international student has a health insurance plan before entering the University, they must contact the director of multicultural affairs/international students within the first two weeks of classes for approval of that policy. If approval is given, then the charge for Northwest's policy is removed from their bill.



## Assistantships and Financial Assistance

To be eligible to apply for a competitive graduate assistantship, students must be fully accepted for graduate study and have an Approved Program Form on file and be pursuing coursework for a Master's or Specialist Degree. They must have a minimum undergraduate GPA of 2.75 or a minimum graduate GPA of 3.00 on a 4.00 scale in at least eight graduate hours, must have taken the GRE/GMAT general and subject test (when required) and have scores on file in the Graduate Office. The GRE Test is required for all degrees except the MBA which requires the GMAT.

International students who did not complete both their primary and secondary education in a nation or territory in which English is the primary language must have completed one trimester of in-residence graduate work and must successfully complete the Speaking Proficiency English Assessment Test (SPEAK) before they can be appointed as a Graduate Teaching Assistant or as a Graduate Tutor. A first term international student may apply for research or administrative assistantships if they have the skills required in the job description. Contact the Graduate Office for information about the SPEAK Test.

The student must enroll in and complete a minimum of nine hours with at least six hours at the graduate level per trimester to be eligible for an assistantship and must maintain a 3.00 grade point average in graduate courses each term of enrollment to be a graduate assistant. Graduate assistants must submit the Approved Program Form at the time of enrollment.

Assistantships are available on a competitive basis. In addition to the stipend, a waiver of 100% of the standard tuition and designated fee rate is provided for both resident and non-resident graduate assistants. In the case of a flat fee (e.g. Web) only the Missouri resident rate will be covered. The fee waiver does not include the technology fee. Applications should be made by March 1 for the next fall trimester to the Graduate Office and will be accepted until all positions are filled. Forms are available from the Graduate Office. The fee reduction is prorated if the student is not employed for the full Fall or Spring trimester. Contracts for Summer are based on each separate session.

Graduate assistantships are available in all areas where graduate degrees are offered. Graduate teaching assistantships are available in biology, chemistry, the College of Education and Human Services, the computer science laboratories, English, and the Writing Center. Graduate tutorial assistantships are available to graduate students who hold a baccalaureate degree from a regionally-accredited institution of higher learning. Preference will be given to Northwest graduates with specialized experiences in high-need areas. Graduate tutorial assistantships involve individualized tutoring of undergraduate students in general study areas.

A student will not be approved for an assistantship if employed in another position by the University. No student may hold more than one full-time assistantship. In the event a graduate

student resigns from the assistantship and remains as a student, full fees prorated for the portion of the trimester remaining will be assessed.

Graduate assistantship information is available in the Graduate Office. Information about other financial aid may be obtained from the Office of Scholarships and Financial Assistance.

# Financial Assistance

## Available Assistance

Northwest awards and/or administers many types of financial assistance from federal, state, University and private sources. Financial aid can be divided into three general categories:

- **Scholarships** – financial gifts based on academic, performance, or other high achievement.
- **Loans** – from Federal William D. Ford Direct Loan Program, Federal Perkins Loan Program or from private non-federal sources.
- **Employment** – either Federal Work-Study Program or institutional employment.

Scholarships are gifts that usually do not have to be repaid. Loans must be repaid with interest at a future date, which usually begins six months after the student ceases to be enrolled at least half-time. For information contact the Office of Scholarships and Financial Assistance, (660) 562-1363.

Financial aid programs assume that the primary responsibility for educational and living expenses rests with the students. Most of Northwest's assistance is designed to supplement student resources. In addition to student earnings and savings, other resources considered when determining federal aid eligibility include, but are not limited to, University fee waivers, private scholarships and veterans benefits.

## Maximum Time Frame and Credit Hours

Graduate students may attempt one and a half times the total number of hours required to graduate, including transfer credit. Students who have attempted the maximum number of credit hours are ineligible for any type of federal financial aid. A change of major does not extend the maximum number of credit hours that may be attempted with federal aid. Program limitations may override this credit hour maximum.

## Application Procedures

Students should contact the Northwest Office of Scholarships and Financial Assistance on or after January 3 for information and applications for federal student financial aid. Some of the information required on the Free Application for Federal Student Aid (FAFSA) must be taken from the student's federal income tax forms. **Northwest holds all financial information in strictest confidence, and uses the information only to determine eligibility for federal aid.** See the "Student Records" section of this catalog for more information on records privacy.

## Financial Assistance Programs Award Processing

The Office of Scholarships and Financial Assistance will attempt to meet students' financial needs pending the availability of funds. Federal financial aid will continue to be awarded until all funds are committed or until the specified deadlines, whichever occurs first.

For maximum consideration, applications and required documentation should be submitted at the earliest possible date after January 2 for the following academic year. Some federal programs have limited funds that will be awarded to the early pool of applicants.

Students must be enrolled in at least six (6) credit hours per trimester in order to be eligible for direct loans and for in-school deferments of previous loans.

All single-term loans must be disbursed in two equal payments. One payment is made at the beginning of the term and the other payment is made no earlier than the midpoint of the term.

### **Award Notification**

The Office of Scholarships and Financial Assistance will notify students by mail of the types and amounts of federal financial aid for which they qualify. Students must sign, date, and return their award notifications to confirm acceptance of their awards. Students may accept all or part of their award. Offers of all financial aid are void if award notifications are not properly completed and returned. All first-time borrowers at Northwest must also complete a loan entrance counseling session before loan funds can be credited to their account.

### **Satisfactory Academic Progress**

To be eligible to receive federal student aid, students must maintain satisfactory academic progress toward a degree or certificate. The two standards utilized by the University to determine satisfactory academic progress are quantitative and qualitative progress.

Quantitative progress requires students to pass a minimum number of credit hours. Qualitative progress requires students to earn predetermined Northwest and cumulative grade point averages. Students must be in compliance with the University's written standards for both quantitative and qualitative progress to maintain eligibility for any type of federal financial aid.

The University will attempt to notify students by email or mail when they have not maintained satisfactory academic progress. However, students are responsible for being aware of the satisfactory academic progress policies and will remain ineligible, even if the University's notification is not received.

### **Quantitative Progress**

Final quantitative progress will be determined annually at the end of the summer trimester. To be considered making satisfactory academic progress for the academic year, students must pass the number of credit hours for which they were paid during the fall and/or spring trimesters. Failure to complete the minimum required number of hours by the end of the summer trimester will result in the loss of eligibility for all types of federal and state financial aid until the deficiency is removed. Students who have a deficiency at the end of the spring trimester are strongly encouraged to attend the summer trimester and complete the number of hours required to maintain eligibility for the next period of enrollment.

### **Required Minimum Number of Hours**

If financial aid was received for both fall and spring trimesters, then the following is the minimum number of credit hours that must be completed by the end of the summer trimester:

<b>Enrollment Status</b>	<b>Credits Completed</b>
Full-time	18
Half-time	12

Undergraduate and graduate students with any combination of the above enrollment status for the fall, spring, and/or summer trimesters must complete all credit hours for which they were paid.

Minimum number of credit hours that must be completed by the end of the summer trimester if financial aid was received for only one trimester (fall, spring or summer):

<b>Enrollment Status</b>	<b>Credits Completed</b>
Full-time	9
Half-time	6

Students processed for less than half-time must complete all credit hours for which they received aid.

### **Deficiencies**

Credit hour deficiencies must be removed by the end of the summer trimester to maintain satisfactory academic progress. Students who have a deficiency at the end of the spring trimester are strongly encouraged to attend during the summer trimester and remove the deficiency if they expect to receive federal financial aid for their next period of enrollment.

### **Course Audits**

Students are not eligible to receive federal financial aid for courses audited. Courses audited will not be included when determining the number of credit hours a student has attempted or completed.

### **Delayed Grades**

Courses in which a student received delayed grades will be counted as hours attempted but not counted as hours completed until the final grade is officially removed and posted to the student's permanent record.

### **Qualitative Progress**

Qualitative academic progress will be determined at the end of **each** trimester. To be considered making satisfactory qualitative progress, graduate students must maintain a minimum 3.00 Northwest and cumulative GPAs.

Students who do not meet qualitative academic progress will not be eligible to receive aid for subsequent periods of enrollment until the required Northwest and cumulative GPAs are attained.

### **Appeal Process**

If a student has special circumstances he/she wishes to report, a written petition must be submitted to the Student Financial Review Committee. The appeal must be based on documented mitigating circumstances beyond the student's control. Petition forms must be picked up and returned to the Office of Scholarships and Financial Assistance. The Committee will consider written comments, past academic records, documentation of medical or other serious situations, and whether deficiencies can be made up in a reasonable time.

Written appeals and all supporting documentation must be received by the Office of Scholarships and Financial Assistance within **14 days** from the end of the trimester the deficiency occurred. The student financial review committee will review the written appeal and supporting documentation and notify the student in writing of the appeal decision within 14 days from the date received.

To appeal the student financial review committee's decision the student must submit a written appeal and all supporting documentation to the Office of the Provost within seven days from the date on the student financial review committee's written response. The Provost's decision is final.

### **Withdrawal from the University**

If a student withdraws from the University while receiving federal financial aid, the student will be ineligible to receive assistance upon his/her return. The student must complete the number of credit hours from which he/she withdrew before aid will be reinstated. All satisfactory academic progress requirements must be met.

### **Taxation of Financial Assistance**

Scholarships and assistantships are tax exempt only if used for tuition and fees, books, supplies, and equipment required for the course of study. Students must be candidates for degrees.

Scholarships and assistantships are taxable if designated for purposes other than tuition and related expenses or if attributable to service performed.

Fee reductions for employee dependent graduate students must be reported as taxable income for the employee.

For specific information, contact a tax preparation professional.

### **Veterans' Affairs**

The University maintains an Office of Veterans' Affairs to assist veterans and eligible persons in all phases of certification and retention of educational benefits. The Veterans' Office, located in the Office of Scholarships and Financial Assistance, assists veterans and eligible persons in receiving payment for educational assistance as well as tutorial assistance, veterans' work-study and giving advice and counsel.

Northwest students receiving benefits from the Veterans' Administration will meet VA conditions for satisfactorily pursuing a program of study by meeting the University's general catalog requirements. However, a few VA requirements are more stringent than the general catalog requirements:

- **Regular Attendance.** VA students must attend all classes according to each instructor's attendance policies. VA students must have their cards completed and signed by each of their instructors at the end of each month. The completed attendance card must be promptly submitted to the Office of Veterans' Affairs by the student. VA benefits will be terminated as of the last date of attendance reported by the instructor for students with unsatisfactory attendance.
- **Unsatisfactory Progress.** The University is required to notify the Veterans' Administration that a student did not make satisfactory progress if the student:
  - a) fails or withdraws from all classes;
  - b) accumulates more than 9 hours of grades of "F"; or
  - c) is suspended by the University.

Education benefits will be terminated for students who fail to make VA satisfactory progress.

- **Classes Not Completed.** The Veterans' Administration may require students to repay benefits received for classes dropped.

- **Delayed Grades.** Graduate students have one year to remove a delayed grade or they will be changed to grades of "F"; however, those hours are not counted as completed hours for financial assistance purposes.

VA students should contact the Office of Veterans' Affairs before deciding to repeat a course, withdraw from the University, drop a class, take a delayed grade or interrupt class attendance to assure compliance with VA regulations.

### **Vocational Rehabilitation**

All students receiving vocational funding from the State Department of Rehabilitation or Veterans' Administration should contact the Office of Scholarships and Financial Assistance for certification and counseling assistance.

# Policies and Regulations

## Total Hours Required

A minimum of 32 semester hours is required for all master's and specialist's degrees, with the exception of the M.B.A., the M.S. in Counseling Psychology, and the M.S.Ed. in Guidance and Counseling. Check specific program requirements in the appropriate section in this catalog. All master's degrees require 16 hours of courses at the 600 level. All other courses must be graduate level.

## Minimum Grade Point Average Required for Graduation

The overall grade point average must be 3.00 ("B") or above in the major study area. All graduate coursework taken at Northwest must average 3.00 or above, with no more than six hours of "C," and no hours of "D" or "F". Transfer credit grades do not apply to calculating the 3.00 GPA in courses taken at Northwest. The Specialist in Education degree requires a 3.25 overall GPA at Northwest.

## Time Limitations

All requirements submitted in fulfillment of a Master's or Specialist in Education degree must be completed within a period of eight years. In the event a student has already completed a required course taken before the eight-year time period, the academic advisor and graduate student may agree to substitute another graduate level course which would complement the student's program. This substitution must be submitted to the Graduate Office in writing. These limitations will be extended only for the period of active duty of students entering the military service. The student must submit a petition upon his or her return from military service.

## Comprehensive Examinations

A comprehensive written examination of four hours is administered in the term in which the student expects to receive the degree. Students needing special accommodations should contact the Graduate Office no less than 48 hours prior to test date. The student must have been admitted to candidacy to be eligible to take the comprehensive exams and must have a 3.00 GPA in all coursework and in the major. Application must be made prior to or no later than the third week of the trimester the student plans to take the comprehensive examination. Approval will be determined by the Dean of the Graduate School in consultation with the student's advisor. Students must achieve the minimum of an overall "B" grade in order to pass. If students lack two required courses (maximum of six semester hours), they may apply to take the comprehensive exam. If approved by the graduate advisor and Dean of the Graduate School, a student who fails the comprehensives for a master's degree may take them again. The maximum number of times the student may take the comprehensive examination for the master's degree is three, in three separate sessions, in fall, spring, or summer. The Specialist in Education candidate may request approval to retake the comprehensive examination once after failing.



## Portfolio Requirement

To assess program effectiveness, a performance-based graduate portfolio is required in place of the comprehensive exams for some programs. Program advisors will provide candidates with the program specific template at the time the Approved Program Form is completed.

## Deficiencies and Teacher Certification

A student who desires a University recommendation for certification in an area other than his or her earned master's degree must remove specified graduate deficiencies (and undergraduate, if applicable). If the student works directly with a state school agency for certification, he or she need only take courses specified by that agency. The student may pursue a second master's degree, if applicable. If the student is in the GIST Program or earning certification, it is recommended that he or she take and pass the PRAXIS the trimester prior to taking the comprehensive exam and/or the trimester prior to graduation.

## Conduct

Any issues relating to the conduct of a graduate student will be handled by the Graduate Council.

## Department Test-Out

At the discretion of the advisor and the department, a student may test out of required undergraduate deficiencies.

**Policies:** Students expecting to test out of a course are not to enroll in the course. The student must be enrolled at Northwest, however, for the period during which the test-out is administered and credit is awarded.

The student must apply for test-out to the appropriate department chairperson or college dean on or before the first day of classes. The chairperson or dean determines which courses are available for test-out and will arrange for the test-out process in accordance with department policy. Test-out must be completed within the first four days of a trimester or within the first two days of a four-week course.

Test-out may not be taken to supersede "C", "D", or "F" grades. Test-out may be repeated twice in eligible classes, subject to department approval, but a period of six months must elapse between testings. A letter grade of "A" or "B" will be assigned.

**Procedure:** Each time a test is taken, the student must purchase a test-out form from the Cashiering Office. (See "Fees and Costs"). A separate form must be purchased for each course, except for unit courses with labs. The department chairperson or coordinator will complete the form and return it to the Registrar for processing immediately after the testing period.

## Superseding Grades/Repeating Courses

A student may re-enroll in a course once for purposes of improving the grade and demonstrating greater competency. The student must have a written petition (forms are available in the Graduate Office) and the approval of the graduate advisor or department chairperson, the dean of the college, and the Dean of the Graduate School. The student may not receive credit twice in the same course.

## Pass/Fail

No courses for graduate credit may be taken on a pass/fail basis.

## Residency

Each graduate student is expected to spend a period of study on the campus or other approved sites which may be met by enrollment in six or more semester hours of graduate courses in any academic year. See “College of Education and Human Services” for Specialist in Education requirements for residency.

## Academic Load

The recommended credit load for persons fully employed during the academic year is six hours per trimester. A full-time graduate student is one who takes nine or more graduate hours in a trimester. The maximum is 16 hours in a trimester with no more than seven hours in a four-week summer session. Workshop credits are counted in the academic load. (For financial aid purposes, a student must take six hours during a trimester to be considered a part-time student.)

Students working on an assistantship are subject to regulations stipulated by that award concerning a maximum credit load to be taken.

Courses taken for audit are included in the academic load.

## Dual Enrollment

A Northwest senior who needs fewer than 30 semester hours to complete the baccalaureate degree and who needs less than a full enrollment of required undergraduate courses in any term of the senior year may petition to take courses for graduate credit, provided prerequisites are met and he or she follows the approval procedures. The student must: 1) have a cumulative undergraduate GPA of 2.50 or above, 2) fill out a petition for dual enrollment obtained from the Graduate Office, 3) apply for admission to the Graduate School if from another regionally-accredited university, and 4) have approval of the appropriate advisor or chairperson, and the Dean of the Graduate School. The maximum load is 16 hours for any trimester in which graduate credit is involved, and no more than seven hours in a four-week summer session.

## Academic Integrity

Academic honesty is essential to the integrity of the mission and success of the University and is expected of all students. It is the responsibility of every student to avoid dishonest practices. There are eight broad areas of academic dishonesty: (1) obtaining unauthorized aid or information; (2) giving unauthorized aid or information; (3) committing plagiarism from written, electronic or internet sources; (4) misrepresenting facts or data; (5) offering bribes; (6) using the library resources unethically; (7) using computer resources unethically; and (8) knowingly assisting in any of the above practices.

A charge of academic dishonesty can be brought against a student by an instructor, a staff member, or another student in consultation with an instructor. The instructor or staff member, after having consulted the chairperson, will notify the student in writing of the formal charge. If the instructor involved is a chairperson, the instructor will consult with the dean of the appropriate college before moving forward with the process. While in standard cases the instructor will give the student an automatic "F" in the course, the instructor, in consultation with the chair or dean, has the discretion to alter sanctions as appropriate. If the student chooses to appeal the charge of the instructor, the student may stay in the class until the appeal process is completed. All cases of academic dishonesty will be reported by the chairperson to the academic dean, graduate dean and the provost.

Once the charge is made, the student has the right to appeal. The student must make the appeal in writing to the department chairperson within ten academic days of receiving the charge. The chairperson (or dean if the case involves a chairperson) will then appoint a committee of at least three faculty or staff members from the department who are not directly involved in the case to consider the appeal. If the appeal fails, the student may then petition the Graduate Council. A charge that is successfully appealed will be reported by the appropriate committee to the chairperson of the appropriate department, to the academic dean, the graduate dean, and to the provost so that charge that has already been reported will be expunged from the record.

During the appeals process the departmental committee or the Graduate Council may alter the sanctions. In standard cases, the instructor's sanction will stand and the student will be prohibited from further attending the course. The second instance of academic dishonesty will result in immediate dismissal from the University.

### **Audit**

Graduate students may audit graduate courses, provided the class section has available space and proper enrollment forms are completed. The normal academic load applies. Auditors will enroll for the course, pay the same fees as other students, and enjoy all the privileges of the University. Forms are available in the Registrar's Office.

The auditor is expected to attend regularly and is to determine from the instructor the amount of work expected. If an auditing student does not meet the criteria for the course, the instructor may drop the student from the class roll and the audit will not appear on the student's record.

Students who initially enroll in a course for credit may be permitted to change their enrollment to audit or remove from audit any time within the first three weeks of the trimester, eight days of a six-week or eight-week course, five days of a four-week course and two days of any shorter length course.

A course may be audited either before or after it is taken for academic credit.

### **Correspondence Courses and Workshops**

Northwest does not accept courses by correspondence for graduate credit. Campus-based, electronically-generated courses will be considered as residential credit. No more than six hours of workshop credit may be applied to any degree. Workshop credit is a part of the academic load.

### **Credit System**

The unit of credit is the semester hour. Lecture-recitation courses average one hour of meeting per week in a trimester for each hour of credit given. Laboratory courses average two or more hours per week in a trimester for each hour of credit given.

The amount of credit for each course is indicated in the departmental statements and in the *Course Offerings*.

### **Course Numbering**

Courses are numbered according to the following plan:

001 to 099:	Non-college Parallel
100 to 299:	Lower Division
300 to 499:	Upper Division
500 to 599:	Upper Division/Graduate
	(Additional requirements must be met for graduate credit.)

600 to 699:	Graduate Only
700 to 799:	Specialist in Education
800 to 899:	Doctoral

A minimum of 16 credits of 600-level courses are required for all master's degrees. The remaining required credits must be graduate level.

## Grading System

The following marks are used in evaluating the work of students:

A: superior	W: official withdrawal from University
B: above average	P: pass on pass/fail system
C: average	NC: no credit
D: below average	AT: audit
F: failure	DL: delayed grade
	IP: In Progress

## Delayed Grade

The Delayed Grade Form is initiated with the course instructor. Delayed grade indicates that due to unusual circumstances a small portion of a course has not been completed. In each instance when a delayed grade is assigned, the instructor of the course, at the end of the course, indicates on the form what the student must do to complete the course. The form is turned in to the Registrar's Office along with the final grades for the course. **Delayed grades in graduate credit courses (with the exception of thesis courses and other courses designated by the Dean of the Graduate School) must be removed within one calendar year, or the delayed grade becomes an "F" on the student's permanent grade record. Graduate students cannot graduate if they have a delayed grade on their transcript.**

A student wishing to submit makeup work to remove a delayed grade must make arrangements with the instructor. Faculty members are not obligated to accept and evaluate makeup work in order to submit a grade change after the above time periods. The student must request extensions of time in writing from the department chairperson, the dean of the college, and the Dean of the Graduate School. The length of the extension, if granted, will be determined by the instructor in consultation with the Dean of the Graduate School.

## Final Examinations

The University publishes an official final examination schedule for fall and spring trimesters. Summer session examinations are scheduled by each instructor on the last day of the term.

Faculty members who wish to approve individual students for a legitimate change in their final examination schedule must make this recommendation to the department chairperson, college dean, the Dean of the Graduate School, and the Provost. Only those students who have three examinations scheduled on the same day will have a schedule change initiated by the Provost. Students must have a written recommendation from their instructor for any change.

## Grade Appeal Procedure

Faculty members have a professional obligation to evaluate the progress and/or performance of students, and to assign each student a course grade which validly reflects the student's progress and/or performance in that course. Student progress and/or performance should be evaluated solely on the academic objectives of the course.

Students are responsible for maintaining standards of academic performance established for each course in which they are enrolled. Lack of success in meeting the academic grading standards established by the instructor does not constitute a case for appeal.

A student who feels that the instructor has graded on the basis of personal opinions or other matters unrelated to the established academic standards is encouraged to consult with the instructor in the hope that a satisfactory solution can be achieved.

If the student still feels the instructor is biased or capricious in academic evaluation, the student has the right to make a written appeal to the appeal committee appointed by the department. Such a committee consists of at least one faculty member and one student, both of whom are not directly involved in the case.

The departmental-level appeal committee will convene within a reasonable time following the student's request for a formal hearing. If the committee feels there is reasonable justification for the student's appeal, then it will schedule a formal hearing in which testimony from both the student making the appeal and from the instructor concerned will be considered, along with any supporting evidence. At the conclusion of the hearing, the committee will make its recommendation for the resolution of the difference, and will notify in writing the student, the instructor, and the department chair or coordinator. The written decision and the signatures of the committee members will be filed in the department.

If the departmental-level appeal committee supports the student but the instructor refuses to accept the decision of the committee, the student may, as a last resort, appeal to the department chairperson or coordinator. Should the allegation concern the department chairperson or coordinator, the final appeal will be made to the Dean of the Graduate School, or other designee of the Provost.

### **Academic Policies Appeal Process**

The process of appealing decisions based on stated academic policy beyond action of the Dean of the Graduate School requires a letter of petition clearly stating the reason for the appeal. The letter should be addressed to the Graduate Council, c/o Graduate Office. The Graduate Council will hear the appeal.

### **Adding, Dropping, and Withdrawals**

**Adding Courses:** Courses may be added during the first day of any short course, two-week course, or four-week course; during the first two days of a six-week or eight-week course, and during the first four days of any course longer than eight weeks of instruction. This includes adding a course, exchanging courses, dropping courses, and transferring from one section of a course to another section. No record of such courses is made on the student's transcript. No change in program may be made without prior approval of the student's advisor.

**Dropping Courses:** Students may drop a course during the first half of any length course. (See "Fees and Costs" section.) Those who do not follow the prescribed procedure for dropping a course will have a grade of "F" recorded on their permanent record.

If due to extraordinary reasons—beyond the control of the student—a student desires to drop a course after the deadline, he or she must petition the Dean of the Graduate School. Extraordinary reasons which may be considered include advisor error, administrative error, or documented medical reasons. **Courses may not be dropped during the final exam period.**

**Withdrawal from the University:** All students who wish to terminate their enrollment during a term should initially consult with their advisor. If, after meeting with the advisor, a student decides to withdraw from the University, the student must complete an Exit Report in the Graduate Office in the Administration Building. It is extremely important that a withdrawal be completed to ensure that proper entries are made on the academic transcript, that fee refunds are processed (See “Fees and Costs” section.) and that all University records are corrected to reflect the status of the student.

If a student cannot initiate the withdrawal process in person, he or she should write or call the Graduate Office, who will process the withdrawal from the University.

Students who wish to withdraw from the University must do so before two-thirds of any trimester or shorter-length term has expired. A "W" will be recorded for each class.

Students who are administratively withdrawn for non-payment of fees are prohibited from attending classes.

Students who do not follow the prescribed procedure in withdrawing from the University will have recorded on their permanent record a grade of "F" for their courses.

### **Transcript of Grades**

Students may request, in writing, copies of their permanent grade record. Normally, a transcript can be furnished upon 24 hours notice; however, at the end of a term at least two weeks notice should be allowed for grade recording and processing.

The student must enclose the transcript fee (see “Fees and Costs”) along with the written request.

### **Transcript/Diploma/Enrollment Hold**

Failure to meet obligations to Northwest, financial (for example: tuition, room, board, telephone, parking, library fines, class materials) or otherwise (for example: incomplete admissions file) will be cause for refusal to allow an individual to enroll, receive a diploma, or receive an academic transcript.

### **Guidelines**

1. In financial situations, the treasurer will consider cases of exceptional circumstances.
  - a) An exception to a hold on a transcript will be made when (1) a transcript is required by a funding agency in order for funds due the University to be released or (2) when financial assistance personnel have verified that all necessary paperwork has been completed by the student and that a sufficient amount of assistance to cover the student's obligation will be forthcoming.
  - b) Enrollment may be allowed at the discretion of the treasurer when there is reasonable assurance that funding will be forthcoming.
  - c) No exceptions are made to a hold on a diploma.
2. In situations where an individual has not submitted all the required transcripts and/or GRE/GMAT results, the Dean of the Graduate School may release a hold when there is reasonable assurance that the required materials are forthcoming. A hold may be placed on preregistration as well as general registration.

3. In other situations (for example: disciplinary, etc.), the Dean of the Graduate School will consider exceptional circumstances.

## Housing

If a graduate student chooses to live on campus, the student must abide by the regulations for living on campus.

## Special Accommodations

Students needing special accommodations should contact the Graduate Office no less than 48 hours prior to attending Northwest Missouri State University.

## Motor Vehicle Registration

All vehicles must be registered with Campus Safety in order to use University parking facilities. Parking areas are designated for use by permit type. Permits may be purchased at the Student Services Center in the Administration Building. Maps of Northwest and copies of the *Parking and Traffic Policy* may also be obtained at the Student Services Center. All students will be responsible for knowing and observing campus parking and traffic policies. Appeals of parking and traffic fines are heard by the Student Faculty Traffic Committee and may be filed at Campus Safety.

## Student Records

Northwest complies with the Family Educational Rights and Privacy Act (FERPA) which provides guidelines on storage and releasing of student and former student records. Individuals may waive their rights to inspect records at Northwest, but the University may not require such a waiver as a condition to attendance.

Individuals may request a copy of their records, for a copying fee, from the following offices:

**Academic Records:** Office of the Registrar, Administration Building

**Advisement Records:** Graduate Office, Administration Building

**Alumni Records:** Office of Development and Alumni Services, Alumni House

**Disciplinary Records:** V.P. Student Affairs, J.W. Jones Union

**Financial Assistance Records:** Office of Scholarships and Financial Assistance, Administration Building

**Housing Records:** Residential Life, J.W. Jones Union

**Medical Records:** Student Health Center

**Placement Records:** Office of Career Services, Administration Building

**Security Records:** Campus Safety, Support Services Building

**Student Teaching Records:** Educational Field Experiences Office, Brown Education Hall

**Teacher Education Records:** Teacher Education Student Services Office, Brown Education Hall

Information remains confidential between the individual and the University, and will not be released to a third party without the written consent of the student. Exceptions to this rule include information released to: Northwest officials, officials of other schools where the student

is seeking admission, federal or state educational authorities, financial assistance officials in connection with the receipt of financial assistance, state law officials or subpoenaed requests, accrediting organizations, and parents of dependent students.

These parties will receive a notice that the information released to them must not be further distributed without the consent of the student.

The following records are **not** available for inspection by a third party: parents' financial records, confidential letters of recommendation written before January 1, 1975, personal records of educators (e.g., instructor's grade book), law enforcement or security records, employee records, and medical or other professional records, unless the individual wishes to have a qualified professional examine his or her record.

Certain information about a currently enrolled student – name, address, phone, major, e-mail address, place and date of birth, participation in activities and sports, weight and height of athletes, dates of attendance, degrees and awards received, the most recent educational institution attended – is considered public information. If a student does not want this information in the student directory, he or she should contact the Office of the Registrar, Administration Building, within the first 10 days of the term.

Inaccurate records may be challenged through a hearing requested from the Vice President for Student Affairs. The burden of proof that a record is inaccurate lies with the student. An impartial hearing officer will be appointed, to whom the student will have full opportunity to present his or her case. If desired, a student may submit a written explanation of the content of a record, which will become part of the record.

For any further information on student and former student records and records privacy, contact the Vice President for Student Affairs.



# Resources and Services

## Northwest Graduate Center at Missouri Western State College

Northwest provides graduate programs to 500 students annually in the St. Joseph metropolitan area through its Graduate Center located on the Missouri Western State College campus. Students may complete a master's degree in education and a master's degree in business at the Center. Northwest faculty instruct the majority of the offerings at the Center.

The Graduate School maintains an office on the Missouri Western State College campus which is located in the Continuing Education Office in the Leah Spratt Multipurpose Classroom Building, Room 105. The Graduate Center office is open Monday through Friday from 8 a.m. to 8 p.m. and until noon on Saturday, to assist graduate students in determining their goals and objectives. The Northwest Graduate Office also assists students with their degree programs. Students seeking more specific information about course offerings should consult the Northwest *Course Offerings* or the *Missouri Western Schedule of Continuing Education Classes*.

The office can arrange conference calls between the graduate student and his/her campus advisor. Information regarding registration and adding or dropping classes can be obtained by contacting the Graduate Center. The telephone number of the Graduate Center in St. Joseph is (816) 271-4113.

## Student Services Center

Located on the first floor of the Administration Building, the Student Services Center provides visitor and student information, brochures and newsletters, as well as other information concerning the University. Check cashing, distribution of refund and payroll checks, parking permits, entertainment and athletic ticket sales, FAX services, and other services are also available. Individuals seeking information about Northwest may call the Student Services Center at (660) 562-1212.

## Office of the Treasurer/Cashiering

Located on the first floor of the Administration Building, the Office of the Treasurer includes the Cashiering Department, which receives and processes all payments to Northwest. Inquiries concerning student financial accounts, installments, refunds, and automatic applications of financial assistance should be directed to the Cashiering Department at (660) 562-1583.

In cases of exceptional circumstances the collections supervisor, in the same office complex, should be contacted for an extension of payment deadline. The number to call is 562-1583. (NOTE: If a delay in financial assistance creates an inability to pay on time, the Office of Scholarships and Financial Assistance should be contacted at (660) 562-1363.)

## B.D. Owens Library

B. D. Owens Library contains over 600,000 volumes in a modern, three-story building designed to support the needs of Northwest's students and faculty. Owens helps patrons conduct scholarly research, maintain current knowledge in subjects of interest, and read for personal growth and

enrichment. Owens is known throughout the Midwest for giving its patrons the best tools available in information technology and information management. Owens provides state-of-the-art resources in an environment characterized by friendly, professional assistance. The information services staff help patrons develop lifelong learning, communication, and research competencies.

Owens' collections and services are a major part of the Electronic Campus Network. With the Owens Library Web pages, students and faculty can search periodical databases for full-text, full-image articles; check the library catalog for the availability of books, government documents, and audiovisual materials; find links to course related information on the Internet; request interlibrary loans or ask reference questions. Students and faculty can also search interactive CD-ROM systems on the first floor of Owens Library to find periodical articles, government information, and multimedia encyclopedia displays. Students can schedule individual research consultations with library information professionals, and faculty can request one-on-one assistance exploring electronic library resources with the Faculty Office Calls service.

Owens is also home to several key facilities widely used by the University community. The Academic Computing Laboratory, located on the second floor, has Electronic Campus Network computer terminals for patron use during all library hours. Immediately adjacent to this lab, the Electronic Lecture Room serves as an instructional and presentation area because of its wide variety of projection and computing resources. There is also a Distance Learning room on second floor with equipment to enable people on this campus to interact with people on other campuses. On second floor there are full-color text and graphic Internet and Electronic Campus Network connections for notebook computers. On first floor, Owens and Academic Computing maintain a new, general purpose microcomputer laboratory which is used for numerous applications including word processing and full-color text and graphic Internet access. The second and third floors contain special holdings in state and regional history, journalism, literature and education which attract scholars and meet their research needs through rare or comprehensive collections.

The Teaching Resources Area addresses learning and presentation needs of the University community through a variety of non-print materials, services, and equipment as well as through special resources and collections, such as the Curriculum Materials Center. The nearby Media Productions Office offers production services such as lamination as well as makes slides and transparencies for projection.

Throughout the library, areas for private study and reading are available as well as areas that encourage group study and team projects. Small group study and meeting rooms are available to patrons as are reference assistance services like the nationally known "Student Research Consultations" offered by the information librarians.

### **Horace Mann Laboratory School Media Library**

The Horace Mann Lab School Media Library supports both the Horace Mann School and the elementary education program. Providing print and professional materials as well as audiovisual equipment, the library features a modern Macintosh laboratory and a wide-range of software and CD-ROMs for educational support and enrichment. The holdings include a model elementary library collection as well as K-6 curriculum materials.

## Housing

Northwest has designated South Complex, Phillips Hall, and Franken Hall as upperclass halls, housing sophomore, junior, senior, and graduate students. These halls are co-ed and have a policy of 24-hour, 7-day-per-week visitation. Please refer to the *Residential Life Handbook* for more information and limitations on the visitation policy. The halls are staffed by both professional and student staff who strive to provide services and programs specific to the needs of the older student. For more information about on-campus housing, contact the Residential Life Office, J.W. Jones Student Union (660) 562-1214.

## Student Organizations

All graduate students should acquaint themselves with the graduate student organizations on campus and other professional organizations or activities which might contribute to their total education. Information about student organizations is available in the Student Senate Office and the Campus Activities Office, (660) 562-1226, located on the second floor of the J.W. Jones Student Union.

Graduate student representation is provided on the Graduate Council, the Student Senate, and on various University committees. Graduate Student Advisory Council meetings are held during each trimester.

## University Health Center

The Health Center promotes health education and the concept of wellness among students, faculty, and staff by providing health counseling to individuals and groups. Presentations on a variety of health topics are offered to student organizations, residence halls, freshman seminar classes, and others within the campus community.

Located west of the high-rise residence halls, the Health Center provides health care in a clinic setting for full- and part-time students. In the fall and spring trimesters, full-time nursing and physician services are offered between 8 a.m. and 5 p.m. Limited appointments are available during the summer.

There is a consulting fee to see the medical staff. The fee to see the nurses or the physician may vary depending on the complexity of the problem. The charge may be billed to the student's account if he or she is unable to pay at the time of the visit. Other fees, established for laboratory procedures, medications, medical supplies and treatments may also be billed to the student's account, if necessary. (See "Fees and Costs" section.) Due to the reduced fee schedule it is not feasible for the Health Center to file insurance claims. However, at the time of the visit, the student will be given a copy of the bill which may be sent to the insurance company. St. Francis Hospital & Health Services provides 24-hour emergency service, x-ray, and specialty clinics and procedures.

Prior to enrollment, all first-time students who are foreign-born, or have spent more than three continuous months outside the United States, or have a known exposure to tuberculosis, must have documentation of tuberculosis screening done in the United States within the past year. If this requirement is not met, the student's registration will be blocked.

All students are required at the time of admission to comply with the University's policy on immunization for measles and rubella. The policy states that a student born during or after 1957 must show documented proof of immunity to rubeola and rubella before attending the University.

## Counseling Center

The Counseling Center, located in Wells Hall, is staffed with professional counselors who assist students with problems of an educational, vocational, or personal nature. The center also serves as a clinical site for graduate assistants and practicum students in counseling psychology. A resource library is maintained on issues relating to counseling with college students. Counseling and testing services are available to all students.

## Alumni Association

The Alumni Association includes all persons who have received a degree or certification from Northwest Missouri State University. It serves its members through the development of its “Centers of Influence” with opportunities to be informed, become involved and connect with the University. Partnering with the offices of Career Services and Admissions, the Alumni Association coordinates outreach programs of career networking and student recruitment utilizing Alumni as ambassadors. Graduates who keep current addresses on file in the Alumni Relations Office receive the *Northwest Alumni Magazine*, alumni travel plans (both domestic and abroad), an alumni locator service, and an association with former classmates, friends and faculty through annual reunions, Homecoming and area alumni meetings. The Alumni Relations Office is located in the Alumni House on College Avenue.

## Computing Services

Unique to the nation, Northwest provides computing services to students, faculty, and staff via the Electronic Campus network of over 2,400 terminals and 600 microcomputers. Students are assigned an account number which can access many services of the Electronic Campus, free of charge, including word processing, spreadsheets, general information, and complete access to the Internet global network.

## Talent Development Center

The Talent Development Center, located on the third floor of the Administration Building, offers learning support and assessment services to the University community. Many students take advantage of the computer-aided materials provided free of charge, which can improve learning for the LSAT, GRE, and GMAT standardized tests. The Talent Development Center coordinates the Graduate Tutorial Program, in which graduate students receive a stipend for tutoring undergraduate students. The tutoring takes place either in small groups for specific classes, or on a one-to-one appointment basis with students. Students participating as graduate tutors also assist the Talent Development Center with the coordination and administration of the University assessment program. For more information or to apply, contact the Graduate Office.

## Students with Disabilities

Northwest is committed to providing quality support services to all students. Once a student has been admitted to Northwest, it is the student’s responsibility to request accommodations through a member of the Learning Assistance Programs/Services (LAP/S) Committee and to provide disability-related documentation. Additional information is found in the brochure “Services for Students with Disabilities” available at the Student Services Center in the Administration Building.

## International Students’ Assistance

The Director of International Programs and Multicultural Affairs assists all international students in resolving issues with the United States Immigration and Naturalization Service,

understanding University policies and programs, and making the best social and academic adjustment to higher education in America.

### **Office of Career Services**

Information concerning current career opportunities in all occupational fields are available in the Office of Career Services. The office's career library includes up-to-date general occupational information, job search guides, internship leads, employment announcements, job listing bulletins and company information. Students can take advantage of group workshops and individual appointments that may address career planning, resume-writing and other job search-related concerns. DISCOVER, a computerized career guidance program, is also available to students for career exploration.

Graduate students, including internship candidates, may register with the office. Registration allows students to have credentials on file including a resume and transcript. Another benefit of registering is participation in on-campus interviews and the resume referral service. Teaching candidates may also add up to six letters of recommendation in their file. Northwest alumni are eligible to utilize these services for a minimal fee. For more information, call Career Services at (660) 562-1250 or stop by the office in the Administration Building, Room 130.

### **Campus Safety**

Located in the Support Services Building, Campus Safety protects the welfare of the University community. The department operates 24 hours a day, every day of the year, in order to assist in campus safety, crime prevention, and security on campus. The department is also responsible for the enforcement of University parking regulations.

### **Bearcat Bookstore**

Located in the J. W. Jones Student Union on the second floor, the Bearcat Bookstore is the place to purchase graduate-level textbooks, as well as undergraduate workbooks and study guides. The Bookstore also carries school and office supplies, gift items, greeting cards, assorted Northwest memorabilia, Greek merchandise, health and drug items, instructional materials and supplies, as well as books and other items. The Bookstore coordinates and orders graduation announcements. Class ring information is also available.

# Academic Structure

## College of Arts and Sciences

- Department of Art
- Department of Biological Sciences
- Department of Chemistry and Physics
- Department of Communication, Theatre, and Languages
- Department of English
- Department of Geology and Geography
- Department of History, Humanities, Philosophy, and Political Science
- Department of Mathematics and Statistics
- Department of Music
- Military Science Program

## Melvin D. and Valorie G. Booth College of Business and Professional Studies

- Department of Accounting, Economics and Finance
- Department of Agriculture
- Department of Computer Science/Information Systems
- Department of Marketing and Management
- Department of Mass Communication

## College of Education and Human Services

- Department of Curriculum and Instruction
- Department of Educational Leadership
- Department of Family and Consumer Sciences
- Department of Health, Physical Education, Recreation and Dance
- Department of Psychology, Sociology and Counseling

# The College of Arts and Sciences

*Interim Dean: Dr. Frank Veeman*

- Department of Art
- Department of Biological Sciences
- Department of Chemistry and Physics
- Department of Communication, Theatre, and Languages
- Department of English
- Department of Geology and Geography
- Department of History, Humanities, Philosophy, and Political Science
- Department of Mathematics and Statistics
- Department of Music
- Military Science Program

# College of Arts and Sciences

**Interim Dean:** Frank Veeman

The College of Arts and Sciences is comprised of the Departments of Art; Biological Sciences; Chemistry and Physics; Communication, Theatre, and Languages; English; Geology and Geography; History, Humanities, Philosophy, and Political Science; Mathematics and Statistics; Music; and the Military Science Program.

The M.A. degree is available in English and history. The college offers the Master of Science degree in biology and the Master of Science in Education degree in English and science education. In cooperation with the College of Education and Human Services, areas of concentration for the Master of Science in Education in teaching are provided in English, history, mathematics, and music.

Some graduate programs allow flexibility to meet the specific needs of each graduate student. Graduate teaching and research assistantships are available to students in the college on a competitive basis.

## Department of Art / 13

**Chairperson:** Kim Spradling

**Graduate Faculty:** Kim Spradling, Craig Warner

**Associate Graduate Faculty:** Paul Falcone, Philip Laber, Armin Muhsam, Russell Schmaljohn

**Department Telephone:** (660) 562-1314

Graduate courses in art are available as supporting electives for students working toward degrees in other disciplines. No graduate degree is offered specifically in art.

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## Course Descriptions

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### Art / 13

#### 500 Special Offerings

Courses which are offered on only one occasion or variable issue-oriented courses which have the content described in the title. Credit and prerequisites as announced.

#### 501 International Graduate Studies in Art (3-6 hours)

A course involving international travel emphasizing the art, architecture, and culture of selected foreign countries. Students may earn approved art history and/or studio credit. Course length is approximately one month. Students may enroll



twice in the same session for a maximum of six credits. Prerequisites are determined by the intended application of this credit toward the student's degree. (alternate summers)

#### **600 Special Offerings**

Courses which are offered on only one occasion or variable issue-oriented courses which have the content described in the title. Credit and prerequisites as announced.

### **ART EDUCATION**

#### **582 Organization and Supervision of the Art Program (2 hours)**

The organization of the total art program within the framework of the educational structure of the school; the functions, role, and responsibilities of the supervisor, coordinator and/or single art teacher. Model programs in several school classifications will be examined.

#### **584 Art Activities in the Elementary School (2 hours)**

Activities which develop personal sensitivity and refined consciousness with an emphasis on an active philosophy for creative growth which stresses the importance of art as a personal language.

#### **588 Art in the Senior High School (2 hours)**

Studies designed to present the secondary art teacher with an expanded conceptual and practical framework for implementing curricular concerns in studio art, art appreciation, art history, and art criticism.

#### **682 Issues in Art Education (2-4 hours)**

The directed study of a particular issue or area of concern as it is related to art teachers within the educational structure. Issues will be selected as

they meet the needs of the student. Course may be repeated for a total of 4 semester hours applicable toward a specific degree program. (F, S)

#### **689 Development of Individual Art Curricula (1-4 hours)**

An independent study program in which the student designs an art curriculum based upon the objectives, resources, student profiles, and community interest of the school situation in which the student is teaching. May be repeated for a maximum of 4 semester hours. (F, S)

### **STUDIO ART**

Advanced, individual studio work providing students with opportunities for directed studies in various media, techniques, and directions. Each course may be repeated for a total of 6 semester hours. Prerequisite: Permission of instructor. (F, S)

#### **509 Photography Studio (2-6 hours)**

#### **529 Drawing Studio (2-6 hours)**

#### **539 Printmaking Studio (2-6 hours)**

#### **549 Painting Studio (2-6 hours)**

#### **569 Ceramics Studio (2-6 hours)**

#### **579 Sculpture Studio (2-6 hours)**

#### **599 Design Studio (2-6 hours)**

#### **609 Special Problems in Studio Art (1-6 hours)**

Advanced, directed individual study in selected studio areas toward a particular objective or objectives. A statement of objective(s) is to be formulated prior to request for enrollment. May be repeated for a total of 6 semester hours. (F, S)

# Department of Biological Sciences / 04

**Chairperson:** Gregg Dieringer

**Graduate Faculty:** Gregg Dieringer, David A. Easterla, Suzanne S. Frucht, Kurt A. Haberyan, Peter Kondrashov, Phillip J. Lucido, Karen L. Schaffer

**Department Telephone:** (660) 562-1388

The Department of Biological Sciences offers the Master of Science degree in the fields of environmental and cellular biology. The specific area of environmental emphasis ranges from biological chemistry to population biology. Although there are common courses for all biology graduate students, each individual student selects, in conjunction with his or her cooperating professor, his or her field of specialty and specific coursework.

## Mission Statement

The graduate program is designed to strengthen the student's content knowledge, problem solving skills and research capability. Students who complete the degree will have an increased specialization in a biological discipline and an enhanced ability to do research. Students will be able to demonstrate their ability to interpret data and communicate such data both orally and written. Students will be prepared to work in the discipline of biology and will have sufficient background to be successful in future graduate studies.

## Program Admission Requirements

Admission to graduate study by the Graduate Office does not admit a student to candidacy for a degree in biology. The Department of Biological Sciences reserves the right of final decision in accepting graduate students to graduate degree candidacy in the department. Acceptance by the Department of Biological Sciences will be determined by the biology faculty via the Biology Graduate Committee (appointed by the biology chairperson) according to the following requirements and policies.

## Eligibility

1. Compliance with all of the eligibility requirements of the Graduate School as set forth in this catalog.
2. Acceptance to graduate study by the Dean of the Graduate School.
3. Completion of a four-year undergraduate degree from an accredited college or university with an undergraduate grade point average (GPA) of 2.75 (4.00 scale) or with a grade point average of 3.00 in the last 60 hours of the baccalaureate degree. An applicant with a grade point average below 2.75 may petition the Biology Graduate Committee for admission to the program.
4. Applicants must have completed at least 24 semester hours in acceptable undergraduate courses in biology; at least 13 semester hours in chemistry; at least precalculus mathematics; and at least 4 hours of physics. Additional courses (such as calculus, computer science and statistics) may be required depending upon the anticipated graduate program of the applicant. Acceptability of courses and additional requirements will be determined by the Biology Graduate Committee. Deficiencies must be corrected before official acceptance into degree candidacy in biology.

5. A satisfactory score on the GRE general test. A quantitative (Q) plus verbal (V) score of at least 800 is considered minimal. The analytical writing section must also be submitted.
6. A satisfactory score on the GRE biology subject test (or more specific biology area test) is required. A minimal score is the 25th percentile. A general formula is used for students with grade point or test deficiencies. A combined score of 3600 is set as a minimum. Combined score =  $((\text{GRE Q} + \text{V}) \times 1.5) + (48 \times \text{GRE subject matter percentile}) + (436 \times \text{GPA})$ .
7. A writing sample is also to be evaluated by the graduate advisor and two other faculty members as required by this catalog during the initial trimester of enrollment. A student will be required to compose a handwritten, impromptu composition on a subject provided by the Department of Biological Sciences. An unacceptable ability to write will necessitate some remedial work and a subsequent writing sample.

### **Initial Acceptance Procedures and Policies**

1. When applying for admission, the following information should be sent to the Graduate Office: 1) official copies of the applicant's undergraduate and any graduate transcripts; 2) copies of the applicant's scores on the Graduate Record Exams. Both the GRE general test and biology subject test (or more specific biology area test) are required. Acceptable performance on these examinations as judged by the Biology Graduate Committee is required. (See "Eligibility" on page 58); and 3) two letters of recommendation from individuals who can attest to the applicant's ability to do graduate work.
2. The applicant's academic file will be forwarded to the department and will be assessed by the Biology Graduate Committee. The committee will notify the Graduate Office of its decision and of any academic deficiencies an accepted applicant may have. The successful applicant who has any deficiencies will be accepted on a provisional status until the deficiencies are corrected. The Graduate Office will notify the student of the Biology Graduate Committee's decision.
3. Upon acceptance, the applicant, in consultation with the graduate advisor and other faculty members as needed, should declare an area of concentration available within the scope of the Department of Biological Sciences. A student whose area of interest is undecided is encouraged to tour the department and talk with faculty.
4. After declaring his or her area of concentration, the applicant should contact the faculty specialist in that area to be his or her major and thesis advisor. The faculty specialist will determine if the interests of the applicant are compatible with his or her expertise and if he or she is able to act as the applicant's advisor. The biology faculty reserves the right to determine which students and how many they are able to advise. Upon mutual agreement between applicant and faculty specialist, the faculty specialist would then function as the thesis and major advisor of the graduate student. The graduate advisor shall, however, maintain a file on each graduate student for record-keeping purposes.
5. An Approved Program Form must be filed with the Graduate Office during the first trimester of enrollment.
6. Upon completion of all the above requirements and upon formal application to the graduate advisor, the applicant will be notified of acceptance to degree candidacy by the Department of Biological Sciences. It should be noted that character weaknesses, incompatible research interests, lack of facilities, as well as academic inadequacies such as judged by the biology

faculty via the Graduate Committee are sufficient reasons for non-acceptance to degree candidacy.

7. The Graduate Office will review the student for candidacy when at least 8 semester hours of graduate credit in residence have been completed.

## **M.S. in Biology**

### **Option 1 (Thesis) and Option 2 (Scholarly Paper)**

Completion of 32 hours of approved graduate credit (courses numbered at 500 or above) is required. Sixteen hours must be at the 600 level or above. A maximum of 16 approved hours may be taken outside of the department.

#### **Option 1: Thesis**

##### **Required Courses**

Approved Electives .....	20-23
Bio 04-680 Graduate Seminar in Biology .....	1
Bio 04-698 Thesis Research in Biology .....	5-8
Bio 04-699 Thesis .....	3

**Total** ..... **32**

### **Completion and Defense of an Approved Research Project and Thesis**

The thesis project may involve a maximum of 11 hours (8 hours thesis research and 3 hours thesis) toward the 32-hour degree. No credit or grade will be issued for these courses until completion of the thesis and research, including the oral defense of the thesis.

#### **Option 2: Scholarly Paper**

##### **Required Courses**

Approved Electives .....	26-28
Bio 04-680 Graduate Seminar in Biology .....	1
Bio 04-697 Scholarly Paper in Biology .....	3-5

**Total** ..... **32**

### **Completion and Presentation of the Scholarly Paper**

The scholarly paper may involve a maximum of 5 hours toward the 32-hour degree. No credit or grade will be issued for these hours until completion of the project, paper, and a seminar (presentation).

#### **Areas of Concentration**

Although there are common courses for all biology graduate students, each individual student selects, in conjunction with his or her cooperating professor, his or her field of specialty and specific coursework. Students are expected to have a broad background in biology as well as the research concentration and/or the topic of the scholarly paper. Specific areas of study will depend upon the specialties of the biology faculty.

For each area of concentration, some specific coursework may be required. The Biology Graduate Committee, in consultation with the area specialist, will indicate specific coursework to an applying graduate student.

#### **General Requirements and Policies**

1. All requirements of the Graduate School must be met.
2. A grade point average of 3.00 in all graduate work is required for graduation.

3. Not more than six semester hours of "C" grades may be applied toward the master's degree. No "C" grades in the major will be accepted.
4. A maximum of nine semester hours of transfer credit, as approved by the Biology Graduate Committee, may be applied toward the master's degree.
5. For Option 1: A thesis defense and/or seminar covering the thesis or research paper (as applicable) must be given in the trimester of graduation. For Option 2: A seminar covering the scholarly paper must be given during a trimester prior to graduation or in the trimester of graduation.
6. If an advisor is unsatisfied with the progress of the student or if personality conflicts arise, the advisor may request that the student be removed from the project or area of specialization, or removed from the biology program with the approval of the Biology Graduate Committee.

### **Research, Scholarly Paper and Comprehensive Examination Committee Formation and Responsibilities**

Upon acceptance by a major advisor, the graduate student in consultation with his or her major advisor should select a committee to evaluate the student's comprehensive examination and for Option 1, to evaluate the student's research/thesis. For Option 2, the committee will also evaluate the student's scholarly paper and presentation.

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## Course Descriptions

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### Biology / 04

#### 510 Current Topics in Biology (1-3 hours)

Each course is specifically designed to address a timely topic in biology.

#### 575 Methods in Plant Ecology (2 hours)

This course surveys field techniques for collection of data and analysis of plant communities. Emphasis is placed on methods of analysis of the plant community. Six hours of laboratory per week. Prerequisites: Bio 04-376, Math 17-114 and 118 highly recommended. (F, first block)

#### 577 Methods in Animal Ecology (2 hours)

This course will apply field techniques for collection of data and analysis of animal communities. Emphasis will be placed on methods of analysis and emphasizing environmental assessment of two animal communities. Six hours of laboratory per week. Prerequisites: Bio 04-376. (S, second block)

Dually-numbered courses: Graduate or dual enrollment status required. (May be met with undergraduate courses.)

#### 612 Graduate Studies in Morphological and Anatomical Biology

Gross Anatomy (5 hours) (S, odd years)  
Vertebrate Embryology (4 hours) (SS)  
Vertebrate Histology (4 hours) (S, even years)

#### 614 Graduate Studies in Molecular and Physiological Biology

Plant Physiology (4 hours) (S, even years)  
Human Physiology I (4 hours) (F)  
Human Physiology II (4 hours) (S)

#### 616 Graduate Studies in Microbial and Genetical Biology

Immunology (4 hours) (S)  
Molecular Genetics (3 hours) (S, odd years)

#### 618 Graduate Studies in Taxonomic and Environmental Biology

Herpetology (4 hours) (S)

#### 620 Graduate Studies in General and Theoretical Biology

History of Biology (2 hours) (S, alt. years)

#### 622 Environmental Issues (4 hours)

An overview of the science, politics and sociology of current environmental issues, including pollution, wastes, ozone depletion, acidic precipitation, greenhouse effect, deforestation, water use, energy and population. In addition to the course requirements for undergraduates, graduate students will be required to propose a college-level laboratory exercise for ecology or environmental courses and to complete and report on an independent research project. Three one-hour lectures plus one two-hour lab per week. Recommended prerequisites: Bio 04-102/103, Chem 24-114/115, Geol 27-110/111 or 27-114/115. (S)

#### 670 Readings in Ecology (2 hours)

Directed reading in ecology. Designed to acquaint the student with both historical and current developments in animal and plant ecology. Two hours of discussion per week. Prerequisite: Bio 04-376 or equivalent. (S, odd years)

#### 678 Readings in Molecular Biology (2 hours)

Directed readings in molecular biology. Specific subjects will be researched in current periodicals. Written and/or oral reports will be required. Prerequisites: Graduate standing and permission of instructor. (F, alt. years)

#### 680 Graduate Seminar in Biology (1 hour)

A course designed to study research in the Midwest, and to provide an opportunity for students and faculty to discuss their own current and published research. Prerequisite: Graduate standing or teaching experience in biology. (F, S)

#### 691 Graduate Research in Biology (1-3 hours)

An independent research project and paper designed in conjunction with a faculty member, but not as part of the thesis research. Prerequisite: Permission of instructor. (F, S, SS)

#### 697 Scholarly Paper in Biology (1-5 hours)

An approved independent study in an area of biology accumulating in a paper. The independent study may or may not involve laboratory

work. The student must develop and carry out the problem with the approval and assistance of the advisor. A seminar covering the paper must be given during a trimester prior to graduation or in the trimester of graduation. The student must complete a written report in the style of a science journal appropriate for the area of study. Delayed grades will be given until the paper is accepted. It may be repeated for up to 5 hours. Prerequisite: Graduate standing and permission of instructor (F, S, SS)

#### 698 Thesis Research in Biology (1-5 hours)

A committee directed research project preparatory to the writing of a master's thesis. Delayed grades will be given until the thesis is accepted. May be repeated for up to 8 hours. Prerequisites: Graduate standing and permission of graduate advisor. (F, S, SS)

#### 699 Thesis (3 hours)

Required for the M.S. degree. (F, S, SS)

## Department of Chemistry / 24 and Physics / 25

**Chairperson:** Patricia Lucido

**Graduate Faculty:** Michael Bellamy, Barrett Eichler, Rafiqul Islam, Patricia Lucido, Ahmed Malkawi, John Shaw, Jim Smeltzer, Richard Toomey

**Department Telephone:** (660) 562-1388

### Chemistry / 24

Graduate courses in chemistry are available as supporting electives for students working toward degrees in other disciplines, especially in science education and the M.S. in biology. No graduate degree is offered specifically in chemistry.

### Physics / 25 Physical Science /40

Graduate courses in physics and physical science are available as supporting electives for students working toward degrees in other disciplines, especially the M.S.Ed. in science education. No graduate degree is offered specifically in physics or physical science.

## Science Education / 28

In cooperation with the College of Education and Human Services, an area of concentration in science is provided for teachers who have certification to teach science at the middle or senior high school level. An online Masters in Education in Teaching and Learning: Elementary Science is available to elementary teachers interested in a science concentration.

The purpose of the programs is to help science teachers:

1. Develop and strengthen their science content knowledge.
2. Develop skills and techniques to promote science inquiry in the classroom.
3. Investigate current trends and issues in education, particularly science education.
4. Construct curriculum and assessment that is aligned with the national science standards.

### M.S. Ed in Teaching Science

#### Core Requirements

Ed 61-695 Philosophy of Education OR	
Ed 61-649 Issues In Education	3
Ed 61-682 Methods In Educational Research	2
Ed 61-683 Research Paper	1

#### Subject Field Requirements

Education Requirements	
Ed 61-650 Improvement of Teaching	3
Ed 61-651 Seminar and Practicum in Teaching	3
Science Requirements	
Sci Ed 28-682 Seminar in Science Education	1
Sci Ed 28-684 Science Assessment and Evaluation	2
Sci Ed 28-686 Curriculum Development in Science	2
Electives from 500- and 600-level courses in biology, chemistry, earth science, physics, physical science, statistics, computer science or science education	9
Unspecified Electives	6

**Total** ..... **32**

### Program Admission Requirements

Students with a minimum undergraduate grade point average of 2.50 (4.00 scale) and a minimum composite score of 700 on the verbal and quantitative sections of the GRE General Test will be accepted. The official score must be filed with the Graduate Office prior to admission but not later than the end of the first trimester of enrollment. If the score is not submitted by the end of the first trimester, the student cannot re-enroll until the score is submitted. Students who do not meet the cutoff score of 700 may be accepted on the condition that they maintain a grade point average of at least 3.00 for the first nine graduate hours in science.



## Writing Sample

Students must complete a writing assessment administered by the Department of Chemistry and Physics during the second week of their first trimester of enrollment. Any student who fails the writing assessment must repeat the assessment within three weeks. Any student who fails the second writing assessment will meet with the chairperson of the department to establish a program of remediation.

## Comprehensive Examination

The content of the comprehensive examination will be equally divided between those courses required in education and the science area. The College of Education and Human Services and the Department of Chemistry and Physics are responsible for the scheduling, construction, and evaluation of their respective portions of the comprehensive examination. The degree candidate must pass both portions of the examination.

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# Course Descriptions

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## Chemistry / 24

### 500 Special Offering (1-4 hours)

One-time special offering in chemistry.

### 522 Instrumental Analysis (2 hours)

A study of modern techniques and theories of analysis including an introduction to basic instrumental analysis. Two hours of lecture and recitation per week. Prerequisite: Chem 24-534 or concurrently. (S, alt. years)

### 523 Instrumental Analysis Laboratory (2 hours)

Must be taken concurrently with Chem 24-522. Two three-hour laboratory periods per week. (S, alt. years)

### 532 Physical Chemistry I (3 hours)

A study of "old" and "new" quantum mechanics, atomic and molecular structure, spectroscopy and statistical thermodynamics. Three hours of lecture and recitation. Prerequisites: Chem 24-116, Phys 25-120, and Math 17-121. (F)

### 533 Physical Chemistry I Laboratory (1 hour)

The laboratory component to Chem 24-532. A spectroscopy is the experimental tool for the study of quantum mechanical principles, the laboratory will consist of experiences in which the

goal is to study light and its interaction with matter. Prerequisite: Chem 24-532 or concurrently. (F)

### 534 Physical Chemistry II (3 hours)

A study of classical thermodynamics, equilibria, electrochemistry, and kinetics. Three hours of lecture and recitation. Prerequisite: Chem 24-532. (S)

### 535 Physical Chemistry Laboratory II (1 hour)

The laboratory component to Chem 24-534. Experiments will focus on thermochemistry, calorimetry, and kinetics. Prerequisite: Chem 24-534 or concurrently. (S)

### 552 Advanced Inorganic Chemistry (3 hours)

Modern aspects of inorganic chemistry, includes less familiar oxidation states, coordination chemistry, magnetic properties of elements and compounds, non-aqueous solvents, and non-stoichiometric compounds. Three hours of lecture and recitation per week. Prerequisite: Chem 24-534 or concurrently. (S, alt. years)

### 555 Inorganic Synthesis Laboratory (1 hour)

An introduction to fundamental methods and techniques used in the synthesis and manipulation of inorganic compounds. The techniques

used will include the synthesis, methods of purification and characterization of inorganic compounds. Prerequisite: Chem 24-534 or concurrently. (S, alt. years)

### 562 General Biochemistry (3 hours)

An introductory course in biochemistry which deals with topics in the field. The description and function of amino acids, proteins, fats, nucleic acids, and certain carbohydrates will be discussed. Enzymes and their role in metabolic processes will be emphasized. Three hours of lecture and recitation per week. Prerequisite: Chem 24-342. (F)

### 563 General Biochemistry Laboratory (2 hours)

Experiments illustrating biochemical techniques and principles will be performed. Two three-hour laboratory periods per week. Prerequisite: Chem 24-562 or concurrently. (F)

### 580 Special Topics (1-3 hours)

This is an in-depth study of special topics offered according to the student's needs and interests. Topics include: environmental chemistry, atomic and molecular structure, kinetics, industrial chemistry, polymer chemistry, computer applications in the laboratory, surface chemistry, and colloidal chemistry.

### 592 Chemistry Seminar (1 hour)

Students will prepare written and oral reports on a literature search of a chemistry topic. Prerequisite: Chem 24-532. (F, S)

## Physical Science / 40

### 600 Special Offering (1-4 hours)

One-time special offering in physical science. Includes Saturday short courses for physical science teachers. Prerequisite: College-level physics and chemistry.

### 682 Problems of Teaching Physical Science in Secondary Schools (3 hours)

A study of the content included in physical science curricula for secondary schools and the problems involved in teaching this content. Prerequisite: College-level physics and chemistry.

## Physics / 25

### 599 Selected Advanced Topics (1-4 hours)

Special investigations of experimental or theoretical areas which are not included in the regular courses. May be elected in successive trimesters to a maximum cumulative total of four semester hours. Prerequisite: Permission of instructor. (F, S, SS)

### 609 Problems and Readings in Physics (2 hours)

Selected problems and readings in physics for graduate students. May be repeated in different areas of physics for a maximum total of six semester hours credit. Prerequisite: Permission of instructor. (SS)

## Science Education / 28

### 550 History and Philosophy of Science and Technology (3 hours)

This course will develop a conceptual framework for scientific and technological literacy. The goals of the course will be related to the acquisition of knowledge, the development of learning skills and the development of values and ideas. Characteristics of science, technology and society instruction will be stressed. Prerequisite: Science majors (15 hours in science recommended). (S)

### 580 Methods in Secondary School Science (3 hours)

This course is designed to acquaint prospective science teachers with the methods and materials needed in teaching science at the secondary level. The course provides individualized experiences related to the teaching of the subject fields each student has elected for his or her major or minor area. Prerequisite: Science major or minors. (F)

### 582 Methods in Middle School Science (3 hours)

A course to assist prospective middle school science teachers with the methods and materials needed in teaching science at the middle school level. Prerequisite: Science majors or minors (Ed 65-570, 15 hours of science). (F)

**605 History, Nature and Social Perspectives of Science (3 hours)**

Course seeks to promote higher standards of knowledge and performance in science, based on the National Standards and State Frameworks. Focuses on the effect of various educational theories on children's scientific learning process, and the impact of scientific literacy on people's daily life. Deals with the unifying themes of science and the changing nature of science throughout history. Prerequisite: Elem Ed 63-615.

**610 Field-based Inquiry and Problem Solving (3 hours)**

Designed to help students identify various global and local issues. Students choose one issue, formulate an authentic research question and carry out the investigation using various scientific processes. Results will be communicated through either poster sessions or an on-line bulletin board. Prerequisite: Sci Ed 28-605.

**620 Teaching Science to Elementary Students (3 hours)**

Focus is on teaching different domains of science based on Missouri State Frameworks. Prepares teachers to teach elementary science concepts using inquiry methods. Various teaching strategies to support student understanding and nurture a community of future science learners. Facilitate students to develop lesson plans contextualizing the information to create a meaningful learning environment. Prerequisite: Sci Ed 28-605.

**630 Capstone: Curriculum, Instruction and Assessment in Science Education (3 hours)**

Focus is on the elements of planning, implementing and assessing science instruction based on the National Science Education Standards and Missouri Frameworks. Students will design curriculum, implement and assess instruction based on national as well as state standards in science

education. Learn and use various authentic/alternative assessment procedures to measure the student learning outcomes to promote inquiry-oriented science learning process. Prerequisites: Sci Ed 28-605, 610, and 620.

**680 Special Offerings in Science Education (1-3 hours)**

A study of current topics to meet the needs of students for updating concepts and skills in science. Includes summer and Saturday short courses for elementary, middle school, or secondary teachers.

**682 Seminar in Science Education (1 hour)**

Reports and discussions on current research topics in science education. Course may be repeated for a maximum of three semester hours. (SS)

**684 Science Assessment and Evaluation (2 hours)**

A study of the current methods of test construction, evaluation, statistical analysis and alternative assessment. Each student will develop tests, including performance assessment activities. (SS, odd years)

**686 Curriculum Development in Science (2 hours)**

A study of science curricula, trends in curriculum development, and problems and procedures related to science curriculum development. Curriculum development projects will be developed. (SS, even years)

**690 Research Problem in Science Education (2-4 hours)**

Selected research problem in teaching science. The student must develop and carry out the problem with the approval and assistance of the advisor. The student must complete a written report in the style of a science education journal. (F, S, SS)

# Department of Communication, / 29 Theatre / 43 and Languages / 14

**Chairperson:** Theophil W. Ross

**Graduate Faculty:** Joe Kreizinger, Bayo Oludaja, Theophil Ross, Roy Schwartzman, Matt Walker

**Department Telephone:** (660) 562-1279

The Department of Communication, Theatre, and Languages provides graduate courses which are used as program electives by students in other disciplines. Courses in speech communication and theatre are especially appropriate for students pursuing a master's degree in English. Courses in modern languages are designed to develop proficiency in both oral and written communication, and to increase cultural and social understandings.

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## Course Descriptions

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### Communication / 29

#### 500 Special Offerings

Courses which are offered on only one occasion or variable issue-oriented courses which have the content described in the title. Credit and prerequisites as announced.

#### 553 Language, Speech, and Hearing of the Exceptional Child and Adult (3 hours)

A study in the identification and referral of exceptional individuals with communication disorders for the special education teacher. Provides information concerning the development, characteristics, and disorders of language, speech, and hearing in the exceptional individual. Focuses on establishing interactions that are supportive of communicatively handicapped individuals in special education programs. (F, SS)

### INDEPENDENT STUDY IN SPEECH COMMUNICATION

Individualized in-depth study in the communication areas of speech science, education, and media. Students analyze, develop, and report concepts and processes of speech communication. Independent studies must be approved by a faculty supervisor.

537 Independent Study in Speech (1-2 hours)

538 Independent Study in Speech Education (1-2 hours)

539 Independent Study in Speech Media (1-2 hours)

### SPECIAL TOPICS

Topics courses provide an opportunity for students to participate in concentrated study in a selected area of the curriculum. A maximum of nine hours may be applied to a master's degree.

566 Special Topics in Speech Science (1-4 hours)

567 Special Topics in Contemporary Issues (1-4 hours)

568 Special Topics in Rhetoric (1-4 hours)

581 Philosophical Bases of Speech Education (3 hours)

An examination of the historical and philosophical bases for teaching speech in the secondary school.

**600 Special Offerings**

Courses which are offered on only one occasion or variable issue-oriented courses which have the content described in the title. Credit and prerequisites as announced.

**668 Special Topics: Communication and Rhetorical Theories (1-3 hours)**

An in-depth study of selected theories and supporting research findings of the communication and rhetorical theories.

**670 Special Topics: Argumentation and Forensics (1-3 hours)**

Advanced study in theory and methods of argumentation. The student will study the ethical, logical, and evidential contributions of various authors to argumentation theory.

**Theatre Arts / 43****500 Special Offerings**

Courses which are offered on only one occasion or variable issue-oriented courses which have the content described in the title. Credit and prerequisites as announced.

**509 Advanced Theatre Production (1-3 hours)**

Involves the art of producing a play with a practical approach. Specialized elements in mounting a play for production are discussed, relating to the specific needs of the students enrolled. The course culminates in a public performance. (SS)

**600 Special Offerings**

Courses which are offered on only one occasion or variable issue-oriented courses which have the content described in the title. Credit and prerequisites as announced.

**INDEPENDENT STUDY IN THEATRE**

Provides individualized, in-depth study in dramaturgy, acting, directing, and technical theatre.

This study is intended to develop and theoretically apply various principles of theatre arts to educational and professional theatre depending on the needs of the students.

**572 Independent Study in Acting (1-2 hours)****573 Independent Study in Directing (1-2 hours)****574 Independent Study in Dramaturgy (1-2 hours)****575 Independent Study in Technical Theatre (1-2 hours)****Modern Languages / 14****500 Special Offerings (1-4 hours)**

Courses which are offered on only one occasion or variable issue-oriented courses which have the content described in the title. Credit and prerequisites as announced.

**582 International Heroes: France, Spain and England (3 hours)**

Literary selections in French, Spanish, and English will trace the development of the histories and legends of Sir Lancelot, Roland, and the Cid in and out of their home countries, from the 12th through the 17th centuries. French and Spanish majors will read the appropriate selections in their original languages; other readings will be in English. Non-language majors will read in English translations. For graduate or undergraduate credit. Graduate credit will require an additional research paper. Prerequisite: 400 level literature course in appropriate language. (F or S, alternate years)

**600 Special Offerings (1-3 hours)**

Courses which are offered on only one occasion or variable issue-oriented courses which have the content described in the title. Credit and prerequisites as announced.

## Department of English / 10

**Chairperson:** Beth Richards

**Graduate Faculty:** Corey Andrews, Wayne Chandler, Chanda Funston, Craig Goad, Barbara Heusel, Michael Hobbs, Bruce Litte, Jeffrey Loomis, Nancy Mayer, Beth Richards, Steven Shively, David Slater, Williams Waters

**Department Telephone:** (660) 562-1265

Students who have completed the course of study leading to the Master of Arts or Master of Science in Education in English should (1) achieve some specialization in English or American literature or in linguistics, (2) possess a knowledge of the history and development of the English language and its literature, (3) know the available bibliographical tools that may be used in research in the discipline, (4) be able to express themselves coherently in explaining complex ideas and problems, and (5) demonstrate a capacity for critical thinking in articulating a response to a work of literature, a response informed by a knowledge of critical theories and literary history.

Additionally, students completing the M.S.Ed. should be able to communicate this discipline to students at the secondary or junior high school level. Graduates should be well qualified to teach or to continue graduate studies.

Students receive continuous evaluation in the program. In each course, the instructor will evaluate the student based on the five program goals listed above, as appropriate. The comprehensive examination will allow students to demonstrate the ability to meet these goals.

The courses leading to the M.A. and the M.S.Ed. in English fall into eight areas. These areas are important to students planning programs, since the departmental comprehensive examination is based on them. The areas are: (1) Linguistics, (2) Medieval and Elizabethan Literature, (3) Shakespeare and the 17th Century, (4) 18th and 19th Century English Literature, (5) American Literature to 1920, (6) Modern Literature–Fiction, (7) Modern Literature–Poetry and Drama, and (8) Creative Writing.

Six months prior to graduation, the student, in collaboration with appropriate area professors, will establish a reading list of ten works for each area in which the student chooses to specialize. Area professors will base comprehensive examination questions on this list. The comprehensive examination will be administered in a take-home format for areas one through seven. For area eight (Creative Writing), the comprehensive examination will be comprised of a portfolio of work compiled during the final trimester of the student's program.

### Program Admission Requirements

Students with a minimum undergraduate GPA of 2.50 and with minimum scores of 400 on the verbal and 3.5 on the analytical writing portion of the GRE exam will be accepted unconditionally for graduate study in English.

Students below these minimum scores may be accepted on condition that they maintain a 3.00 GPA for the first eight credit hours at the graduate level.

Students entering the program for either the M.A. or the M.S.Ed. degree in English will be asked to complete a writing assessment administered by the department during the second week of

their first trimester (not to include the summer trimester). Any student who fails the assessment essay must repeat the writing assessment within three weeks. Any student who fails a second attempt will meet with one of the Department of English graduate faculty to establish an individualized program of remediation.

## Degree Requirements

### M.A. in English

Eng 10-690 Methods of Research in English .....	2
Approved Electives .....	6
English Electives .....	24
<b>Total</b> .....	<b>32</b>

The following courses cannot be applied toward the M.A.: Education courses, Eng 10-698, and special topics courses in methods of teaching. On the comprehensive examination, students may arbitrarily omit the examination in two areas and may omit two others by successfully completing one course in each area. Thus, students will be examined on four of the areas.

### M.S.Ed. in English (Option I)

Ed 61-695 Philosophy of Education .....	3
(or suitable alternative)	
Psych 08-603 Advanced Educational Psychology .....	3
(or suitable alternative)	
Eng 10-690 Methods of Research in English .....	2
Eng 10-505 History of the English Language OR	
Eng 10-603 Modern English .....	3
Eng 10-698 Problems in Teaching Literature and Composition .....	3
Advised English Electives .....	12
<b>Approved Electives</b> .....	<b>6</b>
<b>Total</b> .....	<b>32</b>

Students seeking the M.S.Ed. (Option I) in English will elect three of the English comprehensive areas and will also be tested in professional education and English methodology.

### M.S.Ed. in Teaching English, Secondary (Option II)

<b>Core Requirements</b> .....	<b>6</b>
Ed 61-695 Philosophy of Education OR	
Ed 61-649 Issues in Education .....	3
Ed 61-682 Methods of Educational Research .....	2
Ed 61-683 Research Paper .....	1
<b>Subject Field Requirements</b> .....	<b>20</b>
Education Requirements .....	6
Ed 61-650 Improvement of Teaching .....	3
Ed 61-651 Seminar and Practicum in Teaching .....	3

English Requirements	14
Language	3
Eng 10-603 Modern English (3) OR	
Eng 10-505 History of the English Language (3)	
Research	2
Eng 10-690 Methods of Research in English (2)	
Methodology	3
Eng 10-698 Problems in Teaching Literature & Composition (3) OR	
Eng 10-580 Methods in Secondary School English (3)	
(10-580 is required of and limited to students with no previous course in English methods)	
English Department 500- and 600-level electives to total 14	
<b>Approved Electives</b>	<b>6</b>
<b>Total</b>	<b>32</b>

A member of the graduate education faculty will serve as the major advisor. A graduate faculty member from the Department of English will serve as area advisor, and both signatures will be required on the Approved Program Form. Any change in an Approved Program Form must be initiated by the student and be submitted to the Graduate Office, accompanied with written approval from both advisors.

Students seeking the M.S. Ed. (Option II) will elect two of the English comprehensive areas and will be tested in professional education and English methodology. The content of the examination will be equally divided between those courses required in education and the English area courses. Each department will be responsible for the construction, administration, and evaluation of its portion of the comprehensive examination. The student must pass both portions of the examination.

**M.A. and M.S.Ed. in English with Speech Emphasis**

Students in the M.A. and M.S.Ed. (Option I) programs may elect to take a concentration in speech by declaring their intention to do so when filing for candidacy. They will be advised to take their six hours of unspecified electives in speech, and depending on their backgrounds in English, they may elect to take up to six additional hours in speech in an M.A. program or two additional hours in the M.S.Ed. (Option I) program. In no case will a student take fewer than 14 hours of English. Neither Eng 10-698 nor Eng 10-580 will be counted toward those 14 hours. Speech emphasis is not available in the M.S.Ed. (Option II) program.

Students taking the comprehensive examination for the M.A. in English with speech emphasis will elect three of the English areas and will also be examined in speech. Students taking the M.S.Ed. in English (Option I) with speech emphasis will elect two of the English areas and will be tested in professional education and methodology as well as in speech.



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## Course Descriptions

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### English /10

#### 500 Special Offerings

Courses which are offered on only one occasion or variable issue-oriented courses which have the content described in the title. Credit and prerequisites as announced.

#### 503 Grammars in the English Classroom (1 hour)

A survey of the traditional model of English grammar that has long been part of the American school tradition, as well as the newer models of structural and transformational grammars. Covers the classification of sentences and parts of speech, syntax, morphology and usage. Investigates conventions of contemporary written English and applications of increased language awareness to teaching issues and problems of social discourse. (SS, alt. years)

#### 505 History of the English Language (3 hours)

Historic background of the language, tracing changes in the sound system, inflectional system, syntax and word meanings. (F)

#### 510 Writing Theory and Practice (3 hours)

The study of writing theories and advanced composition practices, examining stylistic, personal, cognitive, social and political dimensions of writing. Prerequisites: Bachelor's degree in English or satisfactory completion of any of the following courses: Eng 10-304, 311, 315 or equivalent courses in advanced prose writing. (F)

#### 513 Advanced Creative Writing: Fiction (3 hours)

An advanced course in writing original fiction. Prerequisite: Eng 10-313 or permission of the instructor. (S)

#### 514 Advanced Creative Writing: Poetry (3 hours)

An advanced course in writing original poetry. Prerequisite: Eng 10-314 or permission of the instructor. (F)

#### 525 Special Studies (3 hours)

An intensive study of a literary theme, a genre, or an approach to writing or language. The subject matter or emphasis will change each trimester. May be repeated for a maximum of 6 hours for graduate credit. (F and/or S)

#### 532 Hawthorne and Melville (3 hours)

A study of the more important works of Hawthorne and Melville. Readings may include *Moby-Dick*, *Typee*, *Billy Budd*, *The Scarlet Letter* and *The Marble Faun*. (F, alt. years)

#### 543 English Literature of the 16th Century (3 hours)

A study of major non-Shakespearean authors, including More, Spenser, Sidney, Marlowe and Jonson. (S, alt. years)

#### 544 English Literature of the 17th Century (3 hours)

Prose and poetry of the seventeenth century. Readings include Donne, Herbert, Herrick, Marvell, Milton, Bacon, Browne and Hobbes. (Alt. years)

#### 545 English Literature of the 18th Century (3 hours)

A survey of the literature of England from 1700 to the publication of *Lyrical Ballads*. Representative selections included from Pope, Johnson, Boswell, Fielding and Blake. (Alt. years)

#### 547 Victorian Literature (3 hours)

English prose, poetry and drama from about 1830 to the end of the 19th century. Readings selected from Browning, Tennyson, Dickens, Hardy, Eliot and others. (Alt. years)

#### 556 British Fiction of the 20th Century (3 hours)

A study of 20th-century fiction written in the British Isles. Authors will include Conrad, Joyce, Woolf, Lawrence, Forster and Lessing. (Alt. years)

#### 558 Writing for Free-Lance Markets (3 hours)

Intensive study of how to write for a variety of free-lance markets and close analysis of many markets. (Alt. years)

**561 The American Short Story (3 hours)**

A critical study of the development of the short story from Irving to the present, with some emphasis upon form and technique within the genre. Readings will include works by Hawthorne, Poe, Irving, Crane, Hemingway, Cather, Malamud and O'Connor. (Alt. years)

**573 Shakespearean Drama (3 hours)**

A study of Shakespeare's more complex and/or problematic plays, including *King Lear*, *The Winter's Tale* and others such as *Richard II*, *Henry V*, *All's Well That Ends Well*, *Coriolanus*, and *Antony and Cleopatra*. (S, alt. years)

**580 Methods in Secondary School English (3 hours)**

Study and practice in strategies for effective teaching of the English language arts in secondary schools. Includes materials, methods, planning, assessment and evaluation, current issues and trends in teaching the English language arts. (F)

**581 Poetry of the Romantic Movement (3 hours)**

A study of the poetry and poetic theories of English Romantic writers. Students read works by Wordsworth, Coleridge, Keats, Byron and Shelley. (Alt. years)

**582 Contemporary Poetry (3 hours)**

Themes and techniques of British and American poetry plus study of poetic theory from about 1920 to the present. Authors include Yeats, Eliot, Pound, Frost, Stevens, Ransom, Warren, Auden, Wilbur, Brooks, Hughes, Nemerov, Larkin and Plath. (Alt. years)

**585 Chaucer (3 hours)**

A reading of *The Canterbury Tales* and an introduction to Chaucer's other poems, including their language and backgrounds. (Alt. years)

**590 Young Adult Literature (3 hours)**

A study of literature for grades 7 through 12 and the ways that literature can be taught in the classroom. The course teaches students to judge young adult literature by accepted and respected critical standards and to understand what makes the literature suitable for students. (S)

**600 Special Offerings**

Courses which are offered on only one occasion or variable issue-oriented courses which have the content described in the title. Credit and prerequisites as announced.

**603 Modern English (3 hours)**

American English as it is spoken and written today: phonology, vocabulary, structure and orthography, with some attention to the problems of teaching. (S, alt. years)

**621 Problems in Scholarship (3 hours)**

A concentrated study of a specific aspect of literature or linguistics study. The subject matter or emphasis of the course will change each trimester. May be repeated for a maximum of 6 hours for graduate credit. (F)

**622 Medieval Literature (3 hours)**

Philosophical and theological backgrounds and a survey of medieval English literature from the 12th through the 15th centuries, exclusive of Chaucer. (F, alt. years)

**630 American Transcendentalists (3 hours)**

A study of the culture and literary contributions of New England transcendentalists, with special attention to Emerson, Thoreau and Whitman. (S, alt. years)

**634 American Fiction 1865-1920 (3 hours)**

A study of American fiction from 1865-1920, including the works of such writers as Henry James, William Dean Howells, Edith Wharton, Mark Twain, Willa Cather and other American realist and regionalist writers. (F, alt. years)

**663 The American Novel from 1920-1945 (3 hours)**

A study of the American novel in the critical years between World War I and World War II, with special emphasis on such writers as West, Steinbeck, Faulkner, Fitzgerald and Hemingway. (S, alt. years)

**664 The American Novel Since 1945 (3 hours)**

A study of the contemporary American novel, with special emphasis on such writers as Vonnegut, Barth, Mailer, Bellow, Roth, Nabokov, Percy and Heller. (F, alt. years)

**678 Major Forces in Modern Drama  
(3 hours)**

A critical study of the chief Western dramatists of the modern theatre and of the developments associated with them, such as epic theatre, absurdist drama and theatre of cruelty. (F, alt. years)

**690 Methods of Research in English  
(2 hours)**

Resources, techniques and approaches to research in literature, language and the teaching of English. (F, SS, alt. years)

**698 Problems in Teaching Literature  
and Composition (3 hours)**

A concentrated study of selected issues in teaching literature and composition at the secondary school level. Topics may change each term. Among the topics that may be covered are assessment, multiculturalism, using media, literary forms and authors, the research paper and grammar. (Alt. years)

**699 Thesis (1-5 hours)**

Registration requires approval of graduate advisor and department chairperson.

**SPECIAL READINGS AND  
TOPICS**

Eng 10-609, 619, 629, 639, 649 and 696 should be used to explore areas of special interest or to fill gaps in the student's program caused by scheduling difficulties. Special arrangements must be made with a professor who is qualified in the area or topics to be explored. A maximum of 4 hours may be applied to a master's degree.

**609 Special Readings in Linguistics  
(1-4 hours)**

**619 Special Projects in Writing  
(1-4 hours)**

**629 Special Readings in Literary  
Criticism (1-4 hours)**

**639 Special Readings in American  
Literature (1-4 hours)**

**649 Special Readings in English  
Literature (1-4 hours)**

**696 Special Readings in the Teaching  
of English (1-4 hours)**

## Department of Geology / 27 and Geography / 32

**Chairperson:** Gregory Haddock

**Graduate Faculty:** C. Taylor Barnes, Mark Corson, Patricia Drews, Theodore Goudge, Gregory Haddock, Renee Rohs

**Associate Graduate Faculty:** Richard Felton, Leah Manos

**Department Telephone:** (660) 562-1723

### Geology / 27

Graduate courses in geology are available as supporting electives for students working toward degrees in other disciplines, especially the M.S.Ed. in science education. No graduate degree is offered specifically in geology.

### Geography / 32

The department offers an online Master of Science degree in Geographic Information Science. The degree program focuses on the technology of geographic information systems (GIS) used in research and industry. Students may earn a certificate in Geographic Information Science by taking a subset of courses required for the Master's degree.

The department also offers traditional graduate-level geography courses, which permit greater curriculum enrichment for those students seeking the M.S.Ed. in teaching history with an emphasis in social science, or as general electives toward degrees in other disciplines.

#### **Program Admission Requirements for the Online M.S. in Geographic Information Science**

The offering of this degree program is contingent upon final approval from the State of Missouri Coordinating Board of Higher Education. First planned offering of this program is Fall 2003.

Candidates for the M.S. in Geographic Information Science should meet the following requirements:

1. Compliance with all of the eligibility requirements of the Graduate School as set forth in this catalog.
2. Acceptance to graduate study by the Dean of the Graduate School.
3. Completion of a four-year undergraduate degree from an accredited college or university with an undergraduate grade point average of 2.50 on 4.00 scale.
4. Minimum verbal plus quantitative GRE score of 800. Students not meeting this score must maintain a 3.00 average for the first nine hours of graduate credit before admission to candidacy.
5. Two letters of recommendation on the student's ability to do graduate work, submitted with the student's application for admission to the Graduate School.

6. A writing sample will be evaluated by the graduate advisor and two other faculty members during the student's first trimester, as required by this catalog. The topic and timing of the writing sample will be provided by the Department of Geology and Geography. An unacceptable ability to write will necessitate some remedial work and a subsequent writing sample.

The Department of Geology and Geography reserves the right of final decision in accepting students to graduate degree candidacy in the department. Criteria for admittance to the program and acceptance to degree candidacy may include academic qualifications and performance, letters of recommendation, number of applicants, and available resources.

## M.S. in Geographic Information Science

The offering of this degree program is contingent upon final approval from the State of Missouri Coordinating Board of Higher Education. First planned offering of this program is Fall 2003.

Completion of 32 hours of approved graduate credit (courses numbered 500 or above) is required. Sixteen hours must be 600-level or above. A maximum of nine advisor-approved hours may be taken outside the department. A thesis is required for the degree.

### Optional Introductory Course (interview or exam to test out)

Geog 32-545 Principles of GIS ..... 3

### Required Core Courses

Geog 32-543 Principles of Remote Sensing ..... 3

Geog 32-572 Issues in Cartographic Design ..... 3

Geog 32-580 Spatial Analysis and Geostatistics ..... 3

Geog 32-620 Advanced Vector GIS ..... 3

Geog 32-630 Raster-based GIS and Modeling ..... 3

Geog 32-640 GIS Customization ..... 3

Geog 32-650 GIS Database Design ..... 3

Geog 32-655 GIS Project Management ..... 3

Geog 32-660 Trends in GIS ..... 3

Core Total ..... 27

### Optional Electives\*

CSIS 44-560 Advanced Topics in Database Systems ..... 3

CSIS 44-660 Database Design and Implementation ..... 3

### Thesis Credits (2-5 minimum for M.S. degree; depends on 32-545)

Geog 32-699 Thesis ..... 2-5

**Total** ..... **32**

\*Note: Optional electives may be required for students who may have taken 500-level online GIS courses at the undergraduate level.

## General Requirements and Policies for M.S. in Geographic Information Science

1. All requirements of the Graduate School must be met.
2. A minimum grade point average of 3.00 in all graduate work is required for graduation.

3. Not more than six semester hours of "C" grades may be applied toward the master's degree.

**Advisement**

A member of the graduate faculty of the Department of Geology and Geography will serve as the major advisor. The geology/geography faculty reserves the right to determine which students and how many they are able to advise. The signature of the major advisor will be required on the Approved Program Form. The advisor must approve any changes to the student's Approved Program.

**Comprehensive Examination/Thesis Committees**

The student, in consultation with his or her major advisor, will select other faculty members to serve with the major advisor on the student's comprehensive exam and thesis committees. Both committees will consist of three faculty members and will be chaired by the major advisor. In addition to the major advisor, at least one other member of each committee must be a faculty member of the Department of Geology and Geography.

**Comprehensive Examination**

The examination will be scheduled, administered, and evaluated by members of the student's comprehensive exam committee. The degree candidate must pass all portions of the examination.

**Thesis**

Prior to taking thesis hours, the degree candidate must submit a thesis proposal to his or her thesis committee. The committee members must approve the proposal before the student can enroll in thesis hours.

**Certificate in Geographic Information Science**

Students taking a selected subset of courses for the online Master's degree may earn a Certificate in Geographic Information Science.

**Optional Introductory Course (interview or exam to test out)**

Geog 32-545 Principles of GIS ..... 3

**Required Courses**

Geog 32-572 Issues in Cartographic Design ..... 3

Geog 32-640 GIS Customization ..... 3

Geog 32-650 GIS Database Design ..... 3

Geog 32-655 GIS Project Management ..... 3

**Certificate Total** ..... 12-15

**General Requirements and Policies for Certificate in Geographic Information Science**

1. All requirements of the Graduate School for non-degree graduate students must be met. For admission, students must have a bachelor's degree from an accredited institution and submit undergraduate transcripts. Students are required to file an Approved Program Form (certificate only).
2. A minimum grade point average of 3.00 must be earned for the courses in the certificate program.
3. All courses for the certificate must be completed within a four-year period beginning with the date of the first course taken for the certificate.

4. All courses in the certificate program can be applied toward the M.S. in Geographic Information Science program. (Such students must formally apply for admission to this program and complete all admission requirements, including the GRE and writing sample.)
5. A member of the graduate faculty of the Department of Geology and Geography will serve as the major advisor for the student's certificate program.

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## Course Descriptions

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### Geography / 32

#### 500 Special Offerings (1-4 hours)

One-time course offering in a timely area of geography.

#### 501 Conservation of Natural Resources (3 hours)

A study of the earth's environment and resource limits as related to population growth and humankind's need to provide food, water, mineral resources and energy in order to survive and prosper. Emphasis is placed on developing an appreciation for the interconnectedness of the natural world and the potential consequences of disrupting those connections. (alt. trimesters, alt. years)

#### 510 Geographic Education: Themes and Materials (2 hours)

Designed for elementary or secondary teachers wishing to incorporate an instructional unit in geography in either the social science or science curriculum. (SS)

#### 511 Special Topics in Geography (1-4 hours)

Will be offered according to student needs and interest. Each offering will be designed to incorporate the latest information pertaining to a timely topic in geography. May be repeated once to earn no more than 6 credits total. Topics may include: applied geographic information systems, urban and regional planning, location analysis, geography of sport, etc. (F, S, SS)

#### 521 Political Geography (3 hours)

An advanced course in geopolitics with emphasis on fundamental principles and their application to the major regions and nations of the world today. (S, alt. years)

#### 522 Urban Geography (3 hours)

An advanced course offering an in-depth study of the physical characteristics of cities and some of the problems humans are faced with in a world where urbanism is a rapidly increasing phenomenon. (S)

#### 543 Principles of Remote Sensing (3 hours)

Covers the use of remotely sensed information in a geographic information system environment. Emphasis is placed on understanding different data sources, tools, and techniques used in remote sensing. (online, alt. trimesters, alt. years)

#### 545 Principles of GIS (3 hours)

A rigorous study of fundamental GIS principles, including the nature of spatial data, vector and raster data models, and key GIS analysis operations. (online, alt. trimesters)

#### 562 Advanced Cartography (3 hours)

An advanced cartography course utilizing computer assisted cartography and advanced techniques of map construction. Prerequisites: Geog 32-362 and CSIS 44-130 or CSIS 44-131. (F, S)

#### 563 Digital Image Processing (3 hours)

Further explores the techniques and concepts learned in Remote Sensing (Geog 32-363). Explores advanced techniques in image analysis and processing not covered in Remote Sensing. Prerequisites: Geog 32-363. (F, S)

#### 565 Advanced Geographic Information Systems (3 hours)

Builds on the techniques and concepts learned in Geographic Information Systems (Geog 32-365). Stresses research and project design strategies and advanced analytical techniques using geo-

graphic information systems to solve spatial problems. Prerequisites: Geog 32-365. (F, S)

### 572 Issues in Cartographic Design (3 hours)

An extension of basic GIS/desktop mapping encompassing the theoretical and applied aspects of cartographic problem solving pertaining to the collection, storage, retrieval, analysis and display of spatial data. An emphasis will be placed on map/graphics design issues as they pertain to delivering the output in evolving media formats such as web dissemination. Prerequisites: Successful completion of an undergraduate level Cartography course or equivalent work experience, and Geog 32-545 or equivalent. (online, alt. trimesters, alt. years)

### 580 Spatial Analysis and Geostatistics (3 hours)

Designed to make the student familiar with the analysis and statistical tools used by geographers. Covers the fundamental aspects of geostatistics that are used in research and business environments. (online, alt. trimesters, alt. years)

### 620 Advanced Vector GIS (3 hours)

A study of advanced vector data models and analytical methods using vector data. Prerequisite: Geog 32-545 or equivalent. (online, alt. trimesters, alt. years)

### 630 Raster-based GIS and Modeling (3 hours)

Covers advanced topics in GIS using the raster data structure. Emphasis is placed on the use of raster-based data for spatial modeling applications. Prerequisite: Geog 32-545 or equivalent. (online, alt. trimesters, alt. years)

### 640 GIS Customization (3 hours)

An advanced course in the use of programming techniques in geographic information systems. Emphasis will be placed on user-interface customization, macro-script programming, and simple simulation and modeling. Prerequisite: Geog 32-545 or equivalent (online, alt. trimester, alt. years)

### 650 GIS Database Design (3 hours)

A comprehensive study of the process of GIS database design, including user needs assess-

ment and conceptual, logical, and physical database design. Emphasizes design of the spatial component of GIS data. Prerequisite: Geog 32-545 or equivalent. (online, alt. trimesters, alt. years)

### 655 GIS Project Management (3 hours)

A study of GIS project management at several levels, from organization planning for GIS implementation to the management of individual GIS projects. Prerequisite: Geog 32-545 or equivalent. (online, alt. trimesters, alt. years)

### 660 Trends in GIS (3 hours)

A virtual seminar addressing the latest trends in Geographic Information Systems and Science. Additionally, students will develop a draft of their thesis proposal. Prerequisite: Geog 32-545 or equivalent. (online, alt. trimesters, alt. years)

### 699 Thesis (1-5 hours) (3 hours)

Required for the M.S. degree. Registration for thesis credit requires the approval of the graduate advisor and department chairperson. (F, S)

## Geology / 27

### 500 Special Offerings (1-4 hours)

One-time course offering in a timely area of geology or earth science.

### 501 Special Topics in Geology (1-4 hours)

Will be offered according to student needs and interest. Each offering will be designed to incorporate the latest information pertaining to a timely topic in geology. Topics may include: rock and mineral origins and classifications, groundwater, energy, age of dinosaurs, fossils and the history of life, volcanoes and earthquakes, and glacial geology. Prerequisite: One year of college-level science or permission of the instructor.

### 510 Geomorphology (3 hours)

A study of landforms, their description, recognition, classification. The origin and nature of geomorphological processes which form and continually modify landforms. The influence of rock type, climate, and other factors. Two lectures and one two-hour laboratory per week. Prerequisites: Geol 27-110/111 or 114/115. (S, alt years)



**515 Environmental Regulations (2 hours)**

An introduction to federal and state regulations and major issues associated with the environment including air quality, groundwater quality and the disposal of hazardous waste. Prerequisites: Geol 27-360 or Bio 04-420 or Geog 32-501 or by permission of instructor. (S, alt. years)

**520 Geology Field Trip (Advanced Level) (2 hours)**

Field trip to selected localities of geologic interest. Prerequisites: Geol 27-212. (F)

**530 Sedimentology (3 hours)**

A study of the production, transportation, deposition, and lithification of sediments. Includes comparison of classifications, techniques of using sediments in environmental interpretations and laboratory techniques in sedimentary rock study. Two lectures and one two-hour laboratory per week. Prerequisites: Geol 27-212. (F, alt. years)

**540 Paleontology (5 hours)**

A general study of fossils, including classification of plants and animals, development and evolution of prehistoric life, paleontological techniques, and use of fossils as time and ecological guides. Lab includes study and identification of the major fossil groups. Emphasis is on invertebrate animals, with a general review also of microfossils, plants, and vertebrates. Three lectures and two two-hour laboratories per week. Prerequisites: Geol 27-212 or permission of instructor. (S)

**555 X-Ray Analysis (3 hours)**

Theory and application of x-ray diffraction. Consideration will be given to sample preparation, American Society Testing Materials data file, laboratory procedures, and analysis of data. Prerequisite: Geol 27-220 or permission of instructor. (S, alt years)

**560 Optical Mineralogy (3 hours)**

A study of the optical properties of non-opaque minerals through use of the petrographic (polarizing) microscope utilizing both oil immersion and thin section methods. Prerequisite: Geol 27-220. (F, alt years)

**590 Seminar in the Earth Sciences (2 hours)**

Seminar and studies of advanced topics in selected fields in geology and other earth sciences. Two hours per week in lecture, seminar or lab appropriate to the topics. Prerequisites: Geol 27-110/111.

**599 Special Investigations in the Earth Sciences (1-3 hours)**

Independent studies in the earth sciences including but not limited to research and library studies. Enroll only with consent of department chairperson. Requires written proposal at time of registration. (F, S)

**600 Special Offering (1-4 hours)**

One-time course offering in a timely area of earth science. Includes special short courses for earth science teachers. Prerequisites: Geol 27-110/111.

**696 Problems of Teaching Earth Science (3 hours)**

A study of the curriculum in earth science: content, materials, laboratory investigations, field trips and field work, resources such as museums, planetariums, and government agencies, and other aspects of laboratory-centered earth science teaching. For elementary or secondary teachers. Prerequisites: Geol 27-110/111 or 114/115 or equivalent.

## Department of History / 33, Humanities / 26, Philosophy / 39 and Political Science / 34

**Chairperson:** Richard Frucht

**Graduate Faculty:** Joel Benson, Janice Brandon-Falcone, Richard Frucht, Thomas Spencer, Michael Steiner

**Associate Graduate Faculty:** Robert Dewhirst, James Eiswert, Ronald Ferris, Richard Field, Richard Fulton, Brian Hesse, David McLaughlin

**Department Telephone:** (660) 562-1290

The department offers a Master of Arts in history for those seeking greater competency and professional growth in history and related areas. Training in research, critical reviews, bibliographical study, historiography, and specialized course content is designed to prepare and update the competency of public school teachers, to prepare graduates for junior and community college teaching, and to identify potential doctoral students. In cooperation with the College of Education and Human Services, the department provides an area of concentration in history designed to improve the qualifications and capabilities of those teaching in secondary schools. These degrees also improve the understanding of past and present society, broaden perspectives, sharpen critical skills, and develop leadership potential.

### Program Admission Requirements

Candidates for the M.A. in history and M.S.Ed. in teaching history should meet the following requirements:

1. At least an undergraduate degree from a regionally- or nationally-accredited institution with a major/minor in history or a related area of the social sciences or humanities;
2. A score of 400 on the GRE verbal and completion of the analytical writing section. Students not meeting these minimum requirements may be accepted on the condition they maintain a 3.00 GPA for the first 15 hours of credit at the graduate level;
3. A writing sample will be required and the quality of that sample determined by a required paper in the first trimester of enrollment;
4. Candidates must attain a 3.00 GPA with no grade lower than a "C" acceptable for degree requirements.

Deficiencies in undergraduate preparation will be assessed by the instructor, advisor, and graduate faculty, and remedial procedures will be prescribed. This could mean additional coursework or special examination. In general, all but 600-level courses are open to any major, but individual instructors retain the prerogative of admission of individual students into their course where eligibility appears questionable.

## M.A. in History

M.A. candidates are expected to specialize in at least two fields of study, and the comprehensive examination will be based on those fields. There are a minimum of specific requirements and prerequisites, permitting the student, in consultation with an advisor, to devise a program which best meets the student's needs and interests.

The M.A. must be taken with a thesis. Prior to the completion of 18 graduate hours, each M.A. candidate in the Department of History, Humanities, Philosophy and Political Science must present a prospectus of his/her proposed thesis to the graduate faculty of the department. This prospectus should include the specific topic for the proposed thesis, the methodological approach, a tentative outline, and a preliminary bibliography clearly indicating the primary and secondary source materials that will be utilized. No M.A. candidate will be permitted to enroll in Hist 33-699 Thesis until the graduate faculty has approved the prospectus and a Master's Thesis Committee has been appointed.

This degree requires 32 credits, at least 16 of which shall be from history courses numbered 600 or above.

### Required Courses . . . . . 14

Hist 33-601 Research Methods and Historiography . . . . .	3
Hist 33-620 Seminar in American History OR	
Hist 33-621 Seminar in Modern American History . . . . .	3
Hist 33-610 Seminar in Central and East European History OR	
Hist 33-630 Seminar in European and Area Studies OR	
Hist 33-631 Seminar in Modern Europe . . . . .	3
Hist 33-699 Thesis . . . . .	5

### Fields of Study . . . . . 18

Courses selected from two of the following fields and/or approved courses in corollary fields (e.g., government, philosophy, humanities, social science, etc.) to total 18 hours.

#### U.S. History to 1877

Hist 33-524, 526, 530, 534, 542, 562, 582, 620, 690

#### U.S. History Since 1877

Hist 33-501, 525, 526, 542, 556, 562, 565, 582, 590, 620, 621, 690

#### World

Hist 33-506, 513, 517, 521, 580, 589, 610, 630, 631, 690  
Pol Sci 34-510, 525

## Comprehensive Examination

The examination will be scheduled and administered by faculty members in the Department of History, Humanities, Philosophy, and Political Science. The content of the examination will be arranged with the departmental Director of Graduate Studies. The degree candidate must pass all portions of the examination.

## M.S.Ed. in Teaching History

A member of the graduate education faculty will serve as the major advisor. A graduate faculty member from the history area will serve as area advisor, and both signatures will be required on the Approved Program Form. Any change in an Approved Program Form must be initiated by the student and be submitted to the Graduate Office accompanied with written approval from both advisors. This degree requires 32 credits, at least 16 of which shall be from courses numbered 600 or above.

<b>Core Requirements</b> .....	<b>6</b>
Ed 61-695 Philosophy of Education OR	
Ed 61-649 Issues in Education .....	3
Ed 61-682 Methods of Educational Research .....	2
Ed 61-683 Research Paper .....	1
<b>Subject Field Requirements</b> .....	<b>21</b>
Education Requirements .....	6
Ed 61-650 Improvement of Teaching .....	3
Ed 61-651 Seminar and Practicum in Teaching .....	3
History Requirements .....	15
Hist 33-601 Research Methods and Historiography .....	3
Soc Sci 36-680 Problems of Teach. Secondary Social Studies .....	2
History Electives as directed .....	10
<b>Unspecified Electives</b> .....	<b>5</b>
<b>Total</b> .....	<b>32</b>

### Comprehensive Examination

The examination will be scheduled and administered by faculty members in the College of Education and Human Services. The content of the examination will be equally divided between those courses required in education and the history area. Each department will be responsible for the construction and evaluation of its portion of the comprehensive examination. The degree candidate must pass both portions of the examination.

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## Course Descriptions

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### History / 33

#### 500 Special Offerings (1-4 hours)

Courses which are offered on only one occasion or variable issue-oriented courses which have the content described in the title. Credit and prerequisites as announced.

#### 501 Public History (3 hours)

Course is designed to introduce the undergraduate student to the field of public history. It will introduce the student to historic preservation, museum management, archives and cultural resource management. (F, alt. years.)

#### 506 The Renaissance and Reformation (3 hours)

An advanced course which presents an in-depth study of the eras of the Renaissance and Reformation in western Europe. Emphasis will be placed upon the Reformation in Switzerland, Germany, and England. Also given special attention will be the Counter-Reformation and Religious Wars. (S, alt. years)

#### 513 Soviet Russia (3 hours)

After a brief introduction, the course will consist of a detailed study of the Bolshevik Revolution in Russia and policies and programs of the Com-

munist Party and Government since 1917, both in domestic and international affairs. (S, alt. years)

**517 England: From Stonehenge to Versailles (3 hours)**

Course is designed as a survey of English history from the earliest inhabitants to the Treaty of Versailles. (F, alt. years)

**521 History of Germany Since 1648 (3 hours)**

An advanced course in the history of Germany from 1648 to the post-World War II era. Emphasis will be placed upon the development of the Prussian State, Bismarck and the unification of Germany, World War I, the rise of the Nazis, and the Second World War. (F, alt. years)

**524 Colony to Nation 1607-1828 (3 hours)**

A study of the social, economic, intellectual, cultural, and political institutions that arose and developed from English colony to a self-sustaining nation. Emphasis is placed on the colonial experience of Europeans, Africans, and Indians continuing through the constitutional period and the development of the new nation. (S)

**525 United States Since 1945 (3 hours)**

This course is an advanced course that looks at the development of the contemporary United States through an examination of foreign affairs as well as selected social movements. (S, alt. years)

**526 Constitutional History of the United States (3 hours)**

An advanced course in American history which deals with the constitutional aspects of our development, with considerable reference to constitutional law and interpretation. Recommended particularly for pre-law students and all students planning to teach American government. (S, alt. years)

**530 The Old South (3 hours)**

An advanced course in American history which considers the development of the South as a distinct region from colonial days to the early 19th century. Emphasis is placed on the geographic, economic, social, cultural, and political factors, developments, institutions, and values upon the Southern mind. (F, alt. years)

**534 The Civil War and Reconstruction (3 hours)**

An advanced course in American history which analyzes the conflicting theories and issues of the ante-bellum period, interprets the coming of the Civil War, the conduct of government, military operations and foreign relations during the War, and problems of the Reconstruction Period. (F, alt. years)

**542 American Ideas (3 hours)**

A study of political, religious, social, and other aspects of American life. Among the issues to be emphasized are: Puritanism; the Enlightenment; the Federalist/Anti-Federalist controversy; 19th century democratic ideas; Social Darwinism; the progressive era; Humanism; New Deal thought; the New Conservatism of the Fifties; and the New Left movement. (F, alt. years)

**556 The Roots of U.S. Reform (3 hours)**

Industrialization, populism, progressivism and the New Deal as the basis of reform then continuing with the culmination of reform in the New Deal. (F, alt. years)

**562 The History of Missouri (3 hours)**

A brief survey of the Spanish and French rule, followed by a study of the history and development of Missouri from the acquisition of the territory by the United States to the present day. Special emphasis is on its historical significance, important figures, government, constitution, current problems, and local history. (F, alt. years)

**565 The History of American Foreign Relations: 1835 to the Present (3 hours)**

An introduction to U.S. diplomatic history and foreign policy. This course will concentrate on the key episodes in U.S. foreign policy with an emphasis on the assumptions that formed the context for power relationships in the European, Asian and American worlds during the time period from 1835 to the present. (S, alt. years)

**580 Modern China: The Road to Revolution (3 hours)**

After examining late imperial China, this course takes a detailed look at the factors in the rise to power of the Chinese Communist Party. Approximately one-third of the course is devoted to analysis of developments in post-1949 China. (F, alt. years)

**582 Frontiers in American History (3 hours)**

A study of America's territorial expansion from the colonial period to the close of the 19th century, including the impact on the nation's people, institutions, policies and ideas. Special emphasis will be devoted to the conflict between settlers and native people. (S, alt. years)

**589 Europe in the Age of Nationalism (3 hours)**

An examination of the impact of nationalism upon Europe since the French Revolution. (F, alt. years)

**590 Historical Resource Internship (1-5 hours)**

On-site activity in libraries, museums, and historic sites and parks. Credit will vary according to the time spent and type of activity. Instructor's permission and pre-arrangements are required. Maximum credit to be earned is 5 semester hours.

**600 Special Offerings (1-4 hours)**

Courses which are offered on only one occasion or variable issue-oriented courses which have the content described in the title. Credit and prerequisites as announced.

**601 Research Methods and Historiography (3 hours)**

A seminar in the professional techniques of the historian. Stress is placed on the leading schools of historical thought, methods of investigation, and the preparation of research papers. This course should be taken early in the student's career. (F)

**610 Seminar in Central and East European History (3 hours)**

The content of this course will vary when offered. Selected areas of history and historical problems will be given. May be repeated once with permission of advisor for a maximum credit of 6 semester hours. (S, alt. years)

**620 Seminar in American History (3 hours)**

The content of this course will vary when offered. Selected areas of history and historical problems will be given. May be repeated once with permission of advisor for a maximum of 6 semester hours. (F)

**621 Seminar in Modern American History (3 hours)**

The content of this course will vary when offered. Selected areas of history and historical problems will be given. May be repeated once with permission of advisor for a maximum of 6 semester hours. (S)

**630 Seminar in European and Areas Studies (3 hours)**

The content of this course will vary when offered. Selected areas of history and historical problems will be given. May be repeated once with permission of advisor for a maximum of 6 semester hours. (S, alt. years)

**631 Seminar in Modern Europe (3 hours)**

The content of this course will vary when offered. Selected areas of history and historical problems will be given. May be repeated once with permission of advisor for a maximum of 6 semester hours. (S, alt. years)

**690 Independent Study in History (1-2 hours)**

Offered by special arrangement and petition approved by the student's advisor, the instructor involved and the department chairperson.

**699 Thesis (1-5 hours)**

Registration for thesis credit requires the approval of the graduate advisor and department chairperson. (F, S, SS)

**Philosophy / 39****500 Special Offerings (1-4 hours)**

Courses which are offered on only one occasion or variable issue-oriented courses which have the content described in the title. Credit and prerequisites as announced.

**570 Metaphysics (3 hours)**

A study of the philosophies of being; an inquiry into the ultimate realities of God, mind, matter, and personal identity as illustrated by the writings of Aquinas, Descartes, Locke, Hume, and others. Prerequisite: Phil 39-171 or consent of instructor. (Alt. years)

**571 Epistemology (3 hours)**

A study of the philosophies of knowing; an inquiry into the validity of induction, deduction, and intuition, as illustrated by Plato, Aristotle, Descartes,

Locke, Berkeley, Russell, and others. Prerequisite: Phil 39-171 or consent of instructor. (Alt. years)

**579 Independent Study in Philosophy (1-2 hours)**

Investigation into special problems in philosophy. Offered only by special arrangement. Prerequisites: Phil 39-171 and consent of instructor.

**600 Special Offerings**

Courses which are offered on only one occasion or variable issue-oriented courses which have the content described in the title. Credit and prerequisites as announced.

## Political Science / 34

**502 Public Policy (3 hours)**

An intensive advanced course in American policy-making processes and problems of policy development at the national level. The focus is on the analysis of current public policies and their consequences. (S)

**510 Comparative Political Systems (3 hours)**

A study of the politics of various regions with an emphasis on a comparative analysis. Topics may vary as events and interests dictate. (SS)

**511 Special Topics in Political Science (1-4 hours)**

A variable topics course designed to meet curricular and student needs not fulfilled by the rest of the political science curriculum. Content of the course will be described in the title. Students may repeat the course for a total of 6 credit hours as long as the topics are not repeated.

**525 Transnational Politics (3 hours)**

An investigation of the structures and functions of international organizations of a political and economic nature. This is an interdisciplinary course that emphasizes the interdependency of international political and economic organizations of a governmental and non-governmental nature. (S)

## Social Science / 36

**500 Special Offerings (1-4 hours)**

Courses which are offered on only one occasion or variable issue-oriented courses which have the content described in the title. Credit and prerequisites as announced.

**600 Special Offerings (1-4 hours)**

Courses which are offered on only one occasion or variable issue-oriented courses which have the content described in the title. Credit and prerequisites as announced.

**680 Problems of Teaching Secondary Social Studies (2 hours)**

An advanced professional course designed for teachers with experience, in which study and discussion are focused on selected problems peculiar to the social sciences. Emphasis is placed on the teaching of controversial issues. Laboratory experience and the carrying out of a study project in an actual classroom situation will be required.

# Department of Mathematics and Statistics / 17

**Chairperson:** Dennis Malm

**Graduate Faculty:** Russell Euler, Kurtis Fink, Terry King, Cheryl Gregerson Malm, Dennis Malm, Jawad Sadek

**Associate Graduate Faculty:** Christine Benson, Margaret Buerman, Brian Haile, Mary Shepherd, David Vlieger

**Department Telephone:** (660) 562-1230

In cooperation with the College of Education and Human Services, an area of concentration in mathematics is provided for teachers to teach mathematics at the high school level. The purpose of the program is to help mathematics teachers:

1. Acquire increased competency in a broad spectrum of the mathematical sciences.
2. Develop additional skills and understanding in the art of good mathematics teaching, including teaching special students.
3. Study current trends and issues in education, and, in particular, mathematics education.

## M.S.Ed. in Teaching Mathematics

<b>Core Requirements</b> .....	<b>6</b>
Ed 61-695 Philosophy of Education OR	
Ed 61-649 Issues in Education .....	3
Ed 61-682 Methods in Educational Research .....	2
Ed 61-683 Research Paper .....	1
<b>Subject Field Requirements</b> .....	<b>21</b>
Education Requirements .....	6
Ed 61-650 Improvement of Teaching .....	3
Ed 61-651 Seminar and Practicum in Teaching .....	3
Mathematics Requirements (selected from the following courses) .....	15
Math 17-511 Applied Linear Algebra .....	3
Math 17-518 Number Theory .....	3
Math 17-520 Advanced Calculus .....	3
Math 17-521 Complex Analysis .....	3
Math 17-535 Probability Theory .....	3
Math 17-536 Statistical Inference .....	3
Math 17-555 Non-Euclidean Geometry .....	3
Math 17-556 Introduction to Point Set Topology .....	3
Math 17-561 Applied Mathematics .....	3
Math 17-565 Numerical Analysis .....	3
Math 17-635 Computer Methods in Statistics .....	3
<b>Unspecified Electives</b> .....	<b>5</b>
<b>Total</b> .....	<b>32</b>



## Program Admission Requirements

Students with a minimum composite score of 700 on the verbal and quantitative sections of the GRE General Test will be accepted. The official score must be filed with the Graduate Office prior to admission but not later than the end of the first trimester of enrollment. If the score is not submitted by the end of the first academic trimester, the student cannot re-enroll until the score is submitted. Students who do not meet the cutoff score of 700 may be accepted on the condition that they maintain a grade point average of at least 3.00 for the first nine graduate hours in mathematics.

## Writing Sample

Students must complete a writing assessment administered by the Department of Mathematics and Statistics no later than the end of the first week of the first trimester of enrollment. Any student who fails the writing assessment must repeat the assessment within two weeks. Any student who fails the second writing assessment will meet with the chairperson of the Department of Mathematics and Statistics to establish a program of remediation and qualification.

## Advisement

A member of the graduate education faculty will serve as the major advisor. A graduate faculty member from the mathematics area will serve as area advisor, and both signatures will be required on the Approved Program Form. Any change in an Approved Program Form must be initiated by the student and be submitted to the Graduate Office accompanied by written approval from both advisors.

## Comprehensive Examination

The content of the comprehensive examination will be equally divided between those courses required in education and the mathematics area. The College of Education and Human Services and the Department of Mathematics and Statistics are responsible for the scheduling, construction, and evaluation of their respective portions of the comprehensive examination. The degree candidate must pass both portions of the examination.

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# Course Descriptions

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## Mathematics and Statistics / 17

### 511 Applied Linear Algebra (3 hours)

A second course in linear algebra with emphasis on applications. Topics may include linear programming, graph theory, game theory, Markov chains, computer graphics, equilibrium temperature distributions, electrical networks and least squares models. Prerequisite: Math 17-311 or consent of instructor (Alt. years)

### 518 Number Theory (3 hours)

Topics include divisibility, congruences, theory of quadratic residues, Diophantine analysis. Prerequisite: 22 hours in mathematics or consent of instructor. (Alt. years)

### 520 Advanced Calculus (3 hours)

An advanced course in analysis; may include vector analysis, differentials, integration theory. Prerequisite: Math 17-321 or consent of instructor. (Alt. years)

**521 Complex Analysis (3 hours)**

Topics may include the algebra and geometry of complex numbers, elementary and analytic functions of a complex variable, contour integration, residues, Taylor and Laurent series and basic fundamental theorems. Prerequisite: Math 17-321 or consent of instructor. (Alt. years)

**555 Non-Euclidean Geometry (3 hours)**

An introduction to plane hyperbolic, elliptic and projective geometries and geometric transformation groups. Prerequisite: 22 hours in mathematics or consent of instructor. (Alt. years)

**556 Introduction to Point Set Topology (3 hours)**

Topics include metric spaces and axiomatic topology including the separation axioms, product spaces, derived sets, limit points and convergence. Prerequisite: Math 17-321 or consent of instructor. (Alt. years)

**561 Applied Mathematics (3 hours)**

Topics may include construction and use of mathematical models, probability theory, Markov chains, network analysis, linear programming, differentiation and integration. Prerequisites: Math 17-121, 215 and CSIS 44-149 or consent of instructor. (Alt. years)

**565 Numerical Analysis (3 hours)**

Topics may include finite differences, numerical differentiation and integration and eigenvalue problems. Prerequisites: CSIS 44-149 and Math 17-121 or consent of instructor. (Alt. years)

**599 Special Projects (1-6 hours)**

Prerequisites: 30 hours in mathematics or computer science and consent of instructor.

**698 Advanced Independent Study (1-6 hours)**

Prerequisite: 9 hours of graduate study or consent of department chairperson.

**STATISTICS****530 Sampling (2 hours)**

This course contains discussion and application of the methods of good sampling. Comparisons of techniques are made when more than one method of sampling is possible. Prerequisite: Math 17-610 or consent of instructor. (Alt. years)

**531 Applied Time Series (2 hours)**

A course in forecasting and some of the statistical techniques that can be used to produce forecasts.

**532 Nonparametric Statistics (2 hours)**

This course emphasizes methods for dealing with populations of unknown distribution and methods to use for ranked data or categorical data. Prerequisite: Math 17-610 or consent of instructor. (Alt. years)

**535 Probability Theory (3 hours)**

A mathematical development of probability with emphasis on continuous random variables. Prerequisites: Math 17-121 and 610 or consent of instructor. (F, odd years)

**536 Statistical Inference (3 hours)**

A mathematical development of statistics with emphasis on continuous random variables. Prerequisite: Math 17-535. (S, even years)

**537 Design of Experiments (2 hours)**

A course covering many of the statistical designs and techniques widely used in research and applications. Prerequisite: Math 17-635. (Alt. years)

**538 Introduction to Operations Research (2 hours)**

An introduction to some of the basic models and analytical techniques of operations research. Prerequisites: Math 17-120 or 228, and 110 or 215, and 610. (Alt. years)

**539 Statistical Projects (1 hour)**

Formulation and execution of statistical projects with faculty supervision. Prerequisite: Math 17-635.

**610 Elementary Statistical Concepts (3 hours)**

A study of frequency distributions, measures of central tendency, variation, correlation and regression, application and interpretation of estimation procedures using normal, t, chi-square distributions and hypothesis testing. (F, S, SS)

**635 Computer Methods in Statistics (3 hours)**

A study of analysis of variance, co-variance and regression. Use of SAS statistical package and interpretation of results. Prerequisite: Math 17-610 or consent of instructor. (F, SS)

## MATHEMATICS EDUCATION

### 575 Workshop in Mathematics Education (1-6 hours)

Prerequisite: Consent of instructor.

### 580 Methods in Secondary School Mathematics (3 hours)

A study of teaching procedures and current literature useful in teaching secondary school mathematics. Includes a two-week practicum experience. (S)

### 582 Mathematical Methods for Middle School Teachers (3 hours)

A study of current techniques for teaching middle school mathematics, including a two-week practicum experience. Prerequisite: grade of "C" or better in Math 17-317. (F)

### 665 The Nature of Mathematical Thought (3 hours)

This course will examine historical, social, and cultural aspects and the nature of mathematics. Students will become familiar with the national as well as state standards of mathematics education. Students will explore current issues and trends in mathematics education. Prerequisites: Elem Ed 63-611, 612, 613, 614, and 615. (F)

### 670 Geometry and Measurement (3 hours)

Students will use geometric concepts and relationships to describe and model mathematical ideas and real world constructs and understand measurable attributes of objects and the units, systems, and processes of measurement. The student will formulate questions that can be

addressed with data and collect, organize, and display relevant data. Prerequisites: Elem Ed 63-611, 612, 613, 614, 615, and Math 17-665. (SS)

### 675 Mathematical Processes (3 hours)

Course examines both finite and infinite mathematical processes used when solving problems involving discrete or continuous data. The course connects experiences from the concepts of numbers, algebra, and data analysis. Prerequisites: Elem Ed 63-611, 612, 613, 614, 615, and Math 17-665. (S)

### 680 Mathematics Capstone (3 hours)

Students will synthesize and demonstrate their understanding of mathematical concepts learned in the three prerequisite mathematics courses by successful completion of a final independent paper/project. Other activities will be assigned to connect and extend the student's existing mathematical knowledge and experiences. Prerequisites: Elem Ed 63-611, 612, 613, 614, 615, Math 17-, 665, 670, and 675. (SS)

### 681 Curriculum Construction in Mathematics (3 hours)

A survey of curriculum proposals and influence of learning theory on curriculum. Analysis of current textbook series for elementary and secondary mathematics. Prerequisite: Math 17-471 or 580 or 582 or consent of instructor. (Alt. years)

### 685 Seminar in Problem Solving in Mathematics (3 hours)

A study of problem-solving techniques with special emphasis on Polya's heuristics. Prerequisite: Math 17-471 or 580 or 582 or consent of instructor. (Alt. years)

# Department of Music / 19

**Chairperson:** Ernest Woodruff

**Graduate Faculty:** Christopher Gibson, Ernest Kramer, Stephen Town, Ernest Woodruff

**Associate Graduate Faculty:** Rebecca Dunnell, Brian Lanier, Anthony Olson, Scott Quant, William Richardson, Alfred Sergel III, Pamela Shannon

**Department Telephone:** (660) 562-1315

The graduate curriculum is designed to improve the music education of qualified students. It provides advanced study in effective teaching techniques and offers opportunities for study and research of specific musical problems.

## M.S.Ed. in Teaching Music

In cooperation with the College of Education and Human Services, an area of concentration in music is provided to assist students in growing professionally as musicians and teachers.

The objectives are:

1. To assist in the improvement of teaching.
2. To provide opportunities for research of problems in music education in more depth than is possible at the undergraduate level.
3. To broaden the student's understanding of the field of music through advanced courses in music history, music literature, and music theory.
4. To allow a student some specialization through courses which are directed toward instrumental and/or vocal instruction at the elementary and/or secondary level.
5. To provide study that will be compatible with both the student's background, professional objectives and lifelong learning. In addition to the research opportunities within the core requirements for this degree program, such opportunities also exist in Mus 19-689. Music is a humanistic area of study touching upon the cultures of all nations. Courses which specifically include multicultural aspects are Mus 19-690 and 597.

The specific requirements for the M.S. Ed. with an area of concentration in music are:

<b>Core Requirements</b> .....	<b>6</b>
Ed 61-695 Philosophy of Education OR	
Ed 61-649 Issues in Education .....	3
Ed 61-682 Methods of Educational Research .....	2
Ed 61-683 Research Paper .....	1
<b>Subject Field Requirements</b> .....	<b>20</b>
Ed 61-650 Improvement of Teaching .....	3
Ed 61-651 Seminar and Practicum in Teaching .....	3
Prescribed Program (Area of Concentration): Music .....	14
Music Education: Mus 19-690 plus two hours selected from	
Mus 19-591, 595, 596 and 597 .....	4

Music Theory: Mus 19-673 .....	2
Music History Literature/Research: Mus 19-689 plus two hours selected from Mus 19-587, 593 and 594 .....	4
Methods/Applied Music: Four hours selected from Mus 19-551, 582, 583, 590, 592, and Applied Music .....	4
<b>Unspecified Electives</b> .....	<b>6</b>
<b>Total</b> .....	<b>32</b>

In addition to the admission requirements of the Graduate School and the College of Education and Human Services, those seeking admission to the area of concentration in music are required to fulfill the following requirements:

### Program Admission Requirements

1. Students must have teacher certification in music, at either the elementary or secondary level or at both levels.
2. Students must have an undergraduate GPA of 2.50.
3. Students with a minimum composite verbal/quantitative GRE score of 700 will be accepted unconditionally. The score must be submitted prior to admission or not later than the first trimester of enrollment. Students not meeting the 700 minimum may be accepted on condition that they maintain a 3.00 GPA for the first eight graduate hours in the program.
4. Students will be asked to complete a writing assessment administered by the Department of Music during the second week of their first trimester (not including summer school) of enrollment. Any student who fails the assessment essay must repeat the writing assessment within two or three weeks. Any student who fails the second attempt will meet with one of the graduate faculty members to establish an individualized program of remediation and qualification.

### Advisement

A member of the graduate education faculty will serve as the major advisor. A graduate faculty member in the Department of Music will serve as minor advisor and both signatures will be required on the Approved Program Form. Any change in an Approved Program Form must be initiated by the student and be submitted to the Graduate Office accompanied with written approval from both advisors.

### Comprehensive Examination

The examination will be scheduled and administered by faculty members in the College of Education and Human Services and the Department of Music. The content of the examination will be equally divided between those courses required in education and the music area. Each department will be responsible for the construction and evaluation of its portion of the comprehensive examination. The degree candidate must pass both portions of the examination.

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## Course Descriptions

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### Music / 19

#### 500 Special Offerings

Courses which are offered on only one occasion or variable issue-oriented courses which have the content described in the title. Credit and prerequisites as announced.

#### 600 Special Offerings

Courses which are offered on only one occasion or variable issue-oriented courses which have the content described in the title. Credit and prerequisites as announced.

### METHODS/APPLIED MUSIC

#### 520 Secondary Applied Study (1-2 hours)

Private lessons in areas of vocal, instrumental, and keyboard study which are outside the student's primary area of applied accomplishment. May be repeated. Prerequisite: consent of the instructor.

#### 551 Principles of Singing (2 hours)

Exploration of historical and contemporary theories of vocal pedagogy, including practical application and examination of current sources on related topics, such as interpretation and vocal diction.

#### 582 Advanced Instrumental Conducting (2 hours)

An application of conducting practices in interpretation, style, and performance through the study of representative works for concert band, wind ensemble, and orchestra.

#### 583 Advanced Choral Conducting (2 hours)

Study of representative large works through conducting practices in interpretation, style, and performance.

#### 590 Early Childhood Music (2 hours)

Designed to assist the kindergarten and primary teacher in developing better techniques of teaching music to one's specific levels. (SS, alt. years)

#### 592 Middle School/Junior High Music Methods (2 hours)

A study of the materials and methods employed in the junior high school and middle school.

### INDIVIDUAL INSTRUCTION

Each of the courses below provides one half-hour lesson per week in a trimester. Students may enroll in one or two courses of the same number per trimester. Courses may be repeated for additional credit. Students must have the permission of the instructor and/or the faculty within the area of individual instruction.

#### 523 Applied Trumpet (1 hour)

#### 524 Applied Horn (1 hour)

#### 525 Applied Trombone (1 hour)

#### 526 Applied Baritone (1 hour)

#### 527 Applied Tuba (1 hour)

#### 528 Applied Percussion (1 hour)

#### 530 Applied Piano (1 hour)

#### 535 Applied Organ (1 hour)

#### 537 Applied Harpsichord (1 hour)

#### 555 Applied Voice (1 hour)

#### 564 Applied Flute (1 hour)

#### 565 Applied Oboe (1 hour)

#### 566 Applied Clarinet (1 hour)

#### 567 Applied Saxophone (1 hour)

#### 568 Applied Bassoon (1 hour)

### MUSIC EDUCATION

#### 501 Elementary Music Education: Special Topics (1-3 hours)

A study of selected materials and/or methods for music instruction in the elementary school with particular attention being given to recent developments and current issues.

**502 Junior High Music Education: Special Topics (1-3 hours)**

An intensive examination and evaluation of the latest methods and materials for music instruction in the junior high school with particular attention being given to recent developments and current issues.

**503 Senior High Music Education: Special Topics (1-3 hours)**

A study of selected materials and/or methods for music instruction in the senior high school with particular attention being given to recent developments and current issues.

**591 Marching Band Techniques (2 hours)**

A study of the fundamentals of marching maneuvers, parade routines, computer-assisted drill design, and the administration and organization of a successful marching band program.

**595 Problems in Instrumental Music (2 hours)**

A study of current trends, standards, materials and practices in administering, organizing and maintaining a successful instrumental music program.

**596 Problems in Vocal Music (2 hours)**

Current practices in administration and organization of school vocal programs.

**597 Comparative Methods of Elementary Music Education (2 hours)**

A survey of today's methods of teaching music education in the elementary school with emphasis on techniques employed by Zoltan Kodaly, Carl Orff, and Dalcroze.

**602 Music Practicum (1-2 hours)**

Supervised classroom/rehearsal observation and teaching in various music activities. Enrollment by faculty selection. May be repeated, but only two hours may count on the music graduate degree.

**690 Principles of Music Education (2 hours)**

A study of the philosophical, historical, and sociological backgrounds for the school music program.

**MUSIC HISTORY:  
LITERATURE/RESEARCH****587 Literature for Elementary and Middle Schools (2 hours)**

A study of source materials and methods for presenting listening lessons in elementary music classrooms.

**593 Choral Literature for Secondary Schools (2 hours)**

A survey of choral literature including the music of all periods, both sacred and secular, and a study of the style and interpretation of music from each period.

**594 Instrumental Literature for Secondary Schools (2 hours)**

A historical and stylistic survey of music for the wind band with particular emphasis on compositions appropriate for secondary school ensembles.

**689 Musical Research and Bibliography (2 hours)**

Provides the music student with information regarding musical research and bibliographical sources. It is recommended that this course precede Ed 61-682.

**MUSIC THEORY****673 Comprehensive Analysis and Performance Practice (2 hours)**

A study of theoretical, harmonic, and performance practices of the various style periods with emphasis on practical application to instrumental and vocal performing groups.

# College of Arts and Sciences

## International Study / 80

**Chair of International Studies and Programs Committee:** Richard Fulton

**Coordinator:** Office of International Programs and Multicultural Affairs

International student exchange, study abroad and internship programs support the array of academic programs at Northwest. Whether a short study tour, a summer, trimester or academic year exchange, site study program, or internship, students have the opportunity to apply what they have learned in the classroom to the international setting. Students broaden their horizons by traveling to an international location to study or work with international citizens to experience global living.

International programming is monitored by the International Studies and Programs Committee. Direct agreements with international institutions as well as consortia agreements are in place and continue to be recommended by the committee to satisfy the needs of students. Programs include the: Missouri-London program; Magellan Exchange; Mexico Exchange Program; International Student Exchange Program (ISEP); People to People Collegiate and Professional Program; and faculty-led study tours.

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## Course Description

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### International Study / 80

699 International Study-Study Abroad  
("Country") (3-15 credit hours)

Students studying abroad in a *recognized program* enroll in this course for the period of their stay. This maintains the student's enrollment during the period of international study and upon return facilitates the translation of coursework taken into Northwest credit.



# Melvin D. and Valorie G. Booth College of Business and Professional Studies

*Dr. Ron C. DeYoung, Dean*

- Department of Accounting, Economics and Finance
- Department of Agriculture
- Department of Computer Science/Information Systems
- Department of Marketing and Management
- Department of Mass Communication

# Melvin D. and Valorie G. Booth College of Business and Professional Studies

**College Telephone:** (660) 562-1277

**College Website:** <http://www.nwmissouri.edu/cpas/colprof.html>

The Melvin D. and Valorie G. Booth College of Business and Professional Studies is comprised of the Departments of Accounting, Economics and Finance; Agriculture; Computer Science/Information Systems; Marketing and Management; and Mass Communication. The college offers the Master of Business Administration degree (M.B.A.), M.B.A. with accounting emphasis, health management emphasis (in cooperation with Kirksville College Of Osteopathic Medicine), management information systems (MIS) emphasis, or agricultural economics area; Master of Science in Education degrees in agriculture and instructional technology; and Master of Science degrees in agriculture and school computer studies.

## Master of Business Administration

**Dean:** Ron C. DeYoung

**Graduate Faculty:** John Baker, Thomas Billesbach, Terry Coalter, Ben Collier, Ron DeYoung, Ernest Ferguson, Mark S. Jelavich, V.C. Kharadia, Chi Lo Lim, Steve Ludwig, Janet Marta, James Walker, Michael Wilson, Rahl Wood

**Advisors:** Phillip Heeler, Mark Jelavich, Rahl Wood

A master's degree in business administration involves the study of management — that is, the process of organizing and directing resources, which include people, finances, materials and information. The M.B.A. program provides an opportunity to become a business leader by developing skills in ethical decision-making, financial planning, quantitative analysis, policy formulation, and interpersonal relationships and to understand how these skills are applied in achieving business and organizational goals in an international environment.

The M.B.A. is one of the most flexible degrees available. It prepares students for leadership in organizations, in independent business, and in their own communities. It gives future managers the knowledge, concepts and skills necessary to direct resources to meet specific organizational goals.

With the M.B.A., you can aim for a more fulfilling career. Its versatility is a special advantage. Although the M.B.A. is not a guaranteed ticket to success, it can provide access to many personal and professional opportunities and can help you achieve greater responsibility, higher earnings, more job satisfaction, and greater visibility and advancement at work and in the community.

The M.B.A. gives you a choice. Because of the high value *all* organizations place on decision-making and problem-solving abilities, our M.B.A. graduates are sought after by a wide variety of organizations in different segments of the economy.

When former students were asked, “What are the advantages of obtaining an M.B.A. degree?” five major benefits were listed in order of importance: 1) career entry and/or advancement – which includes labor market opportunities, increased career options, contacts, credentials, and faster career mobility; 2) development of management abilities and business-related knowledge; 3) personal satisfaction; 4) making more money; and 5) other reasons, such as receiving a scholarship or using the M.B.A. to gain entry to other academic programs.

## Accreditation

Northwest Missouri State University, through its Melvin and Valorie Booth College of Business and Professional Studies, is nationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP) for the offering of the following degree programs: (1) at the graduate level, for the Master of Business Administration (M.B.A.) degree; (2) at the undergraduate level, for the Bachelor of Science (B.S.) degree with majors in accounting, finance, management information systems, office information systems, business education, business economics, business management, international business, industrial psychology, and marketing.

## Departmental Admission Requirements

Admission to the M.B.A. program is not the same as admission to graduate study. In order to be admitted to graduate study, the University requirements for admission as outlined in the current catalog must be met. Additionally, to be admitted to the M.B.A. program, students must meet the following criteria:

1. A satisfactory score on the GMAT. The formula, 200 times the overall undergraduate GPA plus the GMAT score equal to 950 or above, will be used to calculate the score. Students must meet that requirement, but with no less than a score of 400. All students must achieve the appropriate GMAT score before being considered for acceptance into the M.B.A. program, or being allowed to enroll in M.B.A. classes.

The GMAT Analytical Writing Assessment administered as part of the GMAT examination will be used to determine the need of an applicant for any additional work in writing.

2. Admission may be granted to a limited number of students who show high promise for success but do not meet the above standards. For these students, a minimum of five years of successful managerial experience may be considered in lieu of either the GPA or GMAT.

To be considered, students must submit a request that includes a data sheet indicating the managerial positions held and a description of responsibilities in each position. A letter of reference should accompany the data sheet from each immediate supervisor addressing the job responsibilities of the student while in each position. The M.B.A. graduate faculty will consider each petition and determine whether it is to be accepted.

3. International students must score at least 550 on the TOEFL (213 by computer) prior to admission to the University. The TOEFL may be waived for bachelor’s degree graduates of any U.S.A. regionally- or nationally-accredited institution.

4. Application for admission to candidacy must be made in the first trimester of enrollment as specified under “Admission to Candidacy” in this catalog.

**Application Deadlines**

Applications and all transcripts must be submitted to the Office of Admissions by the following dates. The international student should allow approximately six months from the time of application until notification of acceptance.

- Fall Trimester—July 1
- Spring Trimester—December 1
- Summer Trimester—May 1

**M.B.A. Course Prerequisites**

In addition to the general requirements prescribed by the Graduate School, all M.B.A. students must meet the following course prerequisites or equivalents before enrolling in graduate courses:

- Econ 52-150 General Economics I (Macroeconomics)
- Econ 52-151 General Economics II (Microeconomics)
- Acct 51-201 Accounting I
- Acct 51-202 Accounting II
- Fin 53-324 Fundamentals of Business Finance
- Mgmt 54-313 Management Process and Behavior
- Mkt 55-330 Principles of Marketing

Prerequisite courses cannot be taken by audit or pass/fail. A grade of "C" or better must be achieved.

Students with an undergraduate degree in business usually meet the course prerequisites listed above and can complete the M.B.A. program with 33 hours of graduate courses. Those students from non-business fields can complete the prerequisites by taking the 21 hours of prerequisites from any accredited four-year institution. Students then may complete the program by taking the 33 graduate hours.

Under ACBSP accreditation standards, graduate students pursuing M.B.A. degrees must complete at least 30 hours in courses reserved exclusively for graduate students (that is, 600-level courses) **and** that cover material beyond that contained in the undergraduate Common Professional Component (CPC) courses. (See the *Northwest Undergraduate Academic Catalog* for a list of CPC courses.) The Northwest M.B.A. degree requires 33 hours. Thus, graduate students may take up to three hours of approved electives at the 500 level. However, M.B.A. students who did not take international business as an undergraduate student are required to take the graduate International Business (Mkt 55-631) course. They must count this course for these three hours, and cannot count any 500-level coursework toward M.B.A. degree requirements.

**M.B.A. Course Requirements**

All M.B.A. candidates must complete the following courses at the graduate level: (See the course descriptions for the appropriate prerequisite courses.)

- Acct 51-646 Managerial Accounting . . . . . 3
- Econ 52-651 Macroeconomic Analysis and Business Conditions OR
- Econ 52-654 Managerial Economics . . . . . 3

Fin 53-621 Financial Management . . . . .	3
Mgmt 54-616 Organizational Behavior in Administration . . . . .	3
Mgmt 54-618 Executive Seminar . . . . .	3
Mkt 55-630 Strategic Marketing . . . . .	3
CSIS 44-623 Information Systems . . . . .	3
Electives* . . . . .	12
<b>Total . . . . .</b>	<b>33</b>

\*If the student has not taken an undergraduate level course in international business, then the M.B.A. candidate must take Mkt 55-631 International Business.

**Electives must be approved by the student's advisor in advance. No more than three (3) hours of 500-level courses may count as electives.** The following non-business courses may be taken as electives with advisor approval.

- Ag 03-504 Futures Trading (Agriculture) (3)
- Psych 08-613 Psychometrics (3)
- Pol Sci 34-525 Transnational Politics (3)
- CSIS 44-540 Visual Application Development (3)
- CSIS 44-560 Advanced Topics in Database Systems (3)
- CSIS 44-626 Multimedia Systems (3)
- CSIS 44-645 Computers & Networks (3)
- CSIS 44-660 Database Design and Implementation (3)
- CSIS 44-694 Seminar: Computers, Society and Social Values (3)
- CSIS 44-695 Current Topics in Computer Science/Information Systems (3)

## Master of Business Administration: Accounting Emphasis

Missouri and most surrounding states require a minimum of 150 semester hours of college credit for any individual sitting for the CPA examination after June 30, 1999. For all practical purposes, this means that a master's degree will be required before one can take the CPA examination. The intent of this action is to provide a higher level of professionalism for the accounting profession.

The M.B.A.: Accounting Emphasis is offered by the Department of Accounting, Economics and Finance in the Melvin and Valorie Booth College of Business and Professional Studies. This program is designed to fully meet the recommendations of the AICPA and State regulations. This program should prepare the individual for either the CPA or the CMA examination. In addition, however, the program is designed to provide students with an excellent background, not only in accounting, but in other areas of business that will prepare them for future administrative opportunities. Although an undergraduate degree in accounting is not required to enroll in the program, it is designed for those students with either academic or professional experience in the area. Additional course work in accounting would be required to pursue the CPA designation.

To enter the M.B.A.: Accounting Emphasis program, a student must:

1. Meet all admission requirements of the Graduate School for any master's degree program.
2. Meet all college and department admission requirements for the M.B.A. accounting emphasis program.

To earn the degree, the student must complete the following required courses along with approved electives to total 33 graduate hours with an average grade of "B" or better.

**M.B.A.: Accounting Emphasis Course Requirements**

All M.B.A.: Accounting candidates must complete the following courses at the graduate level.

Acct 51-641 Legal and Ethical Aspects of Accounting . . . . .	3
Acct 51-644 Auditing Problems . . . . .	3
Acct 51-646 Managerial Accounting . . . . .	3
Acct 51-645 Accounting Information Systems . . . . .	3
Econ 52-651 Macroeconomic Analysis and Business Conditions OR	
Econ 52-654 Managerial Economics . . . . .	3
Mgmt 54-616 Organizational Behavior in Administration . . . . .	3
Mgmt 54-618 Executive Seminar . . . . .	3
Electives* . . . . .	12
<b>Total . . . . .</b>	<b>33</b>

\*If the student has not taken an undergraduate level course in international business, then the M.B.A. candidate must take Mkt 55-631 International Business. If the student has not taken an undergraduate level course in management information systems, then the M.B.A. candidate must take CSIS 44-623 Information Systems.

Electives from the current M.B.A. courses will complete the 33 hours required for the M.B.A.: Accounting Emphasis.

**Master of Business Administration: MIS Emphasis**

The M.B.A.: MIS Emphasis is offered by the Department of Computer Science/Information Systems in the Melvin and Valorie Booth College of Business and Professional Studies. The M.B.A. with MIS Emphasis will provide a foundation in both technical and information systems expertise. The program will instill in the students the importance of sound theoretical information system principles for gathering, storing, manipulating, retrieving, and analyzing data as well as practical applications in business organizations. Students will develop an understanding of the need for life-long learning to enable them to use technological advances to benefit their organizations.

**Goals:**

The M.B.A.: MIS Emphasis graduate will:

1. Communicate (oral and written) effectively to both technical and non-technical peers and superiors.
2. Find, select, and use appropriate information technology to solve business problems or to capitalize on business opportunities.
3. Help end-users develop and apply information systems components to improve job efficiency and effectiveness.
4. Continue to acquire new knowledge about information technology and systems.

To enter the M.B.A.: MIS Emphasis program, a student must:

1. Meet all admission requirements of the Graduate School for any master's degree program.
2. Meet all college and department admission requirements for the M.B.A. with MIS emphasis program.
3. Follow all policies concerning admission and retention specified by the Melvin and Valorie Booth College of Business and Professional Studies.
4. Have earned a Bachelor of Science degree with either a major or minor in Management Information Systems or Computer Science, or have completed the following undergraduate courses:
  - a. Two courses in computer programming in a modern programming language such as CSIS 44-141 and 44-241, or the equivalent.
  - b. CSIS 44-411 Systems Analysis and Design or CSIS 44-561 Software Engineering or equivalent.
  - c. CSIS 44-460 Database Systems or equivalent.

### **M.B.A.: MIS Emphasis Course Requirements**

All M.B.A.: MIS candidates must complete the following courses at the graduate level.

CSIS 44-623 Information Systems . . . . .	3
CSIS 44-624 Telecommunications/Networks . . . . .	3
CSIS 44-625 Managerial Systems Analysis and Design . . . . .	3
CSIS 44-628 Advanced Decision Support Systems . . . . .	3
Acct 51-646 Managerial Accounting . . . . .	3
Econ 52-651 Macroeconomic Analysis and Business Conditions OR	
Econ 52-654 Managerial Economics . . . . .	3
Fin 53-621 Financial Management . . . . .	3
Mgmt 54-616 Organizational Behavior in Administration . . . . .	3
Mgmt 54-618 Executive Seminar . . . . .	3
Mkt 55-630 Strategic Marketing . . . . .	3
<b>Select 3 hours from the following list*:</b>	
CSIS 44-540 Visual Applications Development . . . . .	3
CSIS 44-560 Advanced Topics in Database Systems . . . . .	3
CSIS 44-626 Multimedia Systems . . . . .	3
CSIS 44-645 Computers & Networks . . . . .	3
CSIS 44-561 Software Engineering I . . . . .	3
CSIS 44-562 Software Engineering II . . . . .	3
CSIS 44-590 Current Topics in Computer Science . . . . .	3
CSIS 44-694 Seminar: Computers, Society, and Social Values . . . . .	3
CSIS 44-695 Current Topics in Computer Science/Information Systems . . . . .	3
<b>Total . . . . .</b>	<b>33</b>

\*Any student who did not have an international business course at the undergraduate level is required to complete Mkt 55-631 International Business as the elective course .

## **M.B.A.: Area in Agricultural Economics**

The M.B.A. can be earned with an area in agricultural economics by completing a series of eight M.B.A. courses, by satisfying the agriculture prerequisites, and by completing four graduate courses in the Department of Agriculture. (See statement in "Department of Agriculture" section.)

### **Comprehensive Examination**

A comprehensive written examination of four hours is administered in the term in which the student expects to receive the degree. A GPA of at least 3.00 is needed to take the exam.

Each student will select and respond to three essay questions from a group of five questions. The questions are not necessarily course-specific, but cover the disciplines studied during the M.B.A. curriculum. Each question is constructed by a committee of three graduate faculty members familiar with the particular discipline. These same members will grade responses to that question. A student must have at least two of the three faculty members give a passing grade to pass the question; the student must pass at least two of the three questions to pass the comprehensive. A passing grade on an examination question is determined by the thoroughness and rigor of the student's response, and should be of at least the same quality as a passing essay ("A" or "B" grade) on an hour or final examination.

If the graduate faculty determine that a student has failed the examination, the failing questions are reread by the respective faculty members to reconsider their grading. If the student is still determined to have failed the exam, the student will receive a letter outlining the reasons why he/she failed. The student may retake the comprehensive at the next scheduled examination time. The student is allowed to retake the comprehensive examination two times.

In preparation for the comprehensive examination, students are encouraged to review their class notes and texts. Additionally, students should be aware of significant current events in the business world, and how class material can be used to analyze these events. Copies of prior comprehensive questions are available in the dean's office, although students are cautioned that questions are seldom, if ever, repeated.

The examination is normally given on a Saturday morning on the Northwest campus approximately four weeks before the end of the trimester. Eligible students are notified by letter approximately two to four weeks before the examination as to the time, location and date.

Students are encouraged to ask their graduate advisor any questions pertinent to the examination.

### **Comprehensive Examination for the M.B.A.: Accounting Emphasis**

The comprehensive examination will be the same as for all others except each student within the M.B.A.: Accounting Emphasis program will select and respond to one essay question from two questions provided in accounting and select and respond to two questions from a group of five which represent the content of the coursework for the entire M.B.A. program.

### **Comprehensive Examination for the M.B.A.: MIS Emphasis**

The comprehensive examination will be same as for all other M.B.A. students except the M.B.A.: MIS Emphasis student will select and respond to one of two essay questions from the content of the specific MIS coursework and select and respond to two questions from a group of five which represent the content of the coursework for the entire M.B.A. program.



## Comprehensive Examination for the Agricultural Economics Emphasis

The comprehensive examination will be the same as for all other M.B.A. students except the M.B.A.: Agricultural Economics Emphasis student will select and respond to one of two essay questions from the content of the specific Agricultural Economics coursework and select and respond to two questions from a group of five which represent the content of the coursework for the entire M.B.A. program. The degree candidate must pass both portions of the examination.

## Research Component

A research component must be on file in the office of the dean, Melvin and Valorie Booth College of Business and Professional Studies, prior to applying for approval to take the comprehensive examination.

## Master of Business Administration: Health Management Emphasis

For students who desire a career in the health management field, the M.B.A.: Health Management Emphasis is offered by the Melvin and Valorie Booth College of Business and Professional Studies, in partnership with the Kirksville College of Osteopathic Medicine.

Students who have been admitted into the M.B.A. program at Northwest Missouri State University or who have graduated from the M.B.A. program at Northwest Missouri State University will qualify to take predetermined courses in Health Management taught by faculty of the School of Health Management (SHM), a division of the Kirksville College of Osteopathic medicine (KCOM) and delivered online.

Students participating in this program will be admitted to the SHM utilizing the non-degree seeking admission process, pay applicable tuition and fees directly to SHM (for all SHM courses only), and successfully meet all course requirements including maintaining a 3.00 cumulative grade point average in all courses.

## M.B.A.: Health Management Emphasis Course Requirements

All M.B.A.: Health Management candidates must complete the following required courses\* at Northwest Missouri State University.

CSIS 44-623 Information Systems .....	3
Acct 51-646 Managerial Accounting .....	3
Econ 52-654 Managerial Economics OR	
Econ 52-651 Macroeconomic Analysis and Business Conditions .....	3
Fin 53-621 Financial Management .....	3
Mgmt 54-616 Organizational Behavior in Administration .....	3
Mgmt 54-618 Executive Seminar .....	3
Mkt 55-630 Strategic Marketing .....	3
Health Management Electives** .....	12
<b>Total .....</b>	<b>33</b>

\*\*The M.B.A.: Health Management candidate must complete four of the following elective courses offered by SHM:

MHA 810 Health Care Finance .....	3
MHA 814 Administration of Health Care Organizations .....	3

MHA 816 Human Resource Management . . . . . 3  
 MHA 844 Health Delivery Systems for the Elderly . . . . . 3  
 MHA 848 Managing Long-Term Care Organizations . . . . . 3  
 SHM 720 Health Care Law and Ethics . . . . . 3  
 SHM 760 Health Care Economics . . . . . 3  
 SHM 780 Health Care Information Systems . . . . . 3

**\*Students who have not completed a course in international business at the undergraduate level will be required to complete 55-631 International Business in addition to the 11 courses listed above.**

Northwest students should request an official SHM transcript to transfer credits to Northwest upon completion of all four health management courses.

It is the student’s responsibility to be aware of and comply with policies outlined in the SHM Graduate Handbook ([www.shm-kcom.edu](http://www.shm-kcom.edu)).

**Registration at School of Health Management (SHM)**

1. The SHM Graduate Student Handbook requires registration of students two weeks (14 days) prior to the first day of the course. Students must register online to indicate course preference. NOTE: SHM courses are offered once per academic year. Registration for courses is the student’s responsibility.
2. Distance Learning Coordinators provide students ID and password just prior to the first day of the course when full financial payments are complete.
3. Northwest students are to complete a non-degree seeking student application, available online.
4. Northwest students are not required to provide transcripts, letters of reference, or pay application fees.
5. Northwest will verify that all students wishing to take health management courses through SHM have been or are currently Northwest graduate students.

**Tuition and Fees**

Each Northwest student will pay his/her own tuition and fees to SHM, as outlined in the SHM Graduate Student Handbook ([www.shm-kcom.edu](http://www.shm-kcom.edu)). Graduate assistantships do not cover tuition to SHM.

**Contact**

Contact Dr. Mark Jelavich (660) 562-1763 at Northwest Missouri State University, or Dr. Kent Mulford, (660) 626-2820 at the Kirksville College of Osteopathic Medicine for more information.

# Department of Computer Science / Information Systems / 44

**Chairperson and Graduate Program Advisor:** Phillip Heeler

**Graduate Faculty:** Ernest Ferguson, Phillip Heeler, Gary McDonald, Merry McDonald, Dean Sanders, Nancy Zeliff

**Associate Graduate Faculty:** Carol Spradling

**Department Telephone:** (660) 562-1600

## Master of Science in School Computer Studies

The Master of Science in School Computer Studies has been designed to prepare teachers and administrators in high schools and junior colleges to develop and manage computer science curricula appropriate to their educational institutions. Students who complete the program will be prepared to serve as resource persons in computer science and computer science education and to teach fundamental courses in computer science.

The M.S. in School Computer Studies program admits educators with minimum computer science background and sufficient quantitative background. Thus, teachers in a variety of areas (business, mathematics and science, for example) can pursue a master's program of reasonable sophistication in computer science which has only moderate prerequisites and skills in computer science.

**NOTE: This program is designed for educators. It is not appropriate for individuals with other career goals.**

Teachers wishing to enter the program should:

1. Be a teacher or administrator certified to teach in a quantitative field, OR
2. Have an undergraduate major in a quantitative field and plan to teach in a school, or educational institution, OR
3. Have an undergraduate major in a quantitative field and be teaching or planning to teach in a junior college.

In addition, students must satisfy all general education requirements for admission to the Graduate School at Northwest as stated in this catalog.

### Departmental Admission Requirements

1. A minimum overall grade point average of 3.00 on the undergraduate transcript.
2. A minimum score of 700 on the combined verbal and quantitative sections of the Graduate Record Examination, prior to admission but not later than the end of the first term of enrollment.

3. Completion of a supervised writing assessment conducted by the Department of Computer Science/Information Systems during the first trimester of enrollment.
4. Program course entry requirements: CSIS 44-241 Computer Programming II; CSIS 44-242 Data and File Structures; and Math 17-215 Discrete Mathematics or equivalent.

### Admission Appeal

Students not meeting the departmental GPA admission standards as stated may appeal to the departmental admission committee. Appeals should be made in writing to the department chairperson.

If after a second attempt on the GRE the student is unable to attain the minimum admission score, he or she may appeal to the departmental admission committee. Appeals should be made in writing to the department chairperson.

### Departmental Admissions Appeal Committee

The chairperson will appoint a committee of three department members, including the advisor in the field (or director of the computer science/information systems program for computer science/information systems students) and faculty who have taught the student.

The student is to:

1. Submit a portfolio including:
  - a. Transcripts of all credits,
  - b. A written request for alternative admission (minimum 250 words not to exceed three double-spaced, word-processed pages),
  - c. Two employer/supervisor recommendations.
2. Make an oral presentation to the committee including:
  - a. Personal and professional reasons for appeal,
  - b. Factors or motivation for seeking a graduate degree,
  - c. Projected plans for degree completion.

### Advisement

A member of the graduate faculty of the Computer Science/Information Systems Department will serve as the major advisor. The signature of the advisor will be required on the Approved Program Form. Any change in the Approved Program Form must be initiated by the student and submitted to the Graduate Office accompanied with the written approval of the advisor.

### Comprehensive Examination

The examination will be scheduled and administered by faculty members in the Computer Science/Information Systems Department. The content of the examination will be divided between the required courses for the degree. The department will be responsible for the construction and evaluation of the comprehensive examination.

### Degree Requirements—M.S. in School Computer Studies

Thirty-two hours of graduate credit are required for completion of the M.S. in School Computer Studies, with at least 16 hours at the 600-level.

<b>Computer Science Core Courses</b> .....	<b>15</b>
CSIS 44-582 Instructional Technology Methods .....	3

CSIS 44-614 Advanced Applications in Computer Education . . . . .	3
CSIS 44-626 Multimedia Systems . . . . .	3
CSIS 44-645 Computers and Networks . . . . .	3
CSIS 44-694 Seminar: Computer, Society and Social Values . . . . .	3
Specified Electives chosen from 500- or 600-level graduate computer science courses . . .	12
Unspecified Electives . . . . .	5
<b>Total</b> . . . . .	<b>32</b>

## **M.S.Ed., Teaching: Instructional Technology**

This degree is designed for teachers and organizational trainers who are interested in using technology to educate or train others.

The graduate of this program should:

1. Operate a multimedia computer system with related peripheral devices.
2. Install and use software packages.
3. Evaluate and write curricula and instructional designs that integrate technology.
4. Design instructional methods for the teaching and integration of technology skills and concepts.
5. Develop assessment strategies and tools used with instructional technology.
6. Evaluate and synthesize instructional technology issues affecting society and education.

### **Program Admission Requirements**

1. A minimum overall grade point average (GPA) of 3.00 on the undergraduate transcript.
2. A minimum score of 700 on the combined verbal and quantitative sections of the Graduate Record Examination due prior to admission, but no later than the end of the first trimester of enrollment.
3. Completion of a supervised writing assessment conducted by the Department of Computer Science/Information Systems during the first trimester of enrollment.

### **Admission Appeal**

Students not meeting the departmental GPA admission standards as stated may appeal to the departmental admission committee. Appeals should be made in writing to the department chairperson.

If after a second attempt on the GRE the student is unable to attain the minimum admission score, he or she may appeal to the departmental admission committee. Appeals should be made in writing to the department chairperson.

### **Program Admissions Appeal Committee**

The chairperson will appoint a committee of three department members, including the advisor in the major field (or director of the computer science/information systems program for computer science/information systems students) and faculty who have taught the student.

The student is to:

1. Submit a portfolio including:
  - a. Transcripts of all credits,
  - b. A written request for alternative admission (minimum 250 words not to exceed three double-spaced, word-processed pages),
  - c. Two employer/supervisor recommendations.
2. Make an oral presentation to the committee including:
  - a. Personal and professional reasons for appeal,
  - b. Factors or motivation for seeking a graduate degree,
  - c. Projected plans for degree completion.

**Program Course Entry Requirement**

The student entering the M.S. Ed., Teaching: Instructional Technology must exhibit proficiency in word processing, spreadsheets, database and presentation software and proficiently use a browser for the world wide web. Proficiency will be proven by completed coursework or submitted work.

**Degree Requirements–M.S.Ed., Teaching: Instructional Technology**

Thirty-two hours of graduate credit are required for completion of the M.S.Ed., Teaching: Instructional Technology.

<b>Computer Science Core Courses</b> .....	<b>14</b>
CSIS 44-582 Instructional Technology Methods .....	3
CSIS 44-614 Advanced Applications in Computer Education .....	3
CSIS 44-626 Multimedia Systems .....	3
CSIS 44-645 Computers and Networks .....	3
CSIS 44-694 Seminar: Computers, Society, and Social Values .....	2
<b>Education Core Courses</b> .....	<b>12</b>
Ed 61-649 Issues in Education OR	
Ed 61-695 Philosophy of Education .....	3
Ed 61-650 Improvement of Teaching .....	3
Ed 61-651 Seminar and Practicum in Teaching .....	3
Ed 61-682 Methods of Educational Research .....	2
Ed 61-683 Research Paper .....	1
<b>Advisor-Approved Electives</b> .....	<b>6</b>
<b>Total</b> .....	<b>32</b>

**Advisement**

A member of the graduate education faculty will serve as the major advisor. A graduate faculty member from the Computer Science/Information Systems Department will serve as area advisor, and both signatures will be required on the Approved Program Form. Any change in an Approved Program Form must be initiated by the student and be submitted to the Graduate Office accompanied with written approval from both advisors.

**Comprehensive Examination**

The comprehensive examination will be scheduled and administered by faculty members in the Department of Computer Science/Information Systems and the College of Education and Human Services. Each college will be responsible for the construction and evaluation of its portion of the examination. The degree candidate must pass both portions of the examination.

## Certificate Program in Instructional Technology

The purpose of this certificate is to facilitate the professional growth of elementary and secondary educators in the use of instructional technology.

### Required Courses

CSIS 44-582 Instructional Technology Methods	3
CSIS 44-614 Advanced Applications in Computer Education	3
CSIS 44-626 Multimedia Systems	3
CSIS 44-645 Computers and Networks	3
CSIS 44-694 Seminar: Computers, Society, and Social Values	3
<b>Total</b>	<b>15</b>

## General Requirements and Policies for Certificate in Instructional Technology

1. All requirements of the Graduate School for non-degree graduate students must be met. For admission, students must have a bachelor's degree from an accredited institution and submit undergraduate transcripts. Students are required to file an Approved Program Form (certificate only).
2. A minimum grade point average of 3.00 must be earned for the courses in the certificate program.
3. All courses for the certificate must be completed within a three-year period beginning with the date of the first course taken for the certificate.
4. All courses in the certificate program can be applied toward the M.S. in School Computer Studies program or the M.S. Ed. Teaching: Instructional Technology degree. (Such students must formally apply for admission to this program and complete all admission requirements, including the GRE/GMAT and writing sample.)
5. A member of the graduate faculty of the Department of Computer Science/Information Systems will serve as the major advisor for the student's certificate program.
6. A minimum undergraduate point average of 3.00 is necessary to enter the certificate program.
7. A comprehensive examination must be successfully completed over the required courses.

## Missouri Vocational Certification in Business Education

The following guidelines should be adhered to in pursuing vocational business education certification:

1. A baccalaureate degree in business education or have met business education certification requirements.
2. Four thousand (4,000) hours of directly related occupational (non-teaching) experience or a master's degree and 2,000 hours.
3. Evidence of successful completion of three semester hours of CSIS 44-584 Implementing Vocational Business Education.

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## Course Descriptions

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### Accounting / 51

#### 641 Legal and Ethical Aspects of Accounting (3 hours)

A seminar in the legal and ethical aspects of accounting with the objective of introducing the student to the major legal and ethical rules, regulations and pronouncements affecting today's accounting professional, while also looking forward to tomorrow's demands on the profession from both internal and external constituencies. (S, alt. SS)

#### 643 Advanced Accounting Principles (3 hours)

Study of the development of contemporary corporate reporting practices, reporting issues currently undergoing change, and its implications for future domestic and international accounting practice. This is a seminar class at an advanced level. (F)

#### 644 Auditing Problems (3 hours)

Comprehensive study of the development of auditing practice and thought, the evolution of auditing theory, and the application to practical problems through case study. This is a seminar class at an advanced level. (F)

#### 645 Accounting Information Systems (3 hours)

Detailed study of accounting system analysis, identification of critical information flows, and means for modifying accounting systems to improve efficiency and effectiveness. The changing information needs of modern management will provide the framework within which these topics will be developed. (F)

#### 646 Managerial Accounting (3 hours)

This course is designed to give the student an understanding of the accounting concepts that are useful in making managerial decisions. (S, alt. SS)

### Computer Science/ Information Systems / 44

#### 516 Current Topics in Information Systems (1-3 hours)

Selected topics in information systems emphasizing current development in the field. May be repeated provided the content is different. Prerequisites: CSIS 44-317 and one high-level programming language or consent of instructor. (Contact department chair.)

#### 623 Information Systems (3 hours)

Covers foundational concepts of information systems and their relationship to and impact on organizations. Focus is on the value and component interrelationships between information systems and organizations. (F)

#### 624 Telecommunications/Networks (3 hours)

A course designed to provide the foundation for understanding and managing telecommunication systems. It includes study of voice, data, and video transmission activities and implementation as well as economic, political, and regulatory environments. Interconnectivity of hardware and software requires an understanding of protocols. (F)

#### 625 Managerial Systems Analysis and Design (3 hours)

This course provides an understanding of how information systems impact organizational systems in the analysis, design, implementation, and support areas. It is intended to develop managerial skills in using information systems tools to apply to projects and problems. (S)

#### 628 Advanced Decision Support Systems (3 hours)

Covers decision support system implementation within a team-oriented project environment. Design and implementation of a DSS on a departmental level of a firm with the testing, integration, and final system application the goal. Quality assurance tools and standards will be used to control project quality and development. (S)



**660 Database Design and Implementation (3 hours)**

An introduction to database systems, including design, organization and implementation. Prerequisite: Previous experience using several computer application software packages in a Windows environment. A student who has credit for CSIS 44-460 or the equivalent cannot receive credit for CSIS 44-660. (S)

**695 Current Topics in Computer Science/Information Systems (3 hours)**

Selected topics in computer science and information systems emphasizing current developments in the field. May be repeated provided the content is different. Prerequisites will depend on the topic being covered. (contact dept. chair)

**Computer Science****525 Theory and Implementation of Programming Languages (3 hours)**

Syntax and semantics of programming languages; the translation process; and features of procedural, applicative, and object-oriented languages. Prerequisite: CSIS 44-242, with a grade of "C" or better, or consent of instructor. (F)

**540 Visual Application Development (3 hours)**

An introduction to programming Microsoft Windows applications. Prerequisite: CSIS 44-460, or CSIS 44-241 and 346, with a grade of "C" or better; or equivalent. (S)

**555 Advanced Computer Networks (3 hours)**

Covers advanced networking concepts, including current technologies, congestion control, and security. Provides students with extensive hands-on experience in networking applications and additional practice in client/server programming. Prerequisite: CSIS 44-455 with a grade of "C" or better. (S)

**560 Advanced Topics in Database Systems (3 hours)**

Advanced topics in database systems, including database administration, distributed databases, data warehousing, and object-oriented databases. Hands-on experience using a DBMS in a client/server environment. Prerequisite: CSIS 44-460 with a grade of "C" or better, or graduate standing with some prior database experience. (F)

**561 Software Engineering I (3 hours)**

A study of best practices in software design and the design of user interfaces. Prerequisites: CSIS 44-242 and 460 with a grade of "C" or better (F)

**562 Software Engineering II (3 hours)**

A study of systems analysis, requirements specification, and project management. Prerequisite: CSIS 44-561 with a grade of "C" or better. (S)

**582 Instructional Technology Methods (3 hours)**

An examination of standards, instructional methods and media, assessment, and curriculum development for instructional technology. The teaching and/or integration of technology throughout K-12 classrooms will be emphasized. (S, odd years, SS)

**590 Current Topics in Computer Science (1-3 hours)**

Courses emphasizing the current developments in computer science which are offered according to student need and interest, and have the content described in the title. May be repeated provided the content is different. (F, S)

**599 Special Projects (1-6 hours)**

Study of special topics as related to computer science. Prerequisites: 30 hours in the department and consent of instructor. (F, S, SS)

**614 Advanced Applications in Computer Education (3 hours)**

An in-depth study of advanced microcomputer applications in education with the emphasis on stand-alone packages. Prerequisites: previous computer application experience and consent of instructor. (F, even years, SS)

**626 Multimedia Systems (3 hours)**

The primary focus of this course will be on web-based multimedia concepts, terminology, media elements, planning, and design, as well as the emerging software used to create and distribute interactive, web-based multimedia and applications. Prerequisite: CSIS 44-614 or consent of instructor. (F, odd years, SS)

**645 Computers and Networks (3 hours)**

Covers the electronic and mechanical components of microcomputer systems and the fundamentals of network technologies and network operating systems. Studies typical system configurations for various types of applications in

education. Prerequisite: CSIS 44-614 or consent of instructor. (S, even years, SS)

### 660 Database Design and Implementation (3 hours)

An introduction to database systems, including design, organization and implementation. Prerequisite: Previous experience using several computer application software packages in a Windows environment. A student who has credit for CSIS 44-460 or the equivalent cannot receive credit for CSIS 44-660.

### 694 Seminar: Computers, Society, and Social Values (2-3 hours)

Impact of computer technology on society. Topics include: legal issues in information processing and storage, and computers and human values. (SS)

### 698 Advanced Independent Study (1-6 hours)

Advanced independent study in computer science. Prerequisites: 9 hours of graduate study and consent of instructor.

## Office Information Systems

### BUSINESS EDUCATION

#### 580 Methods in Secondary School Business (1-3 hours)

Selection, development, and presentation of course materials. Includes methods, techniques, evaluation, current problems, and trends in business education. (Course meets initial certification requirement for GIST program.) (F)

#### 584 Principles of Vocational Business Education (3 hours)

This course includes fundamental concepts in vocational business education and a study of teaching techniques and devices, organization and development of curriculum, testing and measurements, students with special needs (disadvantaged and handicapped), and multicultural awareness of our society. Selected areas of the vocational business program are studied for further development and enrichment. Special emphasis is given to innovations, systems, and developments in business and education. (SS)

**686 Information Processing (1-2 hours)**  
Information processing concepts and usage will be researched and discussed. Study will include analysis and application of current software packages. (SS)

#### 687 Special Topics in Business Education (1-3 hours)

This course is designed to provide special offerings on various topics to area business education teachers. (SS)

#### 689 Problems in Business Education (1-4 hours)

Individual research projects in business and vocational education for those teaching at the secondary or junior college level. (F, S, SS)

#### 690 Office Systems Seminar (1-3 hours)

An intensive study of current concepts, philosophies, and theories of office systems. (Can be retaken for a maximum of 6 semester hours.) (Contact department chair.)

## Economics / 52

#### 651 Macroeconomic Analysis and Business Conditions (3 hours)

An analysis of aggregate economic variables and their relation to business conditions and decision-making. Macroeconomic models, business fluctuations, and macroeconomic policies will be studied, available empirical data will be analyzed, and their relevance to business and decision-making will be examined. Prerequisites: Econ 52-150, 151. (F, alt. SS)

#### 654 Managerial Economics (3 hours)

The use of economic tools in managerial decision-making. Demand analysis and forecasting, cost analysis, production function, market structures, and public sector analysis are covered. Prerequisites: Econ 52-150 and 151 (S, alt. SS)

## Finance / 53

#### 621 Financial Management (3 hours)

The course includes financial statement analysis, financial planning, capital budgeting, and valuation. Prerequisites: Acct 51-201, 202, and Fin 53-324. (F, alt. SS)

**625 Investments (3 hours)**

A practical course which should enable the student to understand why people invest and how they make their investment decisions. Analysis of individual investment instruments will be the primary focus. (alt. SS)

**Management / 54****610 Advanced Management Theory (3 hours)**

An intensive study of the current and classical management literature to better understand the development of management thought and decision-making. Emphasis is on the political, social and economic trends that influence organizational leaders. Prerequisite: Mgmt 54-313. (F, alt. SS)

**611 Quantitative Analysis (3 hours)**

The application of mathematical and statistical methods to business decision-making in the various fields of business. Topics cover a number of subjects including quality management, linear programming and queuing problems. (F, alt. SS)

**612 Strategic Management of Technology and Innovation (3 hours)**

The study of technological change from the broad perspective of all managers and professionals who must thrive and prosper in modern organizations. The central theme is that integration issues must be confronted and managed in order to capture value from technological innovation in organizations. Topics cover a number of areas including the innovation process, product development, technology transfer, research and development, organizing for innovation, globalizing change and economic justification. (F, alt. SS)

**616 Organizational Behavior in Administration (3 hours)**

A consideration of various behavioral concepts which are found in organizational settings and which have implications for management personnel. Emphasis is on practical application of various topics such as teamwork, leadership, motivation, organizational change and development. Prerequisite: Mgmt 54-313. (S, alt. SS)

**618 Executive Seminar (3 hours)**

An examination of contemporary business practices utilized by successful organizations. Emphasis is placed on understanding current issues faced by senior management. Can be taken only during the last trimester of enrollment. Prerequisites: All M.B.A. prerequisite courses. (S, alt. SS)

**619 Problems in Business (3 hours)**

Contemporary topics regarding issues and challenges facing managers and executives in today's global society. Contact department chair.

**Marketing / 55****630 Strategic Marketing (3 hours)**

An examination of contemporary marketing practices built around the strategic marketing process. The central focus is on becoming a customer-focused organization. Areas such as understanding customer satisfaction and customer value, as well as delivery and applied measurement issues, are explored. (S, alt. SS)

**631 International Business (3 hours)**

A study of current problems and theory relating to the structure and operations of international business, structured around the overarching themes of globalization, privatization and liberalization. Course material ranges from historical background to strategic choices made by international managers. (F, alt. SS)

# Department of Agriculture / 03

**Chairperson:** Arley Larson

**Program Advisor:** Dennis Padgitt

**Graduate Faculty:** Harold Brown, Duane Jewell, Arley Larson, Dennis Padgitt, Thomas Zweifel

**Department Telephone:** (660) 562-1155

Students in the Department of Agriculture may participate in three master's degree programs: the M.S., M.S.Ed., and M.B.A., the latter with an area in agricultural economics. All those pursuing a degree program must meet the general requirements of the Graduate School before they are admitted to candidacy. Students pursuing the M.B.A. with an area in agricultural economics must meet the requirements for admission and retention as specified by the Melvin and Valorie Booth College of Business and Professional Studies. The Department of Agriculture requires that all students must have completed 24 hours of acceptable undergraduate coursework in agriculture prior to admission to candidacy. Students must complete at least 16 hours of 600-level courses during their 32-hour graduate program.

Agriculture graduate students may not take more than three hours of independent study, problems, special topics, and special methods and materials courses as a part of their master's degree program.

## M.S. in Agriculture

The Master of Science program in agriculture is designed to further develop the technical knowledge and professional training necessary for those preparing for occupations in agriculture and for more advanced graduate studies. The emphasis is on current knowledge and how it may be adapted to future problems of all those engaged in producing, processing, and marketing agricultural products. This program is implemented by selecting one of the following options:

### Option One: Thesis

Ag 03-691 Methods of Research in Life Sciences .....	3
Ag 03-699 Research in Agriculture .....	5
Math 17-635 Computer Methods in Statistics .....	3
*Ag 03-602 Advanced Ag Economics .....	3
**Ag 03-658 Advanced Animal Science .....	3
***Ag 03-638 Advanced Applications of Crop Science .....	3
Electives in Agriculture .....	6
Electives outside Agriculture .....	6
<b>Total .....</b>	<b>32</b>

\* 03-609 may be substituted if necessary

\*\*03-649 may be substituted if necessary

\*\*\*03-669 may be substituted if necessary

Students pursuing this option will be required to write a thesis and must be actively engaged in an acceptable research program. Students must have a score of at least 300 on both the verbal portion and quantitative portions of the GRE before full acceptance into the program.

Students having GRE scores less than 300 verbal or quantitative can petition the graduate faculty of the Department of Agriculture for waiver of the GRE requirement.

The graduate program director, together with each student pursuing this option, will appoint an advisory committee consisting of a thesis advisor, who will direct the research of the student, a second faculty member from agriculture, and a faculty member from a field related to the student's program. The advisory committee will assist the student in planning the research program and will conduct an oral examination of the student over the thesis upon completion of the student's research project. The student must also take a written comprehensive examination over his or her coursework.

**Option Two: Coursework**

Ag 03-691 Methods of Research in the Life Sciences .....	3
Math 17-635 Computer Methods in Statistics .....	3
*Ag 03-602 Advanced Ag Economics .....	3
**Ag 03-658 Advanced Animal Science .....	3
***Ag 03-638 Advanced Applications in Crop Science .....	3
Electives in Agriculture .....	8
Electives outside Agriculture .....	9
<b>Total .....</b>	<b>32</b>

- \* 03-609 may be substituted if necessary
- \*\*03-649 may be substituted if necessary
- \*\*\*03-669 may be substituted if necessary

Students must have a score of at least 250 on both the verbal and quantitative portions of the GRE before full acceptance into the program.

Students having GRE scores less than 250 verbal or quantitative can petition the graduate faculty of the Department of Agriculture for waiver of the GRE requirement.

A student must enroll in 9 credit hours outside of agriculture, which forms a collateral field supportive of the student's interest in agriculture. These courses will be chosen in conjunction with, and approved by, the graduate program director. The student must maintain a "B" or better GPA in the collateral field.

The department graduate program director, together with each student pursuing this degree option, will appoint an advisory committee consisting of a major advisor from the student's chosen field of interest and a second faculty member from agriculture. This committee will assist the student in planning his or her program. The student must take a written comprehensive examination over his or her coursework.

**Writing Sample**

All graduate students are required to submit a writing sample during the first trimester of their coursework. The writing sample will be evaluated by the graduate faculty of the Department of Agriculture to determine if there is a need for supplemental coursework in writing skills.

## M.S.Ed. Major: Teaching Secondary Agricultural Education

The Master of Science in Education degree with a concentration in teaching secondary agricultural education is available for those pursuing a career in teaching. This program is particularly adapted to the needs of agricultural education teachers who embark upon a graduate program. The student continues the development of his or her professional educational background while concentrating on his or her area of specialization in agriculture. The graduate study will improve the qualifications and capabilities of the students, provide opportunity for independent study and investigation, and provide the necessary education for graduate students to enter further advanced degree programs. Students must meet the requirements of the College of Education and Human Services in addition to the requirements of the Department of Agriculture. For additional information see the “College of Education and Human Services” section of this catalog.

### Program Admission Requirements

Students must have an undergraduate GPA of 2.50 on a 4.00 scale and a score of at least 300 on both the verbal and quantitative portions of the GRE before full acceptance into the program. No GRE subject test is required.

Students having GRE scores less than 300 verbal or quantitative can petition the graduate faculty of the Department of Agriculture for a waiver of the GRE requirement.

Students must take a writing assessment during their first trimester of enrollment. This assessment will be scheduled by the College of Education and Human Services. The graduate faculty of the Department of Agriculture will evaluate the writing sample and determine if there is a need for supplemental coursework in writing skills.

<b>Core Requirements</b> . . . . .	<b>6</b>
Ed 61-695 Philosophy of Education OR	
Ed 61-649 Issues in Education . . . . .	3
Ed 61-682 Methods of Educational Research . . . . .	2
Ed 61-683 Research Paper . . . . .	1
<b>Subject Field Requirements</b> . . . . .	<b>20</b>
Education Requirements . . . . .	6
Ed 61-650 Improvement of Teaching . . . . .	3
Ed 61-651 Seminar and Practicum in Teaching . . . . .	3
Agriculture Requirements . . . . .	14
<b>Unspecified Electives</b> . . . . .	<b>6</b>
<b>Total</b> . . . . .	<b>32</b>

Any graduate course from any department may be selected as an elective providing the student will have completed at least 16 semester hours at the 600-level.

### Advisement

A member of the graduate education faculty will serve as the program director. A graduate faculty member from the agriculture area will serve as area advisor and both signatures will be required on the Approved Program Form. Any change in an Approved Program Form must be initiated by the student and be submitted to the Graduate Office accompanied with written approval from both advisors.

## Comprehensive Examination

The examination will be scheduled and administered by faculty members in the College of Education and Human Services. The content of the examination will be equally divided between those courses required in education and the agriculture area. Each department will be responsible for the construction and evaluation of its portion of the comprehensive examination. The degree candidate must pass both portions of the examination.

## M.B.A. with an Area in Agricultural Economics

The Melvin and Valorie Booth College of Business and Professional Studies, in conjunction with the Department of Agriculture, offers the Master of Business Administration degree with an area in agricultural economics for those pursuing a career in the business aspect of agriculture or for those preparing for advanced graduate work. This program is a logical extension for students who have completed an undergraduate degree in agricultural business. The student must have two advisors for this program, one from the M.B.A. faculty, and one from the Department of Agriculture.

In addition to the general requirements prescribed by the Graduate School, all M.B.A. students must meet the following course prerequisites before admission to the M.B.A. program:

- Econ 52-150 General Economics I (Macroeconomics)
- Econ 52-151 General Economics II (Microeconomics)
- Acct 51-201 Accounting I
- Acct 51-202 Accounting II
- Fin 53-324 Fundamentals of Business Finance
- Mgmt 54-313 Management Process and Behavior
- Mkt 55-330 Principles of Marketing

These courses cannot be taken for audit or pass/fail.

For the area in agricultural economics, the following course prerequisites must be met before admission to the graduate program:

- Econ 52-151 General Economics II OR
- Ag 03-102 Introductory Agricultural Economics
- Ag 03-130 Plant Science
- Ag 03-150 Animal Science
- Ag 03-302 Agricultural Marketing
- Ag 03-304 Farm Management and Records Analysis
- Ag 03-334 Soils

All M.B.A. students must complete the following courses at the graduate level:

(See the course descriptions for the appropriate prerequisite courses.)

Acct 51-646 Managerial Accounting	3
Econ 52-651 Macroeconomic Analysis and Business Conditions OR	
Econ 52-654 Managerial Economics	3
Fin 53-621 Financial Management	3
Mgmt 54-616 Organizational Behavior in Administration	3
Mgmt 54-618 Executive Seminar	3

Mkt 55-630 Strategic Marketing . . . . . 3  
 CSIS 44-623 Information Systems . . . . . 3  
 Electives\* . . . . . 12

**Total . . . . . 33**

All M.B.A. students with an area in agricultural economics must complete four graduate-level courses (12 hours) in agricultural economics from those listed in this catalog. They are not permitted to take Ag 03-509 as part of their program.

\*If the student has not completed an undergraduate course in international business, International Business (Mkt 55-631) is required as a part of the program resulting in a total of 36 credit hours.

Under ACBSP accreditation standards, graduate students pursuing M.B.A. degrees must complete at least 30 hours in courses reserved exclusively for graduate students (that is, 600-level courses) **and** that cover material beyond that contained in the undergraduate Common Professional Component (CPC) courses. (See the *Northwest Undergraduate Academic Catalog* for a list of CPC courses.) The Northwest M.B.A. degree requires 33 hours. Thus, graduate students may take up to three hours of approved electives at the 500 level. However, M.B.A. students who did not take international business as an undergraduate student are required to take the graduate International Business (Mkt 55-631) course for a total of 36 hours.

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## Course Descriptions

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### Agriculture / 03

#### AGRICULTURAL ECONOMICS

**502 Agricultural Prices (3 hours)**  
 A study of the factors affecting prices of agricultural products; longtime cyclical, seasonal and other price movements; sources of information relating to production and demand factors; government activities as they relate to prices of agricultural products, and problems of price analysis and forecasting. Prerequisite: Ag 03-302. (S)

**503 Agricultural Law (3 hours)**  
 The farmer's legal setting, deeds, mortgages, leases, water and fencing rights, easements, estate planning and other aspects. (F)

**504 Futures Trading (3 hours)**  
 An advanced course designed to provide an in-depth treatment of how the futures market is used throughout the marketing chain from farm production to end product use. Includes extensive study of the more technical aspects of chart-

ing and how to use these techniques as price forecasting tools. Prerequisite: Ag 03-309. (S, SS)

**505 Agricultural Resource Economics (3 hours)**  
 Physical, economic and institutional factors that affect the role of land in economic life; population and resource requirements; principles of land utilization; returns from land; land value; property rights and tenure rights; social controls; and rural and urban land development. Prerequisite: Ag 03-102. (F, odd years)

**508 Agriculture Policy (3 hours)**  
 An analysis and history of the current economic problems of agriculture with emphasis on the influence of governmental policies. A term paper will be required. Prerequisite: Ag 03-102. (S, odd years)

**509 Problems in Agricultural Economics (1-3 hours)**  
 Studies in the area of agricultural economics. Prerequisite: Consent of instructor. (F, S, SS)



**598 Advanced Agricultural Applications of Computers and GPS (3 hours)**

A study of the use of statistical analysis and mathematical models in the agricultural business decision-making process. Prerequisites: Math 17-114 or 610, CSIS 44-130 or Ag 03-308. (S, odd years)

**602 Advanced Agricultural Economics (3 hours)**

Addresses advanced topics of the economics of agricultural production, marketing, finance, and policy. Requires the application of various skills and tools to delve into these four areas. Review of professional literature as well as use of statistical methods and economic theory will allow students to develop a comprehensive understanding of some of the major issues in agriculture and equip them to understand new issues as they evolve. Prerequisite: Ag 03-102 (F)

**608 Seminar in Agricultural Economics (3 hours)**

An integration of the economics of agricultural production, marketing, and public policy. (S, even years)

**609 Special Topics in Agricultural Economics (1-3 hours)**

In-depth independent investigation, literature reviews, and conferences on selected topics of special interest to the student in agricultural economics. Prerequisite: consent of instructor. (F, S, SS)

## AGRICULTURAL MECHANIZATION

**510 Soil and Water Management (3 hours)**

Water management on the farm as it relates to maintaining soil productivity. Includes surveying, design, and layout of soil conservation engineering practices, such as waterways, diversions, terraces, farm ponds and drainage systems. (SS)

**518 Agricultural Drainage and Irrigation (3 hours)**

A study of the needs for drainage and irrigation in agriculture including the design and application of drainage and irrigation systems under various conditions. (F, even years)

**519 Problems in Agricultural Mechanization (1-3 hours)**

Studies in the area of specialization of agricultural mechanization arranged with faculty. Prerequisite: consent of instructor. (F, S, SS)

**619 Special Topics in Agricultural Mechanization (1-3 hours)**

Literature reviews and conferences on selected topics in agricultural mechanization according to needs and interests of the students. Prerequisite: consent of instructor. (F, S, SS)

## AGRICULTURAL EDUCATION

**524 Teaching Agricultural Laboratories (2 hours)**

Methods of teaching and maintaining an agricultural education program. How to plan the physical plant; select tools, equipment and supplies; organize course content; and properly conduct and manage agriculture laboratories. (F)

**525 Induction Year Beginning Teacher I (1 hour)**

A continuing education course for the professional development of first-year teachers of agriculture. Course focuses on the pedagogical knowledge, skills, attitudes, and managerial skills needed by beginning teachers of agriculture. (SS)

**527 Induction Year Beginning Teacher II (1 hour)**

A continuing education course for the professional development of second-year teachers of agriculture. Focus is on the pedagogical knowledge, skills, attitudes, and managerial skills needed by beginning teachers of agriculture. (SS)

**529 Problems in Agricultural Education (1-3 hours)**

Studies in the area of agricultural education. Prerequisite: consent of instructor. (F, S, SS)

**580 Methods in Teaching Agriculture (2 hours)**

A course in the special methods and materials of teaching agriculture, with an emphasis on teaching problem solving and agriculture management. (F)

**629 Special Topics in Agricultural Education (1-3 hours)**

Literature reviews and conferences on selected topics in agricultural education according to needs and interests of the students. (F, S, SS)

**692 Special Methods and Materials in Agriculture (2 hours)**

A course designed to prepare and update teachers of agriculture in secondary schools for the training of their students for the many extra-curricular activities which are a part of the agricultural program at most schools. This course may be repeated for graduate credit any number of times providing that the emphasis of study is in a different one of the following areas: agricultural economics, agricultural mechanization, animal science, crop science, dairy science, horticulture, meat science, parliamentary procedures, poultry science or soil science. Only two hours credit in this course may be applied to a master's degree. (SS)

**AGRONOMY****530 Soil Surveying and Land Appraisal (3 hours)**

The characteristics and identification of soils; the principles and practices of soil surveying, land judging and land appraisal. Prerequisite: Ag 03-334. (S)

**532 Soil Conservation (3 hours)**

Principles of conservation of soil resources and the influences of physical characteristics on losses. Conservation practices as they apply to the farming unit. Prerequisite: Ag 03-334. (F)

**534 Plant Breeding (3 hours)**

A study of the improvement of agricultural plants by application of the principles of heredity. Prerequisite: Ag 03-130 or Bio 04-112/113. (S)

**536 Fertilizers (2 hours)**

The production, properties, and use of the various fertilizers and other soil amendments. (S)

**540 Grain Crops (3 hours)**

This course uses systems concepts as the basis for studying humankind's most important crops. An integrative approach is taken in the examination of production processes, management strategies, and environmental issues. Prerequisite: 12 hours of agriculture. (F, odd years)

**546 Conservation Tillage (2 hours)**

Current information and research on conserving the soil through tillage. Focus will be on techniques, machinery, and production methods for growing crops without excessive soil loss, fuel consumption, or labor.

**549 Problems in Agronomy (1-3 hours)**

Studies in the area of agronomy. Prerequisite: consent of instructor. (F, S, SS)

**638 Advanced Applications of Crop Science (3 hours)**

A study of how fundamental principles of crop science are applied to address advanced problems in nutrient management, soil and water management, plant protection, and crop management. Prerequisite: undergraduate coursework in plant and soil science. (S)

**640 Soil Morphology, Genesis and Classification (3 hours)**

Soil origins and developments as determined by environmental factors, classification, and distribution of soils. Prerequisite: Ag 03-334.

**649 Special Topics in Agronomy (1-3 hours)**

Literature reviews and conferences on selected topics in agronomy according to the needs and interests of the student. Prerequisite: consent of instructor. (F, S, SS)

**ANIMAL SCIENCE****560 Nutritional Diseases of Domestic Animals (3 hours)**

A study of the common nutritional disorders of livestock resulting from the deficiency or toxicity of nutrients. (S)

**566 Genetics of Livestock Improvement (3 hours)**

Applications of genetics to the breeding and improvement of livestock. (F)

**569 Problems in Animal Science (1-3 hours)**

Studies in the area of animal science. Prerequisite: consent of instructor. (F, S, SS)

**572 Endocrinology of Domestic Animals (3 hours)**

A study of endocrine hormones with special

reference to their effects on growth, reproduction and milk secretion. (S, even years)

**579 Problems in Dairy Science (1-3 hours)**

Studies in the area of dairy science. Prerequisite: Consent of instructor. (F, S, SS)

**650 Laboratory Techniques with Domestic Animals (3 hours)**

A study of laboratory analysis often used in animal research. Analyses of blood, muscle, fat, and other short-term research studies will be conducted. (F, odd years)

**658 Advanced Animal Science (3 hours)**

Addresses current topics of the production, marketing, and processing of beef, dairy, swine, sheep, and their products. Requires application of various general principles of livestock production, marketing, processing, and the understanding of current topics in the livestock industry. Reviews professional literature, new government standards, and current national livestock industry news to allow student to understand evolving issues. Prerequisite: Ag 03-150. (F)

**664 Reproductive Physiology (3 hours)**

A study of the anatomical structures, physiological processes and endocrinological processes concerned with animal reproduction. Prerequisite: Ag 03-366. (SS)

**669 Special Topics in Animal Science (1-3 hours)**

Literature reviews and conferences on selected topics in animal science according to needs and interests of students. Prerequisite: consent of instructor. (F, S, SS)

**679 Special Topics in Dairy Science (1-3 hours)**

Literature reviews and conferences on selected topics in dairy science according to needs and interests of students. (F, S, SS)

## HORTICULTURE

**582 Plant Diseases (3 hours)**

A study of diseases affecting ornamentals and crop plants; their causes, nature, economic effects, epidemiology, and control. (S)

**583 Turfgrass Management (3 hours)**

A study of the selection, establishment and maintenance of various turfgrasses with emphasis on nutrient and pest management. (S, even years)

**585 Postharvest Physiology (3 hours)**

Principles in the physical, chemical and metabolic changes that occur during the handling, ripening, and storage of raw products. (S, even years)

**589 Problems in Horticulture (1-3 hours)**

Studies in the area of horticulture. Prerequisite: consent of instructor. (F, S, SS)

**680 Breeding and Improvement of Horticultural Plants (3 hours)**

The status, progress and the application of breeding principles to improvement of horticultural crops.

**689 Special Topics in Horticulture (1-3 hours)**

Literature reviews and conferences on selected topics in horticulture according to the needs and interests of the student. Prerequisite: consent of instructor. (F, S, SS)

## AGRICULTURAL SCIENCE

**691 Methods of Research in the Life Sciences (3 hours)**

A basic course preparing the student to do research in his or her chosen field. Emphasis is placed on methods of research and the reporting of that research. (F)

**693 Seminar in Agriculture (1 hour)**

Oral presentation and discussion of current research topics in agriculture. (F, S)

**698 Scholarly Paper in Agriculture (1-3 hours)**

Independent research in an approved field of study in agriculture. (F, S, SS)

**699 Research in Agriculture (1-5 hours)**

Independent research in an approved field of study in agriculture. Required for the M.S. and M.S.Ed. degrees with a major in agriculture when Option One is selected. Not valid with Option Two. (F, S, SS)

# Department of Mass Communication / 20

**Chairperson:** Jerry Donnelly

**Associate Graduate Faculty:** Fred Lamer

**Department Telephone:** (660) 562-1361

The Department of Mass Communication offers courses at the 500- and 600-levels as unspecified electives for other graduate degree programs.

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## Course Descriptions

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### Mass Communication / 20

#### 500 Special Offerings

Courses which are offered on only one occasion or variable issue-oriented courses which have the content described in the title. Credit and prerequisites as announced.

#### 599 Publications Short Course (1-2 hours)

Study of all aspects of yearbook and newspaper production. Especially appropriate for high school teachers. (SS)

#### 600 Special Offerings

Courses which are offered on only one occasion or variable issue-oriented courses which have the content described in the title. Credit and prerequisites as announced.

#### 621 Special Topics: Mass Communication, Analysis and Criticism (1-3 hours)

The analysis of various aspects of the media, media consumers, and messages. Topics will consider the influences of society on the media. The topics will also look at the major theoretical constructs in mass media and their attended research findings.

# The College of Education and Human Services

*Dr. Max Ruhl, Dean*

- Department of Curriculum and Instruction
- Department of Educational Leadership
- Department of Family and Consumer Sciences
- Department of Health, Physical Education, Recreation and Dance
- Department of Psychology, Sociology and Counseling
- Horace Mann School

# College of Education and Human Services

**Dean/Director of Teacher Education:** Max Ruhl

The College of Education and Human Services offers programs for three graduate degrees: the Master of Science in Counseling Psychology for those pursuing a career in a variety of community settings in which knowledge of counseling would be necessary; the Master of Science in Education for those pursuing careers in professional education; and the Specialist in Education for those pursuing careers in educational leadership.

## **Mission, Major Functions and Goals**

Professional preparation of school personnel reflects the theme “A Facilitator of Life-Long Learning in a World of Diversity and Change.” This view of life-long learning in a world of change is central to each professional program, as unit personnel seek to develop in advanced candidates the three primary aspects of school practitioners: mediator of knowledge, coordinator of learning, and promoter of dignity, responsibility, and self-worth.

## **Continuous Improvement and Program Quality**

The organizational structure is designed to maximize input from and empowerment of the entire education community. Cross-functional teams of college faculty, PK-12 faculty, and students function to ensure continuous study and improvement of programs and process around issues of importance to the college, such as technology integration, a curriculum representative of our nation’s diversity and consistent evaluation of assessment data on program performance.

One source of input for program improvement is gathered from Culture of Quality comment cards provided throughout the University and available online at the Northwest website for use in bringing issues of importance to the attention of the appropriate administrator. Students may use these cards to share comments, suggestions, or complains regarding an office, department, program or activity in the University community. All Culture of Quality comment cards relating to teacher preparation are compiled for reporting of issues and opportunities for program or process improvement to the Council on Teacher Education.

# Department of Curriculum and Instruction

**Chairperson:** Nancy Riley

**Graduate Faculty:** Julie Albee, Barbara Crossland, Margaret Drew, Nancy Foley, Carolyn McCall, Nancy Riley, Shirley Steffens, Preeti Suppal, Jacqueline Wilson

**Associate Graduate Faculty:** Linda Heeler, JoAnn Marion, Patricia Thompson, Carol Tjeerdsma

## **Coordinators of Advisement:**

### **Teaching:**

Early Childhood–Preeti Suppal

Elementary–Margaret Drew

Middle School–Nancy Riley/Patricia Thompson

Secondary–Lloyd Kilmer

Reading–Julie Albee

Special Education–Shirley Steffens

Teaching and Learning: Elementary–Julie Albee/Margaret Drew

**Department Telephone:** (660) 562-1239

## **Statement of Mission/Conceptual Framework**

The mission of the Department of Curriculum and Instruction is to provide educational programs for individuals seeking the degree of master's in education that prepares them for their roles as master professionals who effectively facilitate life-long learning in environments that are diverse and changing. The culminating indicator of master professionals is their ability to engage in effective reflection that improves instruction. The mission provides the conceptual framework for creating programs that develop master professionals who are effective in their roles as mediator of knowledge, coordinator of learning and promoter of dignity, responsibility and self-worth.

The role of mediator of knowledge challenges the professional to engage in inquiry and research in order to discover and create effective methodology and curriculum, and to engage students in the content while their own knowledge of content is expanded.

The role of coordinator of learning addresses the professional's skills as a leader of standards-based curriculum, materials, strategies, technology and assessment.

The role of promoter of dignity, responsibility and self-worth requires that the ethical professional affirm the basic human dignity of all individuals, ensure accountability and equity, and model appropriate professional attitudes and behaviors (i.e. dispositions).

## **Departmental Key Quality Indicators**

The key quality indicators reflect the mission and conceptual framework of the department. The key quality indicators provide broad categories that encompass the professional skills, knowledge, and dispositions descriptive of graduates of the department's master's programs. The key quality indicators are described as follows:

1. Communication competencies
2. Teamwork and leadership competencies

3. Pedagogy competencies in curriculum, content, materials and practices
4. Pedagogy competencies in teaching models, teaching/learning/assessment strategies and technology
5. Human relations competencies within a diverse society
6. Life-long learning competencies which encourage critical/creative thinking, problem solving and research

All students completing the following programs are encouraged to complete Ed 61-569 Multiculturalism in Education. This course is designed to provide teachers with a knowledge of and sensitivity to issues that are known to foster prejudices and discrimination.

### **Comprehensive Exam**

To assess program effectiveness, a comprehensive exam is administered for the M.S.Ed., Teaching: Middle School and the M.S.Ed., Teaching: Instructional Technology.

### **Portfolio Requirement**

To assess program effectiveness, a performance based graduate portfolio is required of all students completing the following programs:

- M.S.Ed., Teaching: Elementary (Self-Contained)
- M.S.Ed., Teaching: Early Childhood Education
- M.S.Ed., Reading
- M.S.Ed., Special Education: Cross Categorical
- M.S.Ed., Teaching and Learning: Elementary (on-line)

Program advisors will provide candidates with the program specific portfolio template at the time the Approved Program Form is completed. See General Portfolio Template below.

### **General Portfolio Template**

The portfolio will include artifacts from the following categories, in addition to two that will be chosen by the candidate. The portfolio should include:

- A. A presentation of the candidate's teaching and learning philosophies.
- B. Artifacts that demonstrate a knowledge of and the ability to apply educational theories and research to practice. Artifacts will demonstrate competency to meet the department's knowledge base and the Missouri Performance Based Teacher Evaluation (PBTE) Standards or the propositions of the National Board for Professional Teaching Standards. Scoring guides for artifacts in the candidates program are to be included in the portfolio.
- C. A reflection will be written for each standard that includes a description of:
  1. The artifact included under a given standard and context in which it was prepared and/or delivered. This should be an overview of what a reviewer would see in the portfolio.
  2. How artifacts relate to one or more of the specific standards chosen for the organization of the portfolio (i.e. Standards from the National Board of Professional Standards or Standards for Performance-Based Teacher Evaluation, etc.). Use the vocabulary of the standards.



3. How artifacts relate to the Show-Me Standards for K-12 students (refer to Missouri performance and content standards printed on the “placemat,” or use the standards from the student’s state of residence or employment). Use vocabulary of the standards.
  4. How artifacts reflect theory/research.
  5. Why this particular teaching strategy/procedure was used to achieve the learning objectives.
  6. How artifacts assisted one’s growth and development as a teacher—include those things that went well and things in need of change if the experience was being conducted again. Address what was learned in the process.
  7. What the student(s) learned or what was learned about the student(s). Include samples/examples/protocol of student’s work/assessment to add to the portfolio.
  8. How the teaching (or learning) experience represented by the artifact affected growth as an ethical decision-maker based on one’s beliefs about teaching and students. Reference personal educational philosophy or belief statements and the dispositions of an effective teacher.
- D. An appendix which contains two artifacts of candidate’s choice. The candidate will preface each artifact with a written rationale that explains how each artifact demonstrates standard competency. Examples could include, but are not limited to: a video tape with analysis, action research in the classroom, teaching innovations, professional activities, career ladder projects, etc.

Candidates must apply to the Graduate School for portfolio evaluation one trimester before the trimester in which the candidate wishes to complete the portfolio review session. All course work relevant to the portfolio must be completed during the trimester prior to the trimester during which the candidate wishes to defend the portfolio. The portfolio is to be submitted to the appropriate program advisor no less than 30 days in advance of the oral presentation of the portfolio to the review team. Candidates are responsible for communicating with the appropriate program advisor regarding plans for scheduling the specific time of the portfolio review session.

### **Diverse Field Experience**

The Department of Curriculum and Instruction is committed to preparing professionals to work with all students. To facilitate multicultural awareness and understanding of issues related to teaching students from diverse backgrounds, the department requires a six-clock-hour field experience in a diverse setting for candidates in all of the following programs:

- M.S.Ed., Teaching
- M.S.Ed., Reading
- M.S.Ed., Special Education

Guidelines for this experience will be presented to graduate students when the Approved Program Form is completed.

### **Program Admission Requirements**

Students wishing to pursue a graduate degree in the Department of Curriculum and Instruction must meet the admission requirements of the University and department as stated in this catalog.

1. A minimum overall grade point average of 2.75 on the undergraduate transcript or an undergraduate overall GPA of 2.50 to 2.74 and a 3.25 GPA on eight hours of required graduate coursework at Northwest in the major program where admission is requested.
2. A minimum combined score of 700 on the verbal and quantitative sections of the Graduate Record Examination. The student must retake the test if the score falls below the 700 minimum. Official scores must be filed with the Graduate Office at the time of admission or no later than the end of the first trimester of enrollment or the student may not re-enroll the following term.
3. Successful completion of a supervised writing assessment conducted by the department during the first trimester of enrollment.

### **Admission Appeal**

Students not meeting the departmental GPA admission standards as stated may appeal to the departmental admission committee. Appeals should be made in writing to the department chairperson.

If after a second attempt on the GRE the student is unable to attain the minimum admission score, he or she may appeal to the departmental admission committee. Appeals should be made in writing to the department chairperson.

Students not successfully completing a second writing assessment may appeal in writing to the department chairperson.

### **Departmental Admissions Appeal Committee**

The chairperson will appoint a committee of three department members, including the advisor in the major field and two professors, one who has had the student in class and one who has not.

The student is to:

1. Submit a portfolio including, but not limited to:
  - a. Transcripts of all credits.
  - b. A written request for alternative admission (minimum 250 words not to exceed three double-spaced typed pages).
  - c. Two employer/supervisor recommendations.
2. Make an oral presentation to the committee including:
  - a. Statement of personal and professional reasons for appeal.
  - b. Factors or motivation for seeking a graduate degree.
  - c. Projected plans for degree completion.

Students seeking admission through the appeal process should contact respective program advisors for portfolio guidelines.

### **M.S.Ed., Teaching**

The following advanced programs are designed to further prepare school personnel for classroom teaching positions and/or certification in different subject areas and varying grade levels—early childhood through post-secondary—with formats that allow for individually-prescribed programs based on the background and specific needs of the classroom teacher involved. More structured programs are also provided for the elementary self-contained classroom teacher and the secondary teacher who wishes additional subject area content.

**M.S.Ed., Teaching: Elementary (Self-Contained)**

<b>Core Requirements</b> .....	<b>6</b>
Ed 61-649 Issues in Education OR	
Ed 61-695 Philosophy of Education .....	3
Ed 61-682 Methods of Educational Research .....	2
Ed 61-683 Research Paper .....	1
<b>Subject Field Requirements</b> .....	<b>21</b>
Ed 61-650 Improvement of Teaching .....	3
Ed 61-651 Seminar and Practicum in Teaching .....	3
Elem Ed 63-603 Mathematics in the Elementary School .....	3
Elem Ed 63-605 Science in the Elementary School .....	3
Elem Ed 63-607 Language Arts in the Elementary School .....	3
Elem Ed 63-610 Social Studies in the Elementary School .....	3
Read/Sp 66-655 Reading in the Elementary School .....	3
<b>Electives</b> .....	<b>5</b>
<b>Total</b> .....	<b>32</b>

**M.S.Ed., Teaching: Elementary (Subject Area of Concentration)**

<b>Core Requirements</b> .....	<b>6</b>
Ed 61-649 Issues in Education OR	
Ed 61-695 Philosophy of Education .....	3
Ed 61-682 Methods of Educational Research .....	2
Ed 61-683 Research Paper .....	1
<b>Subject Field Requirements</b> .....	<b>20</b>
Ed 61-650 Improvement of Teaching .....	3
Ed 61-651 Seminar and Practicum in Teaching .....	3
Prescribed Program (Area of Concentration) .....	14
(see advisor in area of concentration)	
<b>Unspecified Electives</b> .....	<b>6</b>
<b>Total</b> .....	<b>32</b>

**M.S.Ed., Teaching: Early Childhood Education**

This program is designed for students who wish to gain advanced training in the specialized field of early childhood education for children birth to age eight.

<b>Core Requirements</b> .....	<b>6</b>
Ed 61-649 Issues in Education OR	
Ed 61-695 Philosophy of Education .....	3
Ed 61-682 Methods of Educational Research .....	2
Ed 61-683 Research Paper .....	1
<b>Subject Field Requirements</b> .....	<b>6</b>
Ed 61-650 Improvement of Teaching .....	3
Ed 61-651 Seminar and Practicum in Teaching .....	3

<b>Prescribed Concentration in Early Childhood</b> . . . . .	<b>12-13</b>
Ed 63-602 Supervision of Early Childhood Programs . . . . .	3
Read/Sp 66-542 Curriculum & Methods in EC Special Education . . . . .	3
Psych 08-623 Advanced Child Psychology . . . . .	3
Elem Ed 63-630 Field Experience in Early Childhood . . . . .	3-4
<b>Prescribed Electives and/or courses required for certification</b> . . . . .	<b>7-8</b>
(see advisor for certification requirements and approved electives)	
<b>Total</b> . . . . .	<b>32</b>

## Certificate Program: Early Childhood Special Education (Certifies Pre-K and Kindergarten)

Persons who hold an early childhood certification\* may be eligible (see advisor) for certification in early childhood special education by completing the following courses:

<b>Required Courses</b> . . . . .	<b>Semester Hours</b>
Read/Sp 66-542 Curriculum & Methods in EC Special Education . . . . .	3
Read/Sp 66-544 Practicum in Early Childhood Special Education . . . . .	3
<b>Total</b> . . . . .	<b>6</b>

\*Persons not holding an early childhood certification should see their advisor for additional requirements.

## M.S.Ed., Teaching: Middle School

This program is particularly adapted to the needs of middle school teachers who embark upon a graduate program. The program provides the opportunity for professional educational development, while concentrating on his/her area of specialization in a subject area.

<b>Core Requirements</b> . . . . .	<b>6</b>
Ed 61-695 Philosophy of Education OR	
Ed 61-649 Issues in Education . . . . .	3
Ed 61-682 Methods of Educational Research . . . . .	2
Ed 61-683 Research Paper . . . . .	1
<b>Subject Field Requirements</b> . . . . .	<b>20</b>
Education Requirements . . . . .	6
Ed 61-650 Improvement of Teaching . . . . .	3
Ed 61-651 Seminar and Practicum in Teaching . . . . .	3
Middle Level/Academic Area Requirements . . . . .	14
<b>Unspecified Electives*</b> . . . . .	<b>6</b>
<b>Total</b> . . . . .	<b>32</b>

Any graduate course from any department may be selected as an elective providing the student will have completed at least 16 semester hours at the 600 level.

Middle level/academic areas: social science, mathematics, English/language arts, science.

Persons not holding an elementary certification should see their advisor for additional requirements.

\*Recommend Sec Ed 65-570 and 511 if not already completed.

## Reading

The complexities of developing approved instructional programs have brought about a demand for highly-trained specialists. This program is designed to prepare students as reading specialists (administrators and supervisors of reading programs, reading clinicians, and teachers of reading) at elementary through secondary levels. The course of study affords the opportunity for application of the learned skills in closely supervised developmental, diagnostic, and remedial reading situations.

Prerequisites for this program are:

1. A valid teaching certificate.
2. Two or more years of classroom teaching experience.
3. A course in child psychology and a course in adolescent psychology or a combined course in child and adolescent psychology (at least 3 semester hours).
4. A course in the introduction to special education or education of the exceptional child of at least 2 semester hours.
5. A course in behavior management techniques. (This requirement may be met by completing Read/Sp 66-540.)
6. A course in counseling techniques. (This requirement may be met by completing Read/Sp 66-301 or 635.)
7. A course in language acquisition and development or language development for the exceptional child. (This requirement may be met by completing Sp 29-351, Psych 08-513 or Sp 29-553.)

## M.S.Ed., Reading

<b>Core Requirements</b> .....	<b>6</b>
Ed 61-695 Philosophy of Education OR	
Ed 61-649 Issues in Education .....	3
Ed 61-682 Methods of Educational Research .....	2
Ed 61-683 Research Paper .....	1
<b>Subject Field Requirements</b> .....	<b>23</b>
Read/Sp 66-553 Reading Program in the Secondary School .....	3
Read/Sp 66-652 Psycho-Education Measurement .....	3
Read/Sp 66-654 Analysis and Correction of Reading Disabilities .....	3
Read/Sp 66-655 Reading in the Elementary School .....	3
Read/Sp 66-659 Organization & Supervision of Reading Programs .....	2
(Required for Supervision Endorsement in Iowa)	
Read/Sp 66-660 Practicum in the Diagnosis of Reading Disabilities .....	3
Read/Sp 66-661 Practicum in Remediation of Reading Disabilities .....	3
Elem Ed 63-607 Language Arts in the Elementary School .....	3
<b>Electives</b> .....	<b>3</b>
<b>Total</b> .....	<b>32</b>

Any graduate course from any department may be selected as an elective providing the student

will have completed 16 semester hours at the 600 level. These may include any of the prerequisite courses which have not been completed. They must be taken at the graduate level to be applied to the M.S.Ed. degree.

## Special Education

A graduate degree is offered in Special Education with a focus on working with students with mild to moderate disabilities. These disabilities include students in multicategorical areas of learning disabilities, mental retardation, emotional/behavior disorders, and physical and other health impaired. The subject field required courses and many of the elective courses are offered as on-line courses every other year. Check with the Special Education Coordinator for periodicity of the courses.

Persons seeking certification to teach students with behavioral disorders may be able to do so upon completion of one of the special education programs and Read/Sp 66-670 Introduction to Behaviorally Disordered; Read/Sp 66-675 Teaching Students with Behavior Disorders; and Read/Sp 66-676 Practicum in Teaching Students with Behavior Disorders: Elementary; and/or Read/Sp 66-677 Practicum in Teaching Students with Behavior Disorders: Secondary.

## M.S.Ed., Special Education

Prerequisites for this program include:

1. A valid teaching certificate.
2. Two or more years of teaching experience or completion of directed teaching in a special education area or completion of an additional three semester hour practicum course in special education.
3. Courses in child psychology and adolescent psychology of at least two semester hours or one combined course of at least three semesters in child and adolescent psychology.
4. An introductory course in special education or education of the exceptional child of at least two semester hours.
5. Reading—five semester hours.
6. Mathematics methods—five semester hours. (Shall include coursework in teaching remedial mathematics. This remedial mathematics requirement can be met by completing Elem Ed 63-603 and/or Read/Sp 66-574.)

<b>Core Requirements</b> .....	<b>6</b>
Ed 61-695 Philosophy of Education OR	
Ed 61-649 Issues in Education .....	3
Ed 61-682 Methods of Educational Research .....	2
Ed 61-683 Research Paper .....	1
<b>Subject Field Requirements</b> .....	<b>18</b>
Read/Sp 66-522 Technology for Teaching and Learning .....	3
Read/Sp 66-635 Techniques for Conferencing and Collaboration .....	3
Read/Sp 66-642 Introduction to Teaching Students with Mild to Moderate Disabilities .....	3

Read/Sp 66-643 Teaching Students with Mild to Moderate Disabilities . . . . .	3
Read/Sp 66-621 Administration of Special Education . . . . .	3
Read/Sp 66-699 Seminar: Selected Topics in Special Education . . . . .	3
<b>Electives (see advisor for certification requirements and approved electives) . . . . .</b>	<b>8</b>
<b>Certification Electives</b>	
Read/Sp 66-508 Transition/Career Education . . . . .	2
Read/Sp 66-540 Behavior Management Techniques . . . . .	3
Read/Sp 66-553 Reading Programs in the Secondary School . . . . .	3
Read/Sp 66-574 Teaching Math to Students with Disabilities . . . . .	2
Read/Sp 66-652 Psycho-Education Measurement . . . . .	3
Read/Sp 66-654 Analysis and Correction of Reading Disabilities . . . . .	3
Read/Sp 66-655 Reading in the Elementary School . . . . .	3
Read/Sp 66-666 Practicum in Mild to Moderate Disabilities: Elementary . . . . .	3
Read/Sp 66-667 Practicum in Mild to Moderate Disabilities: Secondary . . . . .	3
Read/Sp 66-641 Educating the Exceptional Student . . . . .	3
Com 29-553 Language, Speech, Hearing of the Exceptional Child and Adult . . . . .	3
<b>Approved Electives</b>	
Read/Sp 66-504 Creating Inclusive Classrooms . . . . .	3
Read/Sp 66-542 Curriculum and Materials in Early Childhood Special Ed . . . . .	3
Read/Sp 66-544 Practicum: Early Childhood Special Education . . . . .	3
Ed 61-655 School Law . . . . .	3
Read/Sp 66-622 Internship in Special Education Administration . . . . .	3
Psych 08-633 Individual Intelligence Testing . . . . .	3
Read/Sp 66-675 Teaching Students with Emotional/Behavior Disorders . . . . .	3
<b>Total . . . . .</b>	<b>32</b>

## M.S.Ed., Teaching and Learning: Elementary

The Masters in Education in Teaching and Learning: Elementary degree program is a 33-hour on-line program designed to meet the needs of elementary teachers. Two major goals of the program are to assist teachers to improve their practice and to fully equip them to persist in the profession. This degree was designed cooperatively with three Missouri state institutions—Lincoln University, Southeast Missouri State University, and Northwest Missouri State University, for students who wish to pursue a graduate degree, but are limited due to their geographic location or work requirements. Students can complete all coursework for the degree in two years.

### Admissions Criteria

1. A minimum undergraduate GPA of 3.00 or an undergraduate GPA of 2.75 and a 3.25 GPA on the first nine hours of graduate coursework in the program.
2. A minimum score of 475 on the verbal or quantitative sections and a minimum score of 400 on the remaining section (e.g., verbal or quantitative) of the Graduate Record Examination.
3. A letter of support from the student's employer (supervisor) if the student is employed in a school or educational institution.

**Course Requirements**

The M.S.Ed., Teaching and Learnings is a 33-hour program with the option to emphasize math, science or reading. Candidates will complete the following requirements:

1. The 12-hour core
2. One of the three 12-hour emphasis area options
3. The introductory level course (Read/Sp 66-630 or Math 17-665 or Sci Ed 28-605) in the two emphasis areas not chosen (6 hours)
4. Three hours of electives

<b>Core Requirements</b> .....	<b>12</b>
Elem Ed 63-611 Introduction to Online Instruction and Portfolio Development .....	1
Elem Ed 63-612 Inquiry into Practice .....	2
Elem Ed 63-613 How Students Learn .....	3
Elem Ed 63-614 Schools, Students and Society .....	3
Elem Ed 63-615 Designing and Assessing Teaching and Learning .....	3
<b>Emphasis Areas (select one)</b> .....	<b>12</b>
<b>Reading</b>	
Read/Sp 66-630 Theoretical and Knowledge Base of Reading .....	3
Read/Sp 66-631 Improvement of Teaching Reading: Inquiry and Research .....	3
Read/Sp 66-632 Assessment in Reading .....	3
Read/Sp 66-633 Practicum in Diagnosis and Intervention Strategies for Emergent Readers .....	3
Read/Sp 66-634 Practicum in Diagnosis and Intervention Strategies for Post-Emergent Readers .....	3
<b>Mathematics</b>	
Math 17-665 The Nature of Mathematical Thought .....	3
Math 17-670 Geometry and Measurement .....	3
Math 17-675 Mathematical Processes .....	3
Math 17-680 Mathematics Capstone .....	3
<b>Science</b>	
Sci Ed 28-605 History, Nature, and Social Perspective of Science .....	3
Sci Ed 28-610 Field-based Inquiry and Problem Solving .....	3
Sci Ed 28-620 Teaching Science to Elementary Students .....	3
Sci Ed 28-630 Capstone: Curriculum, Instruction and Assessment in Science Education .....	3
<b>Introductory Courses from Non-emphasis Options</b> .....	<b>6</b>
<b>Electives</b> .....	<b>3</b>
<b>Total</b> .....	<b>33</b>



## Admission Appeal

Students not meeting the departmental GPA admission standards as stated may appeal to the departmental admission committee. Appeals should be made in writing to the department chairperson.

If after a second attempt on the GRE the student is unable to attain the minimum admission score, he or she may appeal to the departmental admission committee. Appeals should be made in writing to the department chairperson.

## Program Admission Appeal Committee

The chairperson will appoint a committee of three department members, including the advisor in the major field (Department of Computer Science/Information Systems faculty) and professors who have had the student in class.

The student is to:

1. Submit a portfolio including:
  - a. Transcripts of all credits.
  - b. A written request for alternative admission. (Minimum 250 words not to exceed three double-spaced, word-processed pages.)
  - c. Two employer/supervisor recommendations.
2. Make an oral presentation to the committee including:
  - a. Statement of personal and professional reasons for appeal.
  - b. Factors or motivation for seeking a graduate degree.
  - c. Projected plans for degree completion.

## Advisement

A member of the graduate education faculty will serve as the program director. A graduate faculty member from the computer science area will serve as area advisor and both signatures will be required on the Approved Program Form. Any change in an Approved Program Form must be initiated by the student and submitted to the Graduate Office accompanied with written approval from both advisors.

# Department of Educational Leadership

**Chairperson:** Michael Graham

**Graduate Faculty:** Carol Baker, Gary Bennerotte, Carole Edmonds, Michael Graham, Frank Grispino, Gary Howren, Lloyd Kilmer, William Lockwood, Phillip Messner, Joyce Piveral, Max Ruhl, Teresa Wasonga

**Director of Educational Field Experiences:** Michael Graham

**Director of Horace Mann School:** Carole Edmonds

## **Coordinators of Advisement:**

Educational Leadership: Secondary – Frank Grispino

Educational Leadership: Elementary – Carol Baker

Specialist in Education – Gary Bennerotte

Teaching: Secondary and GIST– Lloyd Kilmer

Doctor of Education– Frank Grispino

**Department Telephone:** (660) 562-1231

## **Statement of Mission**

The mission of the Department of Educational Leadership is to prepare school leaders skilled in facilitation, motivation and communication to meet the needs of students, faculty and communities experiencing a world in perpetual and dynamic change. The department prepares educational leaders to empower the school's various publics in developing a vision for the school, directing the school and meeting the school's day-to-day challenges. The department prepares school leaders to be ethical, to recognize the basic human dignity of each individual and to promote life-long learning and self-improvement in themselves and in those for whom they are responsible.

## **Departmental Competencies**

1. Function as the instructional leader of a school.
2. Plan for personal and professional skill development and growth on a continuing basis.
3. Manage human resources.
4. Develop the school's curriculum.
5. Provide the material resources, time and technology necessary for a school of the 21st century.
6. Supervise pupil personnel services.
7. Ensure compliance with and protection of the constitutional and legal rights and responsibilities of those individuals who comprise the school.
8. Promote ethnic and cultural equity and diversity.
9. Effectively communicate with all of the school's publics.

In addition to these goals, the program places emphasis on the acquisition and cultivation of skills/attitudes in the areas of:

1. Facilitation
2. Motivation
3. Communication

Key quality indicators which form the basis for program-wide quality assessments have been identified, and are listed below.

### **Department of Educational Leadership KQI's**

1. Can effectively communicate, both orally and in writing.
2. Can coalesce staff around a vision and mission of what the school could be.
3. Can facilitate and empower teams of teachers and other constituent groups to make decisions and solve problems.
4. Can function as the instructional leader of a school.
5. Can manage time effectively.
6. Demonstrates a commitment to continuous personal and professional improvement.
7. Is sensitive to the needs of diverse populations.
8. Embraces ethical and legal processes in the school.
9. Demonstrates skills and abilities in the conduct of classroom management and classroom discipline.

### **Program Admission Requirements**

Upon admission to graduate study, students pursuing a Master's in Educational Leadership must submit to the department chair a one-page application and three letters of reference from individuals in supervising positions. The letters will address the candidate's abilities and experiences in collaboration, ethical behavior, diversity, and community involvement. In addition, all students will complete a leadership inventory during their first trimester of enrollment. All students must have a minimum grade point average of 2.75 on the undergraduate transcript or an undergraduate overall GPA of 2.50 to 2.74 and a 3.00 GPA in eight hours of required graduate coursework in the major program where admission is requested. The Department of Educational Leadership requires that students with less than two years teaching experience attain a minimum combined score of 700 on the verbal and quantitative sections of the GRE. Scores must be submitted prior to enrollment, but not later than the end of the first trimester of enrollment. A student failing to achieve the required admission score may retake the exam. If, after a second attempt, the student is unable to attain the required admission score, he/she may appeal to the department. The department chairperson will appoint a committee consisting of department members, including professors who have had the student in class. The following will be evaluated on appeal:

1. A writing skills assessment.
2. An oral presentation to the committee.

3. A personal interview.
4. A record of successful employment in education.

The committee will make one of the following decisions:

1. The student be admitted to the program unconditionally.
2. The student remain in the program with conditions.
3. The student not be admitted to the program.

Students with more than two years teaching experience are eligible to take the Departmental Admission Exam (DAE) in lieu of the GRE. The DAE will consist of several vignettes, case studies, and in-basket activities based on the ISLLC Standards. This two-hour exam will also meet the writing assessment requirement.

### **Oral Assessment and Writing Assessment**

All students who major in educational leadership must successfully complete both an oral and a writing assessment during their first trimester of enrollment. Students entering the Ed.S. program who have previously completed the oral and writing assessments (when admitted to the Northwest master's program) are exempt.

All majors seeking certification in Missouri must have completed Read/Sp 66-641 Educating the Exceptional Child if the equivalent was not met in the undergraduate coursework. Certification is determined by requirements in the various states. Completion of the program in school administration does not guarantee certification.

### **Portfolio Requirement**

All students seeking a Master's in Educational Leadership or Specialist in Education degree, and those seeking certification for the principalship are required to compile and submit a professional portfolio. The portfolio should be designed to convey a clear picture of the student's professional philosophy, motivations and capabilities. Syllabi from various courses will indicate possible items to be included.

The portfolio should include the following:

Current resume (1-2 pages)	Example of writing skills
Example of problem solving	Example of analysis
Example of research	Evidence of a self-improvement
Evidence of broad involvement in community	Involvement in school improvement
Understanding of P-12 school within society	Influences on school culture
Examples of diversity	

The portfolio should be compiled in a professional format and maintained by the student. It will be reviewed at the practicum/intern seminar and submitted at the time a student takes their comprehensive exam. Portfolio marks will become a part of the comprehensive examination score.

### **Comprehensive Examination**

All students seeking a Master's in Educational Leadership or Specialist in Education degree, and those seeking certification for the principalship must successfully complete the departmental comprehensive examination. Administered three times annually, in April, July and November,

the exam is a combination of multiple choice and essay questions. The areas of curriculum, foundations of administration, research, law, issues and supervision are the focus of the exam. The degree candidate must pass the examination.

## M.S.Ed., Educational Leadership: Elementary

<b>Core Requirements</b> .....	<b>6</b>
Ed 61-695 Philosophy of Education OR	
Ed 61-649 Issues in Education .....	3
Ed 61-682 Methods of Educational Research .....	2
Ed 61-683 Research Paper .....	1
<b>Subject Field Requirements</b> .....	<b>23</b>
Ed 61-665 School Law .....	3
Ed 61-630 Foundations of Educational Administration .....	3
Ed 61-631 School Supervision OR	
Elem Ed 63-631 Elementary School Supervision .....	3
Elem Ed 63-632 Elementary School Administration .....	3
Elem Ed 63-633 Elementary School Curriculum .....	3
Elem Ed 63-638 Practicum in Elementary School Administration and	
Supervision .....	3
Elem Ed 61-610 Sp. Topic: School Finance for Principals .....	1
Elem Ed 61-610 Sp. Topic: Technology for School Administrators .....	1
Minimum of 3 hours in education courses focused upon	
administration and supervision .....	3
<b>Electives</b> .....	<b>3</b>
<b>Total</b> .....	<b>32</b>

Any graduate course from any department may be selected as an elective with written approval from the major advisor.

## M.S.Ed., Educational Leadership: Secondary

<b>Core Requirements</b> .....	<b>6</b>
Ed 61-695 Philosophy of Education OR	
Ed 61-649 Issues in Education .....	3
Ed 61-682 Methods of Educational Research .....	2
Ed 61-683 Research Paper .....	1
<b>Subject Field Requirements</b> .....	<b>23</b>
Ed 61-630 Foundations of Educational Administration .....	3
Ed 61-665 School Law .....	3
Ed 61-631 School Supervision OR	
Sec Ed 65-686 Secondary School Supervision .....	3
Sec Ed 65-684 Secondary School Curriculum .....	3
Sec Ed 65-688 Secondary School Administration .....	3
Sec Ed 65-692 Practicum in School Administration and Supervision .....	3
Ed 61-610 Sp. Topic: School Finance for Principals .....	1
Ed 61-610 Sp. Topic: Technology for School Administrators .....	1

Minimum of 3 hours in education courses focused upon  
 administration and supervision . . . . . 3

<b>Elective</b> . . . . .	<b>3</b>
<b>Total</b> . . . . .	<b>32</b>

Any graduate course from any department may be selected as an elective with written approval from the major advisor.

### Middle School Principal’s Endorsement

Persons completing the requirements for either the elementary or secondary programs in administration and supervision may qualify for an additional certificate as a middle school principal by meeting one of the following requirements:

1. The candidate shall meet the M.S.Ed. requirements as outlined for Administration and Supervision: Elementary including Sec Ed 65-511 Middle School Curriculum, Methods and Practicum, and Sec Ed 65-570 The Middle School-Junior High School.
2. The candidate shall meet the M.S.Ed. requirements as outlined for Administration and Supervision: Secondary including Sec Ed 65-511 Middle School Curriculum, Methods and Practicum, and Sec Ed 65-570 The Middle School-Junior High School.
  - a. Reading—two courses, with one course to be techniques of teaching reading in content fields, a minimum total of five semester hours.
  - b. Mathematics—one course of at least two semester hours in the methods of teaching elementary mathematics.
3. Sec Ed 65-654 Middle School Administration is recommended, but not required.

### Certificate Program: Special Education Administrator

Prerequisites for this certificate include:

1. A life or professional Missouri special education certificate.
2. Two years of teaching experience in special education approved by the Missouri Department of Elementary and Secondary Education.
3. Successful completion of the Administrator’s Assessment Center.
4. All required professional education coursework must be completed with no grade lower than a "C".
5. Completion of a course in Psychology and/or Education of the Exceptional Child (including the Gifted).
6. A master’s degree in educational administration, special education or a related services field from a college or university approved by the Missouri Department of Elementary and Secondary Education to prepare school administrators.

<b>Required Courses</b>	<b>Semester Hours</b>
Ed 61-665 School Law .....	3
Ed 61-675 School Finance .....	3
Elem Ed 63-632 Elementary School Administration OR Sec Ed 65-688 Secondary School Administration .....	3
Ed 61-631 School Supervision .....	3
Elem Ed 63-633 Elementary School Curriculum OR Sec Ed 65-684 Secondary School Curriculum .....	3
Read/Sp 66-621 Administration of Special Education .....	3
Read/Sp 66-652 Psycho-Education Measurement (3) AND/OR Psych 08-663 Individual Intelligence Testing (3) AND/OR Read/Sp 66-470 Tests and Measurements (3) .....	6
Ed 66-622 Internship in Special Education Administration .....	3
<b>Total</b> .....	<b>27</b>

## Specialist in Education

### Degree Policies and Requirements

The Specialist in Education program offers additional study beyond the master's degree for persons preparing for positions in educational leadership. Three areas of specialization are offered: superintendency, secondary school principalship and elementary school principalship.

#### Advisement

1. Upon initial registration the student will seek advisement and course approval from the coordinator of advisement for the Specialist in Education program.
2. As soon as feasible after the initial registration, the student should request and be assigned a permanent advisor by the chairperson of the Department of Educational Leadership, or his or her designee.
3. At a time which the advisor deems appropriate (usually during the initial enrollment period), a faculty advisory committee will be appointed, with the approval of the chairperson of the Department of Educational Leadership and the coordinator of advisement.

#### Degree Requirements

Degree requirements for the Specialist in Education program include the following:

1. Satisfactory completion of a minimum of 32 approved graduate semester hours beyond the master's degree (at least 11 of which must be at the 700 level) with a minimum grade point average of 3.25 overall and at Northwest.
2. Two years of teaching/supervisory or administrative experience in elementary and/or secondary schools.
3. Satisfactory performance on a four-hour written examination over the specialty field followed by a one-hour oral examination over the thesis or field study. These examinations may be repeated one time. (Students must have a minimum GPA in the Specialist in Education program of 3.25 to be eligible for the examination.)

**Transfer Credit**

A student may transfer up to nine semester hours in no more than four courses from regionally-accredited institutions offering the specialist degree if the courses are appropriate, are approved by the student's advisor, and are a "B" or higher.

**Time Limitations**

All requirements submitted in fulfillment of the degree must have been completed within a period of eight years.

**Residence Requirement**

A minimum of one trimester or a complete summer as a full-time resident graduate student is required.

**Initial Enrollment**

The initial enrollment is the first enrollment term in which a student seeking the Specialist in Education degree is registered.

During the initial enrollment, students seeking admission to the Specialist in Education program must:

1. Meet all general requirements for admission to the Graduate School set forth by this catalog.
2. Supply evidence of a completed master's degree from a regionally- or nationally-accredited institution of higher education with a minimum grade point average of 3.25. Conditional enrollment is allowed if the student has a cumulative graduate GPA between 3.00 and 3.24. The student must achieve a 3.25 GPA in his or her first eight semester hours of graduate study or be subject to suspension for one year. Re-admission is possible after one year by petition to be approved by the Specialist in Education faculty, dean of the College of Education and Human Services, and the Dean of the Graduate School.
3. Submit a GRE score with a combined minimum for the verbal and quantitative sections of 750.
4. Submit an application for admission to the Specialist in Education program.
5. Have three letters of recommendation on file. One letter must refer to the student's academic qualifications, one letter must refer to employment experience, and one may be a general character reference.
6. Supply evidence of holding a valid teaching certificate.
7. Complete a leadership inventory.

**Screening Committee**

The Screening Committee is composed of three members of the Specialist in Education faculty appointed by the dean of the College of Education and Human Services with the coordinator of advisement serving as a non-voting member and chairperson of the committee. The committee will review all pertinent material to assure eligibility for entrance. The decision on entrance will be made after analyzing standardized test scores, professional work experience, the letters of recommendation from former employers, the candidate's University professors and others familiar with the candidate's work, general character, academic ability, transcripts, etc. The applicant may be required to have an interview with the screening committee if he or she seeks additional information or clarification of information.



In cases of denial, a student may appeal to the dean of the College of Education and Human Services who will order a hearing before the Screening Committee; denial of the appeal may be re-appealed to faculty of the Specialist in Education program.

### **Admission to the Specialist in Education Program**

Admission to the program is granted when a student:

1. Has completed all requirements as listed under “Initial Enrollment.”
2. Has been approved by the Screening Committee for entry into the program.
3. Has a faculty advisory committee appointed.

### **Faculty Advisory Committee**

This committee is appointed by the chairperson of the Department of Educational Leadership or a designated representative. The Faculty Advisory Committee is responsible for developing the student’s approved program of study. This committee shall be composed of the advisor and not fewer than two members selected from the University faculty, one of whom must be from the College of Education and Human Services.

### **Admission to Candidacy**

Admission to candidacy is granted when a student:

1. Has been admitted to the Specialist in Education program.
2. Has completed at least 20 semester hours of graduate work in education courses focused upon leadership including:
  - a. Elementary or Secondary School Administration, 2 semester hours
  - b. Elementary or Secondary School Supervision, 2 semester hours
  - c. Elementary or Secondary School Curriculum, 2 semester hours

None of these hours will count toward the 32 semester hour Ed.S. degree requirements.

3. Has GRE scores on file in the Graduate Office meeting the minimum admissions score.
4. Has earned a minimum of eight semester hours of graduate credit beyond the master’s degree at Northwest approved by the coordinator of advisement for the Specialist in Education degree with a grade point average of 3.25.
5. Has an approved program of study filed on which admission to candidacy is indicated.

### **Certification Requirements**

In addition to fulfilling the Specialist in Education degree requirements listed, students seeking Missouri certification must:

1. Successfully complete the course Read/Sp 66-671, Educating the Exceptional Child (if the requirement has not previously been met).
2. Submit a signed, notarized morality statement if not previously certified in the State of Missouri.

The student has the responsibility of applying for any new certification.

## Course Requirements

The faculty advisory committee may accept courses taken prior to application and admission to the Specialist in Education degree program and may substitute courses for those requirements met in prior graduate work.

### Core Requirements

All students in the Specialist in Education program are required to complete the following core of courses:

Two courses from cognate areas	2-6
Ed 61-569 Multiculturalism in Education	3
Ed 61-695 Philosophy of Education	3
Ed 61-721 Seminar in Problems, Trends, and Issues in Educational Administration and Supervision	2
Ed 61-723 Writing and Interpreting Educational Literature and Statistics	3
Ed 61-724 Field Study in Administration and Supervision OR Ed 61-725 Thesis in School Administration and Supervision	2-4
Ed 61-738 Internship in School Administration and Supervision	2-4
<b>Total</b>	<b>17-25</b>

## Ed.S., Superintendent

The core requirements and the following courses to total a minimum of 32 semester hours:

Ed 61-613 School Personnel Administration	3
Ed 61-665 School Law	3
Ed 61-740 The Superintendency	3
Ed 61-675 School Finance	3
Elem Ed 63-633 Elementary School Curriculum	3
Sec Ed 65-684 Secondary School Curriculum	3
Ed 61-681 School and Community Relations	3
Ed 61-670 School Buildings and Equipment	2
Ed 61-610 Sp. Topic: Technology for School Administrators	1

## Ed.S., Secondary School Principal

The core requirements and the following courses to total 32 semester hours:

Ed 61-630 Foundations of Educational Administration	3
Ed 61-631 School Supervision	3
Ed 61-665 School Law	3
Ed 61-681 School and Community Relations	3
Sec Ed 65-684 Secondary School Curriculum	3
Sec Ed 65-688 Secondary School Administration	3
Ed 61-610 Sp. Topic: Technology for School Administrators	1

## Ed.S., Elementary School Principal

The core requirements and the following courses to total 32 semester hours:

Ed 61-630 Foundations of Educational Administration	3
Ed 61-631 School Supervision	3
Ed 61-665 School Law	3

Ed 61-681 School and Community Relations . . . . .	3
Elem Ed 63-632 Elementary School Administration . . . . .	3
Elem Ed 63-633 Elementary School Curriculum . . . . .	3
Ed 61-610 Sp. Topic: Technology for School Administrators . . . . .	1

## Graduation

The Specialist in Education degree student must follow the graduation procedures described under the “Graduation” section of this catalog. These are in addition to “Degree Requirements” described herein.

# Secondary Education

## Statement of Mission

The department, through the secondary education coordinator, has overall responsibility for coordinating secondary teacher education programs in all academic areas. The mission is to prepare teachers who can facilitate life-long learning in a world of change, and serve as effective mediators of knowledge, coordinators of learning, and promoters of dignity, responsibility and self-worth. They should be effective communicators, knowledgeable in the content of their academic discipline and in methods of teaching it, competent and professional in developing a learning climate and assessing learning, and effective as role models and mentors for their students.

## Secondary Education Competencies

Specific objectives of the M.S.Ed-Teaching programs vary somewhat by academic specialty options. Objectives common to all options include the following:

1. Demonstrate a greater depth of knowledge in the major curriculum areas.
2. Acquire the knowledge, attitudes, and skills to implement teaching strategies that are multicultural and nonsexist in nature.
3. Have a broader repertoire of teaching skills, strategies and styles through simulated and direct classroom practice.
4. Develop basic knowledge and skills in conducting, interpreting, reporting and applying the results of educational research.
5. Develop an awareness of the various provisions for locating, identifying and serving youth with special needs.

## Program Admission Requirements

1. Compliance with eligibility requirements of the Graduate School.
2. Acceptance to graduate study by the Dean of the Graduate School.
3. Undergraduate GPA of 2.50.
4. Students with a minimum composite verbal/quantitative GRE score of 700 will be accepted unconditionally. The score must be submitted prior to admission or no later than the first trimester of enrollment. Students not meeting the 700 minimum may be accepted on the condition that they maintain a 3.00 GPA for the first eight graduate hours in the program.

- Students must complete a writing assessment, administered by the department, during their first trimester of enrollment.

### Comprehensive Examination

The examination will be scheduled and administered by faculty members in the College of Education and Human Services and the department in which the option is offered (agriculture, English, history, mathematics or music.) The degree candidate must pass both portions of the examination.

## M.S.Ed., Teaching: Secondary

<b>Core Requirements:</b> .....	<b>6</b>
Ed 61-649 Issues in Education OR	
Ed 61-695 Philosophy of Education .....	3
Ed 61-682 Methods of Educational Research .....	2
Ed 61-683 Research Paper .....	1
<b>Subject Field Requirements</b> .....	<b>20</b>
Ed 61-650 Improvement of Teaching .....	3
Ed 61-651 Seminar and Practicum in Teaching .....	3
Prescribed Program* (Area of Concentration) .....	14
<b>Unspecified Electives</b> .....	<b>6</b>
<b>Total</b> .....	<b>32</b>

\*A student who has a B.A. or B.S. degree may earn teacher certification by completing a graduate degree in Teaching Secondary in the following programs: agriculture education, English, social science, mathematics, music education, and science education. (See department listings for specific requirements.) A currently certified teacher may select a concentration in any of the subject areas listed above, or they may select a concentration in instructional technology, or work with the secondary education advisor to develop an individually designed program concentration.

### Graduate Internship in Secondary Teaching (GIST)

Graduate Internship in Secondary Teaching (GIST) is a Northwest graduate option designed for the person who wants to become a secondary teacher, and who possesses a college degree (B.S. or B.A.) in a certifiable field but lacks certification to teach. GIST candidates meet the same state and institutional requirements for secondary teacher certification as undergraduate students, but they substitute graduate-level courses for undergraduate-level courses wherever possible. The GIST option should not be confused with the Missouri Alternative Certification Program, which is not currently offered by Northwest. The GIST option is restricted to students who are candidates for the M.S.Ed., Teaching: Secondary degree in agriculture education, English, history, mathematics and music education.

A person with no undergraduate deficiencies who enters GIST in June may complete secondary certification requirements by the following May. An additional summer of study may enable the candidate to complete an M.S.Ed., Teaching: Secondary degree. As a practical matter, however, most candidates should expect a longer period of enrollment because of undergraduate deficiencies in general education and academic specialty requirements.

The option includes a trimester-long teaching internship in a secondary school and a series of professional classes in which GIST candidates enroll along with experienced teachers, allowing the candidates to benefit by working and studying with professional colleagues. All GIST students seeking certification must take and pass the PRAXIS examination.

## GIST Option Requirements

### Requirement for Missouri Secondary Certification (Professional Certificate I)

Ed 61-695 Philosophy of Education OR	
Ed 61-649 Issues in Education . . . . .	3
Read/Sp 66-553 Reading Programs in the Secondary School . . . . .	3
Special Methods Course (580) from area of specialization . . . . .	2-3
Ed 61-650 Improvement of Teaching . . . . .	3
Psych 08-603 Advanced Educational Psychology . . . . .	3
Psych 08-633 Advanced Adolescent Psychology . . . . .	3
Read/Sp 66-671 Educating the Exceptional Child . . . . .	2
Ed 61-651 Seminar and Practicum in Teaching . . . . .	3
Sec Ed 65-690 Internship in Secondary Teaching . . . . .	8
<b>Total . . . . .</b>	<b>30-31</b>
Any deficiencies will be added to the total.	

### Additional Requirements for M.S.Ed., Teaching Secondary

Ed 61-682 Methods of Educational Research . . . . .	2
Ed 61-683 Research Paper . . . . .	1
Graduate Courses in Major Area . . . . .	14-15
<b>Total . . . . .</b>	<b>17-18</b>

## Doctor of Education

Northwest is cooperating with the University of Missouri-Columbia to offer an Ed.D. in Educational Leadership. The program is also available through several other regional campuses in Missouri. The degree is awarded by the University of Missouri-Columbia and was designed through the collaboration of professors, school administrators, teachers and other educational and business leaders across Missouri.

### Program Design

The program is an advanced study in educational leadership for administrators, program leaders, and teachers/researchers for a variety of positions in public and private education, government and industry. The goal is to enhance the knowledge and competencies of leaders so they provide optimal leadership for education of all learners.

### Characteristics of the Program

1. Students progress through the program as a “cohort.”
2. Students from each regional institution are a site cohort, with students from all institutions forming a state cohort.
3. Coursework is completed in six concurrent trimesters, beginning in the summer and concluding in the winter trimester two years later.

4. Dissertation research follows the two years of coursework.
5. Coursework instruction occurs at each regional site during the fall and winter trimesters. Summer instruction is in residence at the University of Missouri-Columbia.
6. Technology is used as a medium for instructional delivery throughout the program.
7. Curriculum is integrated, thematic and problem-based.

## **Program Curriculum**

Some primary themes of the curriculum:

### **Leadership Theory and Practice**

- Leadership skills and theory
- Ethical and moral issues
- Internal/external communication
- Conflict resolution
- Organizational culture

### **Organizational Analysis**

- Organizational theory/analysis
- Strategic planning
- Change facilitation
- Problem analysis/solving
- Infrastructure issues
- Resource acquisition
- Social implications of technology

### **Content and Context for Learning**

- Diverse learners
- Learning theories and models
- Instructional models
- Technology in the learning
- Program assessment

### **Analyzing Educational Policy**

- Educational inquiry
- Policy analysis
- Social, political, legal issues

### **Research, Inquiry and Evaluation**

- Educational planning/evaluation
- Qualitative research
- Quantitative research

## **Application and Admissions Process**

Students interested in application to the program should contact the Department of Educational Leadership at Northwest (660) 562-1231 and visit with the campus liaison or call (573) 882-8221 at the University of Missouri-Columbia.

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## Course Descriptions

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### Education (General) / 61

#### 511 Instructional Materials and Equipment (2 hours)

Develops a basic pattern for the preparation of instructional materials, discusses the principles and practices and the utilization of these materials, and provides for instruction for the proper use of equipment in various types of school and educational programs. (F, even years)

#### 528 Teaching of the Gifted (3 hours)

Methods, techniques, and materials used in the teaching of the gifted. (S, even years)

#### 550 Trends in Curriculum Development (1-3 hours)

This course is designed to assist teachers and/or administrators in general curriculum design, revision, and or evaluation. (F, S, SS)

#### 551 Trends in Language Arts (1-3 hours)

This course is designed to update teachers in methods, techniques, and innovations in teaching language arts. (F, S, SS)

#### 552 Trends in Social Studies (1-3 hours)

This course is designed to update teachers in methods, techniques, and innovations in teaching social studies. (F, S, SS)

#### 553 Trends in Mathematics (1-3 hours)

This course is designed to update teachers in methods, techniques, and innovations in teaching mathematics. (F, S, SS)

#### 554 Trends in Science (1-3 hours)

This course is designed to update teachers in methods, techniques, and innovations in teaching science. (F, S, SS)

#### 556 Trends in Classroom Management (1-3 hours)

This course is designed to update teachers in methods, techniques, systems, and innovations in classroom management and discipline. (F, S, SS)

#### 557 Trends in Computer Use in Education (1-3 hours)

This course is designed to update teachers in educational uses of computers. (F, S, SS)

#### 558 Trends in Motivational Techniques (1-3 hours)

This course is designed to update teachers in methods, techniques, and innovations in classroom motivation of students. (F, S, SS)

#### 559 Trends in Instructional Techniques (1-3 hours)

This course is designed to update teachers in general instructional methods and techniques for the classroom. (F, S, SS)

#### 569 Multiculturalism in Education (3 hours)

This course is designed to impart a knowledge of and sensitivity to issues which foster potential prejudices and discrimination. These issues will include race, national origin, sexism, religion, handicaps (physical and mental), economic position and others. Methodology in humanizing the curriculum, sensitivity issues, historical perspectives, and means by which dehumanizing biases may be recognized in instructional materials shall also be included in the content of this course. Prerequisite: Junior classification. (F, S, SS)

#### 585 Co-Curricular Activities in the Secondary School (3 hours)

The importance of co-curricular activity is studied through the philosophy, purpose, and practices of these activities in the modern secondary school. Also emphasized is the role of the teacher-sponsor in the program. (F, even years)

#### 608 The School, Curriculum and Computer: K-12 (1 hour)

Introduction to computers, computer literacy curriculum, Logo, history of computing, sources of software, word processing, and BASIC programming language. (F, SS)

#### 609 Computers as a Teacher Aid (1 hour)

The use of test generator, data base and other teacher utility software. Prerequisite: Ed 61-608. (S, SS)

#### 610 Specialized Topics and Projects in Educational Administration (1-6 hours)

The objective is to provide an opportunity for in-depth study of special selected topics in educational administration. (F, S, SS)

**611 Specialized Topics and Projects in Educational Supervision (1-6 hours)**

The objective is to provide an opportunity for in-depth study of special topics in educational supervision. (F, S, SS)

**612 Specialized Topics and Projects in Curriculum Development (1-6 hours)**

The objective is to provide an opportunity for in-depth study of selected topics in curriculum. (F, S, SS)

**613 School Personnel Administration (3 hours)**

Personnel practices in education are considered along with the implications of collective negotiations and professional accountability for personnel policies. Policies pertinent to the selection and placement, promotion, tenure, and retirement of both certified and noncertified personnel are included. (F, odd years, SS)

**614 Introduction to Teaching (3 hours)**

Specifically designed for candidates for the secondary education alternative certification program. Provides basic instructional skills and an opportunity to prepare and practice the instructional techniques to be utilized in the first teaching experience. (SS)

**615 Organizing for Learning (6 hours)**

Specifically designed for candidates for the secondary education alternative certification program. Focuses on nine instructional models. Students use classroom management, professional evaluation and reflection, and community relations lens to acquire knowledge, skill and ability to implement the models. Helps beginning teachers acquire and master a variety of teaching skills, strategies, and styles. Course offered over two-trimester period during fall and spring.

**616 Teaching Strategies (5 hours)**

Designed to assist secondary education alternative certification pre-service teachers to develop more sophisticated teaching strategies, to diagnose and address classroom problems and issues, conduct action research, and integrate technology into the classroom. Course offered over two-trimester period during fall and spring.

**630 Foundations of Educational Administration (3 hours)**

A study of the nature and functioning of effective

school organization and administration, including the study of leadership theories. (F, SS)

**631 School Supervision (3 hours)**

The course prepares educational leaders for their roles in managing certified and classified personnel to effectively achieve the objectives of educational programs K-12. (S, SS)

**635 Leadership in Urban Settings (3 hours)**

An elective course for the Masters and Ed Specialist degrees in Educational Leadership. Designed to invite the learner to examine the educational possibilities of schools located in cities and to address barriers to educational success in cities. (S,SS, alt years)

**640 Quality Tools for Decision Making (3 hours)**

Course designed for use in a variety of organizational settings. The student will participate in self-study, group processing and organizational application activities. The delivery system will be a blend of web enhanced and face to face group instruction.

**648 Using the Newspaper as an Effective Teaching Tool (1-6 hours)**

This course provides an opportunity for students to participate in concentrated study and investigation in a selected area of the curriculum. (F, S, SS)

**649 Issues in Education (3 hours)**

This course is designed to assist experienced teachers in the public schools to become more aware of issues in education which have an impact upon them. Issues will be analyzed in terms of the historical and philosophical bases that have created the climate leading to these problems. Issues will be addressed in terms that help teachers cope in the teaching situation. (F, S, SS)

**650 Improvement of Teaching (3 hours)**

This is an advanced course in instructional methodology, designed for career teachers who are committed to improving their teaching performance. The purpose of the course is to help teachers broaden their repertoire of teaching skills, strategies, and styles. Simulated experiences in professional practice will be used extensively. (F, SS)



### 651 Seminar and Practicum in Teaching (3 hours)

In this course, teachers will apply in their own classes the skills, techniques, and teaching styles studied in Ed 61-650. Enrollees will meet with the instructor on a regular basis to follow up and evaluate teaching strategies and materials and analyze problems related to their own individual teaching situations. In addition, those seeking initial secondary teaching certification will meet performance criteria including behavior management techniques, pupil measurement and evaluation, legal foundations of education, and microcomputer applications in the classroom. Prerequisite: Ed 61-650. (F, S, SS)

### 660 Administration and Supervision of Field Experiences (1-3 hours)

Focuses upon structure and function of field experiences including pre-student teaching, student teaching, and graduate practicums/internships. Special attention is given to roles of the participating students, cooperating teachers, administrative and supervisory personnel of the cooperating schools, college coordinators and supervisors, and the director of educational field experiences. (F, odd years)

### 665 School Law (3 hours)

The laws of our country as they apply to all phases of the public school. Stress is placed upon laws concerning superintendents, principals, teachers, and pupils. (S, SS)

### 670 School Buildings and Equipment (2 hours)

Responsibility of school administrators, supervisors, and other school personnel for construction, operation, and maintenance of school buildings and equipment. (SS)

### 675 School Finance (3 hours)

An introduction to public school finance. Fundamental principles and techniques of public finance are included with emphasis on budgeting procedures. Activity fund accounting and school bonding procedures are included. Prerequisite: permission of instructor or completion of a basic course in accounting or completion of an approved text. (S, odd years, SS)

### 681 School and Community Relations (3 hours)

Theoretical responsibilities of the school and

community for the improvement of education. Stress is placed upon practical opportunities for increasing effectiveness of an educational institution through the promotion of a sound basis for school and community relationships. (F, even years, SS)

### 682 Methods in Educational Research (2 hours)

Familiarizes students with various methods and procedures employed in conducting educational research. (F, S, SS)

### 683 Research Paper (1 hour)

An individual project in educational research is required. Prerequisite: Ed 61-682 or concurrent enrollment. (F, S, SS)

### 695 Philosophy of Education (3 hours)

Philosophy is studied in its application to current educational problems for determining the nature of the educative processes, the ends and objectives of education, and the means of attaining educational ends. A basis for philosophy of life and of education. (SS)

### 721 Seminar in Problems, Trends and Issues in Educational Administration and Supervision (1-2 hours)

The seminar content will be designed to provide an interchange of ideas between professors, students, and practicing administrators on problems, trends and issues in school administration. All candidates should participate during summer enrollment. Students may repeat seminar for maximum of 3 semester hours. Prerequisite: Ed.S. students only. (S, SS)

### 723 Writing and Interpreting Educational Literature and Statistics (3 hours)

Having a two-fold focus, this course treats (1) basic methods of developing and reporting educational research and literature and (2) techniques of interpreting and evaluating educational research and literature. Basic statistical methods are utilized in each of the components. Prerequisite: Ed.S. students only. (SS)

### 724 Field Study in Administration and Supervision (2-6 hours)

This course involves the writing of a study based upon completion of a field project conducted in cooperation with a school district or appropriate

agency. Requires a detailed investigation and survey of issues pertinent to the selected institution or in-depth, independent research relevant to current practices in any facet of the educational process. The subject for investigation is selected by the student, subject to committee approval. An oral review of the completed project will be presented to the Faculty Advisory Committee and two additional persons selected by the advisor. The field study may be repeated by the student, but total credit shall not exceed 6 semester hours. Prerequisites: Ed 61-723 and permission of student's committee. (F, S, SS)

#### 725 Thesis in Administration and Supervision (2-6 hours)

The thesis topic will be selected by the student, subject to committee approval. An oral review of the completed thesis will be presented to the Faculty Advisory Committee and two additional persons selected by the advisor. Prerequisites: Ed 61-723 and permission of student's committee. (F, S, SS)

#### 738 Internship in School Administration and Supervision (2-4 hours)

Involves a field experience in which the student spends periods of time observing and performing various functions associated with school administration and supervision. These experiences should include but not be limited to the following: finance, public relations, educational planning, personnel functions, and federal programs in education. Prerequisites: permission of student's advisory committee and Director of Educational Field Experiences. (F, S, SS)

#### 740 The Superintendency

This course is designed to acquaint students with the various functions of the school district superintendency. It is included in the programs of most students completing the Specialist in Education degree. (F, even years, SS)

## TOPICS AND PROJECTS SEQUENCE

Topics and Projects courses provide an opportunity for students to participate in concentrated study and investigation in a selected area of the curriculum.

These topics may also be completed by students to demonstrate a research component. Projects must include various methods and procedures employed in conducting educational research, correct writing style, research instruments, and interpretation and analysis of data when completed for this purpose.

#### 646 Topics and Projects in Classroom Management K-12 (1-6 hours) (F, S, SS)

#### 657 Topics and Projects in Computer Utilization Education (1-6 hours) (F, S, SS)

## Early Childhood and Elementary Education / 63

#### 519 Problems in Elementary Education (1-4 hours)

A course designed to meet the individual student's educational needs. The studies may be either of a subjective or objective research nature. (F, S, SS)

#### 531 Curriculum and Methods in Early Childhood (3 hours)

A gradual induction into planning, creating and integrating developmentally appropriate curriculum and materials for working with children pre-kindergarten through grade 3. Prerequisite: Elem Ed 63-340 or permission of instructor. (S, SS)

#### 532 Family and Community Resources in Early Childhood (2 hours)

Study of family and community resources used in working with parents and students in pre-kindergarten through grade 3. Prerequisite: Elem Ed 63-340 or permission of instructor. (F, SS)

#### 541 Identifying and Prescribing Instruction in Early Childhood Education (3 hours)

A survey of varied formal and informal evaluation techniques to help teachers screen, diagnose, and prescribe instruction for educationally high risk children. Emphasis is placed upon the prevention and correction of developmental deficits. Prerequisite: Elem Ed 63-531 or permission of instructor. (S, SS)

**543 Practicum in Early Childhood (4 hours)**

Supervised practice in evaluating and teaching children in pre-kindergarten through grade 3. Prerequisites: Elem Ed 63-531, 541, or permission of instructor. (F, S, SS)

**602 Supervision of Early Childhood Programs (3 hours)**

An in-depth study of various early childhood programs geared toward preparing students to be skilled in all administrative responsibilities of an early childhood program. (SS)

**603 Mathematics in the Elementary School (3 hours)**

A study of methods and materials used in teaching elementary mathematics, including remedial mathematics. (S, even years, SS)

**605 Science in the Elementary School (3 hours)**

A study of methods and materials used in teaching elementary science. (S, odd years, SS)

**607 Language Arts in the Elementary School (3 hours)**

A study of methods and materials used in teaching elementary language arts. (S, SS)

**610 Social Studies in the Elementary School (3 hours)**

A study of the methods and materials used in teaching elementary social studies. (F, S, even years)

**611 Introduction to Online Instruction and Portfolio Development (1 hour)**

An orientation to the online course delivery system and offers suggested methods and organizational techniques for learning in the online environment. Provides guidelines for content, designing and developing an effective portfolio. Contact home institution for software and hardware development requirements Prerequisite: Must be admitted to the on-line M.S. Ed, Teaching and Learning: Elementary program.

**612 Inquiry into Practice ( 2 hours)**

Teachers will engage in descriptive, analytical, and reflective activities, writing, and dialogue. Prerequisite: Elem Ed 63-611 or may be taken concurrently.

**613 How Students Learn (3 hours)**

A study of learning that is based on research and theory from different disciplines. Learn to use this research to increase students' learning through the study of the physical, emotional, social, cognitive and reflective learning systems in an effort to know and better understand the learning process itself using quantitative research practices. Prerequisites: Elem Ed 63-612 or may be taken concurrently.

**614 Schools, Students and Society (3 hours)**

Investigates the implications of factors affecting teaching and learning, such as culture, politics, ethnicity, language, class, wellness, race and gender. Discover and critique theoretical and practical arguments for improving teaching and learning. Examine multiple ways of knowing that the academic disciplines, students and teachers potentially bring to classrooms. Student will learn about and engage in qualitative research and practice. Prerequisites: Elem Ed 63-613.

**615 Designing and Assessing Teaching and Learning (3 hours)**

Student will develop an action research project to attack a learning/instructional problem utilizing local school improvement goals and MAP assessment performance improvement using either quantitative, qualitative, or a mixed model design. Course is a culmination of building a knowledge base on research methodology in authentic school problems, applying learning theory and valuing the applied research process. Prerequisites: Elem Ed-611, 612, 613, and 614, or may be taken concurrently.

**630 Field Experience in Early Childhood (3-4 hours)**

Designed to bridge early childhood theory and practice, the graduate student will be placed in a field setting to gain needed insight and experience in a broad array of programs serving young children and their families. The specific experience will be designed cooperatively by the student and the instructor to build the student's administrative and professional expertise. Prerequisite: Elem Ed 63-602. (S)

**632 Elementary School Administration (3 hours)**

A study of the administration of the elementary school and how it relates to the goals and objec-

tives of modern elementary education. Suggested prerequisite: Ed 61-630. (F, odd years, SS)

**633 Elementary School Curriculum (3 hours)**

A survey of current educational thought as it relates to the general elementary curriculum, its evolution, and development. (S, odd years, SS)

**638 Practicum in Elementary School Administration and Supervision (1-4 hours)**

Supervised internship with a practicing elementary school principal. Prerequisites: Permission of the Director of Educational Field Experiences and Elem Ed 63-632, 63-633, Ed 61-630 and Ed 61-631 (F, S, SS)

**TOPICS AND PROJECTS SEQUENCE**

Topics and Projects courses provide an opportunity for students to participate in concentrated study and investigation in a selected area of the curriculum.

These topics may also be completed by students to demonstrate a research component. Projects must include various methods and procedures employed in conducting educational research, correct writing style, research instruments, and interpretation and analysis of data when completed for this purpose.

**641 Topics and Projects in Language Arts: Elementary (1-6 hours)**  
(F, S, SS)

**642 Topics and Projects in Social Studies: Elementary (1-6 hours)**  
(F, S, SS)

**643 Topics and Projects in Mathematics: Elementary (1-6 hours)**  
(F, S, SS)

**644 Topics and Projects in Science: Elementary (1-6 hours)**  
(F, S, SS)

**646 Topics and Projects in Classroom Management: Elementary (1-6 hours)**  
(F, S, SS)

**647 Topics and Projects in Administration and Supervision (1-6 hours)**  
(F, S, SS)

**680 Topics and Projects in Early Childhood Education (1-6 hours)**  
(F, S, SS)

**Middle School and Secondary Education / 65**

**511 Middle School Curriculum, Methods and Practicum (3 hours)**  
Methods and techniques of teaching, practicum experience, and curriculum construction for the middle school, with attention given to early adolescent development. (S)

**520 Techniques of Classroom Management and Discipline (2 hours)**  
This course is designed to assist prospective teachers in developing classroom and behavior management techniques. (F, SS)

**570 The Middle School (3 hours)**  
Designed to acquaint prospective or experienced teachers and administrators with the functions, organization, curriculum, and personnel associated with the middle school; with concentration on the early adolescent/transescent learner. (S, SS)

**598 Problems—Secondary (1-4 hours)**  
Designed to meet individual student needs in independent study. The study topic must be approved by the instructor. (F, S, SS)

**646 Topics and Projects in Classroom Management (1-6 hours)**  
Provides students with an in-depth study of specific selected topics in secondary school classroom management. (F, S, SS)

**654 Middle School Administration (3 hours)**  
A study of issues relevant to the middle school administrator. The focus of the course will be the development of a philosophical framework on the part of the student enabling them to identify, analyze, and implement responses to issues uniquely relevant to middle level schools, their

students, patrons, staffs, and administration. This course does not substitute for Elem Ed 63-632 or Sec Ed 65-688. (SS)

**684 Secondary School Curriculum (3 hours)**

Emphasis is placed on trends in the various subject matter areas of secondary school curriculum. Contemporary social issues of potential impact on the school curriculum are included. Curriculum implementation, development, and evaluation are considered. (S, odd years, SS)

**688 Secondary School Administration (3 hours)**

Administrative philosophies, methods, and techniques are included. Special emphasis is placed on the administrative problems of the high school principal. Suggested prerequisite: Ed 61-630. (F, odd years, SS)

**690 Internship in Secondary Teaching (8 hours)**

A supervised teaching internship in a secondary school for graduate students seeking secondary certification. Prerequisites: Ed 61-650 and 61-651, appropriate special methods course or courses, and permission of the Director of Educational Field Experiences. (F, S, SS)

**692 Practicum in School Administration and Supervision (1-4 hours)**

The practicum permits the student preparing for a position in school administration and supervision to enter into a supervised internship. Prerequisites: Permission of Director of Educational Field Experiences, Sec Ed 65-688, Ed 61-630, Ed 61-631 and Sec Ed 65-684. (F, S, SS)

**698 Independent Study in Educational Administration and Supervision (1-4 hours)**

This allows the student who is preparing for a position in school administration and supervision to do field study in an area of particular concern. Prerequisite: Ed 61-682 or permission of chairperson. (F, S, SS)

## Reading and Special Education / 66

**504 Creating Inclusive Classrooms (3 hours)**

This course is designed to provide a framework for creating learning environments that support the learning and socialization of students who bring unique characteristics to the classroom. Teachers will develop effective techniques and methods for all students including: those who are at risk for success or who have disabilities; the gifted and talented; those whose diversity lies in their culture, language, race, gender, sexual orientation or family structure. Prerequisites: At least two of the following methods courses: Read/Sp 66-356, Sci Ed 28-380, Math 17-471 or Elem Ed 63-410 or permission of instructor. (S)

**508 Transition/Career Education for Students with Disabilities (2 hours)**

Acquaints the student with an understanding of principles, methods, and procedures of career development for the handicapped. (S, and SS, odd years)

**522 Technology for Teaching and Learning (3 hours)**

Student will learn about various technologies, applications, procedures, and assessments to facilitate student learning. Using technology to meet the diverse needs of students including those with disabilities will be explored. Topics include: assessment, levels of assistive technology devices and services, use of word processing, spreadsheet, and database software in the instructional process, student and teacher productivity applications, ethical and legal issues regarding technology in the classroom, and instructional software. (F)

**540 Behavior Management Techniques (3 hours)**

This course is designed to provide teachers with both technical and functional understanding of applied behavior analysis, as well as strategies for the everyday applications of behavior management in classrooms and other educational settings. Prerequisites: Read/Sp 66-371, 66-382, and 66-384 or 66-385. If graduate, prerequisite is: a general survey course of exceptionalities, Read/Sp 66-641. (F, SS)

**542 Curriculum and Methods in Early Childhood Special Education (3 hours)**

This course is designed to develop skills to enable the prospective teacher of the young child (birth through grade 3) with special needs to: (1) plan and organize appropriate curriculum content and learning sequences; (2) identify and implement appropriate instructional strategies, techniques, and environments; and (3) work effectively with parents and families, as well as other professionals and caregivers. Prerequisites: Elem Ed 63-340 or 63-531, Elem Ed 63-541. (SS, even years, S, odd years)

**544 Practicum in Early Childhood Special Education (3 hours)**

Supervised practice in early childhood teaching, interpreting individualized tests and application of behavior management techniques with pre-school handicapped children. Prerequisite: Read/Sp 66-542. (S)

**553 The Reading Program in the Secondary School (3 hours)**

A course for specialized personnel in reading at the secondary level. Topics will focus on means for identifying students' basic and developmental skill needs, as well as materials and techniques for instruction. Prerequisite: Read/Sp 66-353 or 6 hours in reading courses or permission of instructor. (S, SS)

**574 Teaching Math to Students with Disabilities (2 hours)**

Methods and materials used in teaching remedial math to the exceptional learner. (F, SS)

**621 Administration of Special Education (3 hours)**

Procedures, responsibilities, and problems relating to the administration of special education programs. These experiences should include, but not be limited to, the following: administrative patterns, legal basis, financial aspects, placement conferences, managing the IEP, placement alternatives, program evaluation, mainstreaming, and grant development. Suggested prerequisite: Elem Ed 63-632 or Sec Ed 65-688. (S O3, F)

**622 Internship in Special Education Administration (1-4 hours)**

Involves a field experience in which the student spends periods of time observing and performing

various functions associated with special education administration. These experiences should include, but not be limited to the following: administrative matters, a legal basis for special education, financial aspects, placement conferences, managing the IEP, placement alternatives, program evaluation, mainstreaming and grant development. Prerequisite: Read/Sp 66-621. (S)

**630 Theoretical and Knowledge Base of Reading (3 hours)**

Enables teachers to advance the understanding and application of the theoretical base supporting reading and writing as a multi-dimensional process, including the influential factors of interests and attitudes, cognitive and linguistic development, grapho-phonemic and metacognitive awareness. Learn to coordinate literacy learning by incorporation of materials, teaching strategies, and technology pertinent to effective reading instruction in areas of word recognition, comprehension, reference and study skills and applied research. Prerequisite: Elem Ed 63-615.

**631 Improvement of Teaching Reading: Inquiry and Research (3 hours)**

Student learns to evaluate his/her own classroom performance in teaching of reading. Inquiry models and best practices research are explored to assist teacher in effective educational decisionmaking. Prerequisite: Read/Sp 66-630.

**632 Assessment in Reading (3 hours)**

Provides instruction and experience in evaluating abilities and achievement in literacy using formal and informal diagnostic procedures leading to prescriptive teaching instruction to encourage reading and writing as a means of personal growth, enjoyment and life-long learning. Prerequisite: Read/Sp 66-630.

**633 Practicum in Diagnosis and Intervention Strategies for Emergent Readers (3 hours)**

Practice in administering, scoring, and interpretation of informal and formal reading assessment instruments in students at the emergent literacy stage. The roles and responsibilities of reading professionals will be addressed. Prerequisites: Read/Sp 66-630, 631, 632.

**634 Practicum in Diagnosis and Intervention Strategies for Post-Emergent Readers (3 hours)**

Practice in administering, scoring, and interpretation of informal and formal reading assessment instruments in students at the post-emergent literacy stage. The roles and responsibilities of reading professionals will be addressed. Prerequisites: Read/Sp 66-630, 631, 632.

**635 Techniques for Conferencing and Collaboration (3 hours)**

Discussion of strategies designed to foster effective collaborative, conferencing, and communication skills. These skills will enhance partnerships between families of students with exceptional needs, general and special education teachers, paraeducators, and other support personnel. (S)

**641 Educating the Exceptional Child (2 hours)**

Provides participants with knowledge and understanding about the identification of exceptional children, methods of working with exceptional children, and sources of referral available to parents and teachers.

**642 Introduction to Teaching Students with Mild to Moderate Disabilities (3 hours)**

An introductory course designed to provide an initial understanding of K-12 students with mild to moderate disabilities representative of the multicategorical fields of learning disabilities, mental retardation, emotional/behavior disorders, and physical and other health impaired. Prerequisite: Read/Sp 66-641 or comparable course. (F)

**643 Teaching Students with Mild to Moderate Disabilities (3 hours)**

Methods and strategies, including numerous examples of curricular and instructional methodologies utilized in teaching K-12 students with mild to moderate disabilities representative of the multicategorical fields of learning disabilities, mental retardation, emotional/behavior disorders, and physical and other health impaired. Prerequisite: Read/Sp 66-642. (S)

**652 Psycho-Education Measurement (3 hours)**

This course includes the administration and interpretation of the most commonly used indi-

vidual tests of cognitive functioning and achievement tests used to diagnose pupils for placement in reading and special education programs. Limited practicum experiences are required. (F, SS)

**654 Analysis and Correction of Reading Disabilities (3 hours)**

A study of the causes of reading disabilities, diagnostic procedures, and methods for correction. Coursework in developmental reading required. Prerequisite for M.S. Ed in Reading is Read/Sp 66-655.. (S, even years and SS, odd years)

**655 Reading in the Elementary School (3 hours)**

A study of methods and materials used in the teaching of literacy in the elementary grades. (F, SS)

**659 Organization and Supervision of Reading Programs (2 hours)**

Designed to inform administrators and reading specialists of the administrative aspects of reading programs. (SS)

**660 Practicum in the Diagnosis of Reading Disabilities (3 hours)**

Supervised practice in diagnosing students with literacy disabilities. Prerequisites: Read/Sp 66-654. (F)

**661 Practicum in Remediation of Reading Disabilities (3 hours)**

Supervised practice in teaching students with literacy disabilities. Prerequisite: Read/Sp 66-660 or approval of instructor. (S)

**666 Practicum in Mild to Moderate Disabilities: Elementary (1-4 hours)**

Supervised practice in diagnosis and interpretation of individual intelligence tests and prescriptive instruction, including specialized techniques, materials, and behavior management techniques for teaching the multi- categorical mildly handicapped elementary child. Prerequisites: permission of Director of Educational Field Experiences and Read/Sp 66-642 and 652. (S)

**667 Practicum in Mild to Moderate Disabilities: Secondary (1-4 hours)**

Supervised practice in diagnosis and interpretation of individual intelligence tests and prescriptive instruction, including specialized techniques, materials, and behavior management techniques

for teaching the multi-categorical mildly handicapped secondary child. Prerequisites: Read/Sp 66-642, 643 and 652. (S)

**670 Introduction to Behavior Disorders (3 hours)**

This is an introductory course designed to help the certified teacher gain an initial understanding of behavioral disorders and their legal, educational, and administrative implications on learning. Prerequisite: Read/Sp 66-371 or 641 or permission of instructor. (SS, even years)

**675 Teaching Students with Emotional/Behavior Disorders (3 hours)**

Classroom identification, formal and informal diagnostic procedures, and prescriptive instruction, including specialized techniques and materials for teaching elementary and secondary school children who are behaviorally disordered. Prerequisite: Read/Sp 66-670 or permission of instructor. (SS, even years)

**676 Practicum in Teaching Students with Emotional/Behavior Disorders: Elementary (1-4 hours)**

Supervised practice in diagnosis and interpretation of individual intelligence tests and prescriptive instruction, including specialized techniques, materials, and behavior management techniques for teaching the behaviorally disordered elementary child. Prerequisites: permission of Director of Educational Field Experiences and Read/Sp 66-652 and 675. (S)

**677 Practicum in Teaching Students with Emotional/Behavior Disorders: Secondary (1-4 hours)**

Supervised practice in diagnosing and teaching secondary school youths who are behaviorally disordered. Prerequisites: permission of Director of Educational Field Experiences and Read/Sp 66-652 and 675. (S)

**699 Seminar: Selected Topics in Special Education (3 hours)**

Capstone course will provide an avenue for scholarly study of current professional literature on a variety of current issues and trends in the field of special education. Designed to complement and extend student's study of relevant topics. Course

will finalize the portfolio required at the completion of the program for faculty review. (S)

**TOPICS AND PROJECTS SEQUENCE**

Topics and Projects courses provide an opportunity for students to participate in concentrated study and investigation in a selected area of the curriculum.

These topics may also be completed by students to demonstrate a research component. Projects must include various methods and procedures employed in conducting educational research, correct writing style, research instruments, and interpretation and analysis of data when completed for this purpose.

**640 Topics and Projects in Reading (1-6 hours)**  
(F, S, SS)

**674 Topics and Projects in Behavior Disorders: Elementary (1-6 hours)**  
(F, S, SS)

**679 Topics and Projects in Behavior Disorders: Secondary (1-6 hours)**  
(F, S, SS)

**683 Topics and Projects in Mild and Moderate Mental Disabilities: Elementary (1-6 hours)**  
(F, S, SS)

**688 Topics and Projects in Mild and Moderate Mental Disabilities: Secondary (1-6 hours)**  
(F, S, SS)

**689 Topics and Projects in Severe Mental Disabilities: Secondary (1-6 hours)**  
(F, S, SS)

**693 Topics and Projects in Learning Disabilities: Elementary (1-6 hours)**  
(F, S, SS)

**698 Topics and Projects in Learning Disabilities: Secondary (1-6 hours)**  
(F, S, SS)



# Department of Family and Consumer Sciences / 15

**Chairperson:** Frances Shipley

**Graduate Faculty:** Jenell Ciak, Patricia Gross, Lauren Leach, Frances Shipley

**Department Telephone:** (660) 562-1168

Graduate courses are available for in-service to public school teachers and as electives for students working toward degrees in other disciplines. No graduate degree is offered in Family and Consumer Sciences.

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## Course Descriptions

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### Family and Consumer Sciences / 15

#### 500 Special Offerings (1-4 hours)

Course which is offered on only one occasion or variable issue-oriented course which has the content described in the title.

#### 526 Independent Living for Special Populations (3 hours)

A lifespan approach to the principles involved in developing independent living skills for those who have disabilities. The course will be designed to provide training and experience in working with the handicapped and the elderly. Prerequisite: FCS 15-424 or by permission. (F, S)

#### 540 The Adult Learner (3 hours)

Organization and administration of programs for adults. A study of teaching procedures, trends in subject matter, materials, techniques, and evaluation as applied to adult education. This course provides opportunity for observation and participation in adult programs. (F)

#### 542 Foundations in Family and Consumer Sciences Education (3 hours)

A course designed to develop competency in curriculum construction in family and consumer sciences based on the comprehension and analysis of the structure of the field of family and consumer sciences, relevant legislation, and spe-

cial needs of the learner. Includes emphasis on vocational youth groups within the curriculum. Prerequisite: Admission to teacher education. (F)

#### 544 Organization and Administration of Programs in Family and Consumer Sciences Education (3 hours)

An introduction to work-based learning in FACS. Strategies for delivering work-based education including cooperative education, internship programs and entrepreneurial simulations. Appropriate school-to-work opportunities for each grade level will be explored. Other concepts include meeting diversity needs, marketing FACS, grants as sources of funding, and developing a portfolio. Prerequisite: FCS 15-542. (S, alt. years)

#### 571 Trends in Child Development and Family Relations (1-2 hours)

This course is designed to update teachers in the area of child development and family relations. (Alt. years)

#### 572 Trends in Family Economics and Management (1-2 hours)

This course is designed to update teachers in the area of family economics and management. (Alt. years)

#### 573 Trends in Foods and Nutrition (1-2 hours)

This course is designed to update teachers in the area of foods and nutrition. (Alt. years)

**574 Trends in Family and Consumer Sciences Education (1-2 hours)**

This course is designed to update teachers in the area of home economics education. (Alt. years)

**575 Trends in Housing, Home Furnishing, and Equipment (1-2 hours)**

This course is designed to update teachers in the area of housing, home furnishing, and equipment. (Alt. years)

**576 Trends in Textiles and Clothing (1-2 hours)**

This course is designed to update teachers in the area of textiles and clothing. (Alt. years)

**580 Methods in Family and Consumer Sciences Education (3 hours)**

A course designed to develop competence in selection, development, and use of instructional techniques, materials and evaluation procedures in family and consumer sciences education. Prerequisite: FCS 15-432. (S)

## **Department of Health / 22, Physical Education / 22, Recreation / 45 and Dance / 22**

**Chairperson:** Terry Robertson

**Graduate Faculty:** Bob Boerigter, Loren Butler, Jeffrey Ferguson, James Johnson, Donna Lindenmeier, Terry Long, Janet Reusser, Terry Robertson, Rheba Vetter

**Associate Graduate Faculty:** David Colt, Robert Lade

**Department Phone:** (660) 562-1297

The Department of Health, Physical Education, Recreation and Dance provides a Master of Science in Education degree with a major in health and physical education. This degree has multiple interest areas that the student may choose and include: Athletic Administration, Health Sciences, Physical Education, and Recreation.

The curriculum is composed of courses in professional education, research, the theoretical base of health, physical education, and recreation, and the teaching specialty.

The objectives of the program are as follows. The students will be able to:

1. Develop basic knowledge and skills in conducting research, and in interpreting, reporting, and applying the results of research.
2. Demonstrate depth and breadth of knowledge in an area of interest.
3. Acquire skills and principles used to administer a program successfully.
4. Explain the role of the discipline in education and in society.

5. Discuss trends, issues, and problems associated with the discipline and suggest solutions to problems.
6. Develop as a self-directed, life-long learner, who can effectively communicate with and motivate individuals for wellness and movement related activities.
7. Facilitate and/or collaborate successfully with others in authentic conditions.
8. Develop, adopt, practice and promote ethical behaviors for themselves and others.
9. Become a “Master Professional.”

Key Quality Indicators have been developed for the program.

1. Mediator of Knowledge
2. Promotor of Dignity
3. Coordinator of Learning

### **Program Admission Requirements**

Students wishing to pursue a graduate degree in the Department of Health, Physical Education, Recreation and Dance must meet the admission requirements of the University and department as stated in this catalog in addition to the following:

1. A minimum overall grade point average of 2.75 on the undergraduate transcript is required. A student who has an undergraduate GPA of 2.50 to 2.74 may be considered for admission after he/she has completed eight hours of required graduate coursework at Northwest with a GPA of 3.25.
2. A minimum combined score of 700 on the verbal and quantitative sections of the Graduate Record Examination (GRE). The student must retake the test if the score falls below the 700 minimum. Official scores must be filed with the Graduate Office at the time of admission or no later than the end of the first trimester of enrollment, or the student may not re-enroll the following term.
3. Complete departmental admissions packet and receive written acceptance from the HPERD department via the graduate coordinator or their designee.
4. Successful completion of a supervised writing assessment conducted by the department during the first trimester of enrollment.

### **Admission Appeal**

Students not meeting the departmental GPA admission standards as stated may appeal to the departmental graduate admission committee. Appeals should be made in writing to the HPERD graduate studies coordinator.

If after a second attempt on the GRE the student is unable to attain the minimum admission score, he or she may appeal to the departmental graduate admission committee. Appeals should be made in writing to the HPERD graduate studies coordinator.

Students not successfully completing the writing assessment may appeal in writing to the HPERD graduate studies coordinator.

**Departmental Admissions Appeal Committee**

A committee of three department members, including the advisor in the major fields and faculty who have had the student in class.

The student is to:

1. Submit a portfolio including:
  - a. Transcripts of all credits.
  - b. A written request for alternative admission (minimum 250 words not to exceed three double-spaced word-processed pages).
  - c. Two employer/supervisor recommendations.
2. Make an oral presentation to the committee including:
  - a. Statement of personal and professional reasons for appeal.
  - b. Factors or motivation for seeking a graduate degree.
  - c. Projected plans for degree completion.

**Program Completion Requirements**

In addition to successful completion of the Steps Toward a Master’s Degree (page 18 and 19), successful completion of the following College of Education and Human Services and HPERD departmental requirements are required:

1. Present a Professional Portfolio for consideration and approval by the Departmental Graduate Council.
2. Completion of an approved fieldwork experience.
3. Present evidence of meeting related professional credential requirements.

**Graduate Assistantships**

Graduate assistantships are available on a competitive basis for qualified students. Students must enroll as HPERD Master’s students in order to obtain a graduate assistantship in the HPERD department.

**M.S.Ed.: Health and Physical Education**

This degree choice has an option to achieve teacher certification. If a non-teacher certification path is selected, an approved alternative professional certification is required prior to program completion and degree awarding. Contact the HPERD department graduate coordinator for more information.

<b>Core Requirements (all courses required)</b> . . . . .	<b>9</b>
PE 22-636 Research Methods in Health, Physical Education, and Recreation . . . . .	3
PE 22-690 Research Paper . . . . .	3
Ed 61-695 Philosophy of Education OR Ed 61-649 Issues in Education . . . . .	3
<b>Subject Field Requirements (required course)</b> . . . . .	<b>3</b>
PE 22-634 Survey of Professional Literature . . . . .	3

<b>Select an Interest Area (see * for the required course)</b> .....	<b>3</b>
<b>Electives in the selected Interest Area</b> .....	<b>12</b>
<b>Athletic Administration</b>	
*PE 22-681 Administration of Health, Physical Education and Sport .....	3
PE 22-512 Socio-Psychological Aspects of Human Performance .....	3
Rec 45-533 Recreational Sports Management .....	3
PE 22-682 Care and Prevention of Athletic Injuries .....	3
Ed 61-613 School Personnel Administration .....	3
Ed 61-630 Foundations of Educational Administration .....	3
Ed 61-665 School Law .....	3
Ed 61-675 School Finance .....	3
<b>Physical Education</b>	
*PE 22-630 Curriculum in Health and Physical Education .....	3
PE 22-512 Socio-Psychological Aspects of Human Performance .....	3
PE 22-523 Motor Development .....	3
Rec 45-533 Recreational Sports Management .....	3
PE 22-536 Mechanical Analysis of Sport Skills .....	3
PE 22-537 Assessment in Physical Education .....	3
PE 22-635 Adaptive Physical Education .....	3
PE 22-638 Physical Education in the Elementary School .....	3
PE 22-632 Exercise Physiology .....	3
PE 22-640 Improving Instruction through Systematic Observation .....	3
<b>Health Science</b> (completion of this interest does NOT certify to teach health in public schools. Additional courses must be taken in conjunction with some of these courses.)	
*PE 22-632 Exercise Physiology .....	3
PE 22-532 Exercise Testing/Prescription/Analysis of Cardiac Function .....	3
PE 22-536 Mechanical Analysis of Sports Skills .....	3
PE 22-550 Community Health .....	3
PE 22-552 Health Promotion .....	3
PE 22-554 Human Sexuality .....	3
PE 22-682 Care and Prevention of Athletic Injuries .....	3
SCGD 68-520 Drug Prevention and Education in Schools .....	3
Read/Sp 66-641 Educating the Exceptional Child .....	2
PE 22-683 Secondary Schools Health Methods .....	3
PE 22-640 Improving Instruction through Systematic Observation .....	3
<b>Recreation</b>	
*Rec 45-630 Historical/Philosophical Concepts of Parks and Recreation .....	3
Rec 45-533 Recreational Sports Management .....	3
Rec 45-542 Trends and Issues in Therapeutic Recreation .....	3
Rec 45-545 Risk Management in HPERD .....	3
Rec 45-546 Administration of Recreation .....	3
Rec 45-635 Trends and Issues in Recreation/Leisure .....	3
Rec 45-640 Social and Psychological Aspects of Recreation/Leisure .....	3
Rec 45-645 Assessment and Evaluation of Recreation/Leisure Services .....	3
Rec 45-650 Financing and Marketing in Recreation/Leisure Services .....	3

Rec 45-655 Natural Resource History and Interpretation . . . . . 3  
 Rec 45-660 Recreation Facility Design and Management . . . . . 3  
 Rec 45-665 Leisure and Aging . . . . . 3  
 Rec 45-680 Graduate Recreation Internship . . . . . 3  
 PE 22-640 Improving Instruction through Systematic Observation . . . . . 3

**Unspecified Electives** . . . . . 5  
**Total** . . . . . 32

**Note:** No more than three hours of Independent Study can be applied toward a degree.

Detailed information on program advisement, completion of the research paper, comprehensive examinations and other aspects of the program can be found in the Graduate Program Outline—Health, Physical Education, Recreation and Dance, which may be obtained from the graduate advisor or the department chairperson.

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## Course Descriptions

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### Health / 22, Physical Education / 22, and Dance / 22

**510 Special Topics (1-3 hours)**  
 A sub-title will be used for each class in schedule, (i.e., PE 510 Special Topics, Hunter Safety Certification). The sub-title description will vary depending on the particular workshop. (SS)

**512 Socio-Psychological Aspects of Human Performance (3 hours)**  
 Analysis of sociological and psychological aspects which influence human performance. Prerequisites: PE 22-239, 254, 333; upper-division standing or permission of instructor. (F)

**523 Motor Development (3 hours)**  
 This course is designed to focus on normal and abnormal motor development of school-age individuals. Emphasis is placed on the study of the interaction between environmental and biological factors which affect changes in motor performance, motor development assessment techniques, and designing and implementing an individualized program for a school-age student. (F, S, SS)

**532 Exercise Testing, Prescription and Analysis of Cardiac Function (3 hours)**  
 Designed to provide special emphasis to testing individuals with several exercise protocols and

modes. Emphasis will be placed upon cardiovascular functions at rest, during exercise and recovery. The format is practical and laboratory based in nature.

**536 Mechanical Analysis of Sports Skills (3 hours)**  
 Designed to improve the student's ability to teach physical education or coach by analyzing a variety of activities in terms of the fundamental principles of mechanics. Prerequisites: PE 22-254, 336. (SS)

**537 Assessment in Physical Education (3 hours)**  
 A study of the evaluation procedures in physical education, the administration of such procedures, and the interpretation of the results by fundamental statistical methods. (F, S)

**550 Community Health (3 hours)**  
 Historical, physical, biological, and socio-cultural factors that influence the magnitude and character of health problems, goals, and solutions. (F, S)

**552 Health Promotion (3 hours)**  
 The study of the organization and implementation of a comprehensive health promotion program. Practical applied experiences are included. (F, S)

**554 Human Sexuality (3 hours)**  
 A study of the historical, biological, psychological,

and socio-cultural aspects of sexuality in relation to modern life. (F, S)

**571 Driver and Traffic Safety Education II (3 hours)**

Professional preparation for organization, administration, finance, special programs and evaluation of driver education programs. Includes laboratory experiences. Prerequisite: PE 22-271. (SS)

**580 Methods in Secondary Physical Education (3 hours)**

A survey of teaching styles and pedagogy. Special emphasis is given to daily teaching methodology with practical experiences. The relationship of methods of teaching to curriculum is also covered. (Must be taken prior to directed teaching.) Prerequisites: PE 22-239, 332, 430 and 431. (F, S)

**630 Curriculum in Health and Physical Education (3 hours)**

Principles and procedures in the development of curriculum in health and physical education with emphasis on the teaching situation. (S, SS)

**632 Exercise Physiology (3 hours)**

A study of the role of physiology in exercise, including exercise testing and the writing of exercise prescriptions. Prerequisites: PE 22-254, 332 or equivalent. (S, SS)

**634 Survey of Professional Literature (3 hours)**

Review and analysis of outstanding professional literature in health, physical education, recreation and related fields of physiology, psychology, sociology and others. Critical analysis of selected publications. (F, SS)

**635 Adaptive Physical Education (3 hours)**

Analysis of general and specific problems pertaining to the handicapped student; emphasis on current research and use of therapeutic measures. (F, S, SS)

**636 Research Methods in Health, Physical Education and Recreation (3 hours)**

An introduction to present-day methods and techniques of research, applicable to the fields of health, physical education and recreation. (S, SS)

**638 Physical Education in the Elementary School (3 hours)**

A course designed to provide students with an opportunity to develop a program of activities for K-8 physical education as well as acquire skills in supervision and methodology in K-8 physical education. Prerequisite: PE 22-238 or permission of instructor. (SS)

**639 Independent Study in Physical Education (1-3 hours)**

An advanced course designed to pursue a given content area. Advisor's consent is required. (F, S, SS)

**640 Improving Instruction through Systematic Observation (3 hours)**

Considers techniques and strategies for instructional improvement for a variety of settings, including formal school settings and other educational and informational settings. Students will become familiar with systematic observation analysis instruments, procedures and techniques. (F, SS)

**649 Independent Study in Recreation (1-3 hours)**

An advanced course designed to pursue a given content area. Advisor's consent is required. (F, S, SS)

**659 Independent Study in Health (1-3 hours)**

An advanced course designed to pursue a given content area. Advisor's consent is required. (F, S, SS)

**679 Independent Study in Safety (1-3 hours)**

An advanced course designed to pursue a given content area. Advisor's consent is required. (F, S, SS)

**681 Administration of Health, Physical Education and Sport (3 hours)**

Organization and management of interscholastic and intercollegiate athletics. Problem solving approaches are used. (F, SS)

**682 Care and Prevention of Athletic Injuries (3 hours)**

Practical and theoretical study of the care of athletic injuries. Prerequisite: PE 22-382 or permission of instructor. (SS, even years)

**683 Secondary School Health Methods (3 hours)**

Organizing health instruction, development and appraisal of materials, and use of active/authentic instructional strategies for grades 9-12. Provides a framework for the development and implementation of a Comprehensive School Health Program. (F, SS)

**690 Research Paper (1-4 hours)**

Selected individual problems, with in-depth research in an area of the student's interest. Prerequisite: PE 22-636. (F, S, SS)

**699 Thesis (2-4 hours)**

Allows the student to explore the potential of physical education as an area of research and scholarly effort. Demands in-depth and breadth of background review. Prerequisite: PE 22-636. (F, S, SS)

## Recreation / 45

**510 Special Topics in Recreation (1-3 hours)**

Designed for special workshops. (F, S, SS)

**533 Recreational Sports Management (3 hours)**

A study of the objectives and principles of administering an intramural program at the high school or college level. Application of principles to practical situations with field experience. Prerequisite: PE 22-333 or permission of instructor. (F)

**542 Trends and Issues in Therapeutic Recreation (3 hours)**

This course is designed to familiarize students with existing trends in therapeutic recreation programming, to discuss current legal issues, current societal attitudes toward individuals with disabilities, trends within the health care delivery system, and other current trends and issues related to therapeutic recreation. Prerequisites: Rec 45-245, 345, and 448. (S)

**545 Risk Management in HPERD (3 hours)**

Designed to give students a basic understanding of their legal responsibilities as teachers, coaches, trainers and recreation professionals to provide a safe environment for those they serve, and to develop an understanding of the law and how it may apply to the rights of students, special popu-

lations, women and co-workers. Prerequisites: Rec 45-240, 340 and 443 or permission of instructor. (S)

**546 Administration of Recreation (3 hours)**

Organization and administration of recreation on the federal, state, and local levels. Special attention is given to community organization for recreation; budgeting and personnel management; and the place of physical activities, pageants, and special events in the recreation program. (F, S)

**630 Historical and Philosophical Concepts of Parks and Recreation (3 hours)**

A study of the basic philosophical and historical developments in leisure and recreation emphasizing the historical significance of leisure in society. An overview of the evolution of the philosophical understanding and explanation of leisure in society. A critical review of major writings and research in the field will be utilized. (F)

**635 Trends and Issues in Recreation/Leisure (3 hours)**

A review of the significant social, demographic, behavioral, environmental, developmental, and technological issues that influence the provision of recreation services. Explores how these issues impact the individual and the service provider. (F)

**640 Social and Psychological Aspects of Recreation/Leisure (3 hours)**

A look at how psychological, social and developmental factors influence individual and group perceptions of the role recreation/leisure has on people and how these factors influence recreation/leisure participation. Theoretical and applied perspectives will be addressed (S)

**645 Assessment and Evaluation of Recreation/Leisure Services (3 hours)**

Familiarizes the student with appropriate assessment/evaluation techniques as they are utilized in various leisure service settings. Techniques related to the delivery of recreation programs, park and recreation resources, and personnel are reviewed. Emphasis is placed on those assessment/evaluation skills used by leisure professionals to determine the extent to which programmatic and organizational goals and objectives have been achieved. (SS)



**650 Financing and Marketing Recreation/Leisure (3 hours)**

Application of economic and marketing principles to leisure service delivery systems and the analysis of institutional factors affecting the allocation of resources for recreational purposes. Fundraising principles and practices for public and private nonprofit leisure service organizations are studied. (SS)

**655 Natural Resource History and Interpretation (3 hours)**

An exploration of federal and state natural resource agencies, focusing on the history, philosophies, uses, and management practices of wild lands, historic resources, and natural areas. Explore the communication processes between managers and publics that help interpret the special characteristics of natural, cultural, and historic resources. (F)

**660 Recreation Facility Design and Management (3 hours)**

A study of the types of facilities utilized in recreation settings including the aspects of the plan-

ning process, design, financing, needs assessment, facility management and maintenance. (SS)

**665 Leisure and Aging (3 hours)**

Explores the role of leisure in adult development with focus on the aging process, leisure needs, and leisure services. Basic concepts associated with leisure, aging, targeting leisure services, research, and public policy are presented based on forecasting leisure demand in the 21st century. Further examines contemporary issues related to older adults and their leisure behavior, including constraints, legislation, lifestyle factors, and research related to quality of life. (SS)

**680 Graduate Recreation Internship (3 hours)**

Supervised off-campus professional field experience in appropriate agencies or other approved settings. Available in emphasis areas: park/recreation administration, recreational sports administration, therapeutic recreation, campus recreation, armed forces recreation, outdoor recreation, and resource management. (F, S, SS)

## Department of Psychology / 08, Sociology / 35 and Counseling / 68

**Chairperson:**

**Graduate Faculty:** Jerrold Barnett, Carol Claflin, Douglas Dunham, Carla Edwards, Jackie Kibler, Larry Riley

**Associate Graduate Faculty:** Shelly Hiatt, April Haberyan, Greg Loewen, Melinda Russell-Stamp

**Coordinator of Advisement:**

M.S.Ed. Guidance and Counseling—Shelly Hiatt

**Department Telephone:** (660) 562-1260

### Master of Science Degree Program

Human services are important in a society that is becoming more complex with each passing decade. It is widely recognized that people often need assistance in coping with the stresses and

strains engendered by the changing and complex world in which they live. As individuals sensitive to the problems others are experiencing, counselors are professionally trained to help people deal with the ordinary difficulties of life. Counselors work in a variety of group settings such as schools, governmental agencies, business corporations, family practice and mental health clinics, mental hospitals and correctional institutions, to list but a few. The Department of Psychology, Sociology and Counseling faculty firmly believe that the department's graduate programs will prepare individuals for entering professional careers in counseling psychology or school guidance and counseling. As of March 1, 2003, the M.S. Counseling Psychology program is on furlough. No new admissions are permitted while this program is on furlough. Please call the department chairperson for further information.

### Program Admission Requirements

All students pursuing a graduate degree in the department must meet the general requirements of the University and the specific department requirements. For the most recent changes in programs or requirements, visit our web site at <http://www.nwmissouri.edu/>. Department requirements to be completed in the following sequence are:

1. In addition to applying for admission to the University, graduate students must apply for admission into a specific program in the department. Only summer entrants will be accepted for the M.S. Ed. Guidance and Counseling program. **Department application deadline is March 1.**
2. Contact the department chairperson for assignment to the coordinator of advisement. Contact with the coordinator should be made prior to enrolling in any graduate courses. The student must present a copy of his or her undergraduate transcripts prior to registering for classes.
3. **M.S. Ed. Guidance and Counseling Student Selection Criteria**
  - Submission of an undergraduate transcript from an accredited college which indicates:
    - a. A minimum overall grade point average of 2.50 or above;
    - b. A minimum GPA in the undergraduate declared major of 3.00;
  - Submission of scores from the Graduate Record Examination
  - A written statement of career plans and philosophy of education.
  - A written recommendation attesting to the applicant's potential as a graduate student and as a school counselor from a certified school counselor, a Licensed Professional Counselor (LPC), a school administrator, or a college professor.
  - While a teaching certificate is preferred, an applicant can take additional coursework in lieu of a teaching certificate. The recommended additional core of teaching courses will be determined by the Program Director in concert with Missouri certification requirements.
4. Degree candidacy will be based upon the recommendation of the Graduate Studies Committee of the Department of Psychology, Sociology and Counseling at Northwest after the student has completed a minimum of 18 hours in the program (required courses) with a minimum GPA of 3.00.
5. Satisfactorily complete a comprehensive examination.

6. Satisfactorily complete a thesis or research project under the supervision of a member of the psychology graduate faculty. An oral defense of the thesis is required.
7. A delayed grade (DL) must be removed within one year in a required course (not including research project or thesis.) See page 44 for policies on delayed grades.
8. Complete at least 42 graduate hours (M.S.Ed. Guidance and Counseling) in an approved program with at least a 3.00 ("B") overall GPA. Students receiving grades of "C" or lower in more than 6 of the hours required in their approved program (including grades that are superseded) will be removed from candidacy, and grades of "C" or lower in the individual testing courses (Psych 08-663, 672 or SCGD 68-671) or practicum (Psych 08-689, 690, or SCGD 68-628, 629, and 630) will not be considered as fulfilling those course requirements.
9. All graduate students in the program are required to become actively engaged in research activities as part of their graduate training. These activities should be planned in consultation with the coordinator of advisement.
10. Continuous enrollment every trimester is required (except summers in the M.S. program). Exceptions must be approved in writing by the program coordinator.

Detailed information on these requirements are in the Program Outline published by the department and can be obtained from any department faculty member or the department chairperson.

### **Restricted Enrollment**

Enrollment in most courses in the M.S.Ed. program is restricted to students accepted into that program. However, 500-level courses permit enrollment by qualified undergraduate seniors and graduate students. Three other courses in the School Guidance and Counseling program (Psych 08-603, 623, and 633) allow graduate students to enroll when their own graduate program recommends it. Web-based 600-level courses require potential students to meet the academic qualifications for admission into the Guidance and Counseling program and those of the Graduate School; these classes may also require consent of the instructor, relevant program director, and/or department chairperson. Enrollment in any other 600-level core area course is restricted pending approval of the program director and/or department chair. Approval is likely for those who have completed a counseling degree at another institution or for those who need some additional courses to meet licensure/certification requirements.

## **M.S.Ed. in Guidance and Counseling: 42 hours**

This graduate program is structured around the developmental approach to school counseling and one of its derivatives, the *Missouri Comprehensive Guidance Model* (Borders & Drury, 1992; Gysbers, Hughey, Starr, & Lappan, 1992; Myrick, 1993; Wittmer, 1993). The program stresses the importance of students learning and applying various cognitive, psychosocial, moral, and social-cognitive developmental theories. Each model describes the developing child within the context of several sequential, hierarchical stages of functioning. As an active part of the teaching-learning milieu and process, our school counselors in-training are asked to view themselves as decision-makers and facilitators of change.

Out of the developmental approach, the program then focuses on the three primary functions of the modern school counselor: consultation, coordination, and counseling. A major element

of our school counseling program is the development and refinement of individual, small- and large-group counseling and guidance skills. The goal of instruction in the counseling domain is to promote largely those skills necessary to help children work through issues directly relevant to their educational, personal, social, and vocational progress.

The purpose of the M.S. Ed. in Guidance and Counseling is to prepare counselors to work in elementary, middle, and secondary schools.

**Required Courses**

**Scientific Foundations Core:**

- SCGD 68-636 Methods in Counseling Research ..... 3
- SCGD 68-652 Group Appraisal ..... 3

**Assessment Core:**

- SCGD 68-671 Student Appraisal ..... 3
- SCGD 68-660 Organization and Administration of Guidance Programs ..... 3
- SCGD 68-654 Occupational and Educational Information ..... 3

**Counseling Methods Core:**

- SCGD 68-570 Principles and Practices of the K-12 Guidance Program ..... 3
- SCGD 68-610 Counseling Theory and Techniques ..... 3
- SCGD 68-640 Group Counseling Techniques ..... 3
- SCGD 68-628 Supervised Practice in Elem./Sec. School Guidance ..... 3

**Field Practicum:**

- SCGD 68-629 Practicum in Elementary School Guidance OR
- SCGD 68-630 Practicum in Secondary School Guidance ..... 6

**Research Component:**

- SCGD 68-639 Research Project OR
- SCGD 68-699 Thesis ..... 3

**M.S.Ed. Guidance & Counseling Program Core:**

- Psych 08-603 Advanced Educational Psychology ..... 3
- Psych 08-623 Advanced Child Psychology (elementary certification) OR
- Psych 08-633 Advanced Adolescent Psychology (secondary certification) OR
- Psych 08-610 Human Growth and Development ..... 3

**Total (Elementary or Secondary) ..... 42**

An additional 6-9 hours are required for dual certification. See program coordinator for proper course selection for certification.

**Required Sequence—Summer Entry**

**First Year**

<b>Summer I:</b>	<b>Summer II:</b>	<b>First Fall:</b>	<b>First Spring:</b>
570, 603	654, 633	652, 610	640, 636

**Second Year**

<b>Summer I:</b>	<b>Summer II:</b>	<b>Second Fall:</b>	<b>Second Spring:</b>
660, 671	654, 633	628, 623	639 or 699

**Third Year**

629 or 630 for elementary or secondary certification

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## Course Descriptions

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### Psychology / 08

#### 500 Special Offering

Prerequisites: Psych 08-103 and consent of instructor.

#### 513 Psychology of Language Development (3 hours)

A primer course addressing the origins/development of word order in sentences, normal language development trends in children, how meaning is learned/developed, and how cognition assists in/profits from the growth of meaning. Prerequisite: Senior or graduate standing (F)

#### 533 Behavior Analysis (3 hours)

An in-depth investigation into the theoretical and applied aspects of the facts, concepts and principles pertaining to classical and operant conditioning/extinction, consideration of the major learning theories as they apply to behavior and consideration of the clinical/counseling implications gained from behavior analysis. Prerequisites: Psych 08-373 and senior or graduate standing. (F)

#### 601 Foundations of Counseling and Psychotherapy (3 hours)

Provides an overview of counseling as it is applied in a variety of institutional settings. Reviews the types of problems in counseling, examines the different counseling theories and techniques, and surveys the research related to counseling. (F)

#### 602 Personality Assessment: Projective Techniques (3 hours)

An introduction to the administration, evaluation, and interpretation of projective test data. Procedures for the Rorschach, Bender-Gestalt, and other major projective instruments are discussed. Prerequisite: Psych 08-611. (S, odd years)

#### 603 Advanced Educational Psychology (3 hours)

Studies theories of development, cognition and learning, motivation and intelligence. The primary emphasis is upon the application of psychological principles and issues to classroom situations in elementary and secondary schools. (SS)

#### 605 Social and Cultural Foundations of Counseling (3 hours)

The impact of a variety of social forces and realities which impinge upon the person in society. Topics include: the role of men, the role of women, urban and rural lifestyles, environmental factors, divorce, and cross-cultural issues in psychotherapy. Prerequisites: Psych 08-601 and 611. (F)

#### 607 Biological Basis of Human Behavior (3 hours)

This course offers an in-depth analysis of the biology of human behavior. Particular emphasis will be placed on understanding the biological basis of abnormal behavior and the psychoactive compounds that are most commonly used to correct such abnormalities. (F)

#### 610 Human Growth and Development (3 hours)

This course will provide an understanding of the nature and needs of individuals at all developmental levels; normal and abnormal behavior; personality and social development across the lifespan; and relevant theories of individual development. (F)

#### 611 Appraisal of Personality (3 hours)

Introduces the student to the use of various psychodiagnostic methods including the clinical interview, the MMPI-2, and other objective personality inventories. Develops the basic skills for presenting the information in a professional counseling setting. Relevant theoretical testing approaches are discussed. Prerequisites: Psych 08-613 and 663. (F)

#### 613 Psychometrics (3 hours)

Studies the theoretical principles of testing and measurement, i.e., reliability, validity, norms, and utility, as they form the basis for the selection, administration, scoring, and interpretation of tests used in counseling psychology. The issues raised by ethical considerations and the biases in all tests (cultural, ethnic, and other types) are also included. (F)

**615 Psychodiagnosis of Pathology (3 hours)**

A systematic study of the diagnostic process in determining the proper classification of psychological dysfunctions and their treatment. Prerequisites: Psych 08-601, 610, 613. (S)

**618 Lifestyle and Career Development Issues (3 hours)**

This course examines the interrelationships among vocational choice, career selection, and lifestyle. Issues in career decision-making and lifespan career development are discussed. Prerequisites: Psych 08-611 and 610. (S)

**619 Advanced Independent Study (1-3 hours)**

An advanced course designed to pursue a given content area. Advisor's consent is required. (F, S, SS)

**623 Advanced Child Psychology (3 hours)**

Surveys the comprehensive theoretical and applied areas of development related to the physical-neurological, intellectual, learning, cognitive, and social-emotional growth patterns of the child from conception through late childhood. (F)

**633 Advanced Adolescent Psychology (3 hours)**

Examines theoretical and research issues in the physical, cognitive, social, and personality development of adolescents, and applies this information to understanding common adolescent problems (drugs, delinquency, etc.) and solutions to those problems. (SS)

**636 Methods in Research (3 hours)**

An examination of methods used by behavioral scientists to conduct research. Students will be required to use these methods to evaluate published research and to design a research component for the degree. Prerequisite: Psych 08-613. (S)

**638 Special Topics in Psychology (1-3 hours)**

A sub-title will be used for each class in schedule. The sub-title description will vary depending upon the particular topic covered, (i.e. Psych 08-638 Special Topics: Crisis Intervention 2 hours). See advisor for schedule and sub-title listing. (F, S, SS)

**639 Research Project (3 hours)**

This is a second-year course intended to meet the University's research requirement for master's students. It is a rigorous demonstration of a graduate's scientific ability. Permission of the student's departmentally-assigned advisor is necessary. Prerequisite: Psych 08-636. (F, S, SS)

**655 Counseling Theory (3 hours)**

This course examines several of the major counseling theories in terms of their goals, basic concepts, and philosophical underpinnings. Practical applications as well as contemporary issues related to counseling are presented. Prerequisites: Psych 08-363 and 615. (S)

**658 Group Psychotherapy Techniques (3 hours)**

The theory and practice of group psychotherapy with experience in group therapy. Prerequisites: Psych 08-601 and 615. (F)

**663 Individual Intelligence Testing (3 hours)**

Develops basic skills in administration, scoring interpretation, and analysis of the Wechsler Scales. Emphasis is placed upon one of the Wechsler Scales chosen by each student. Prerequisite: Psych 08-613. (S)

**680 The Helping Relationship: Techniques of Counseling (3 hours)**

This course is designed to facilitate the development of those skills essential for a successful practicum. This course should be taken as close as possible to the practicum experience. Students will be required to prepare audio and video tape recordings of clinical interview sessions as one of the course requirements. Prerequisites: Psych 08-601, 533, 610, 613, 655, and 663. (F)

**689 Practicum in Counseling Psychology and Psychotherapy (6 hours)**

Supervised counseling practice in a mental health center, a clinic, or any other approved setting. Focus is on the student developing and applying psychotherapeutic skills in a field setting which are commensurate with the student's classroom learning. Must have consent of practicum instructor. Course may be taken only after successfully earning a "B" or better grade in Psych 08-680. Prerequisites: Psych 08-680 and graduate GPA of 3.00. Must be taken singularly and as last course in program. (F, S)

**690 Advanced Field Practicum:  
Clinical Psychology/Counseling  
Psychology (3 hours)**

Supervised clinical or counseling practice in a state mental institution or mental health center, clinic, or any other approved setting. Focus is on the student developing and applying clinical and psychotherapeutic skills in a field setting. Prerequisites: Psych 08-689 and advisor's consent. (F, S)

**699 Thesis—Independent and Original  
Research in Psychology (3 hours)**

A thesis is a scholarly enterprise intended to demonstrate a student's mastery over a specified body of knowledge relating to the field of counseling psychology. All thesis work must be pre-approved by a chosen committee, independently completed, show insight into the specified topic, and provide some form of theoretical or application-based utility. A thesis must draw at least one conclusion beyond currently existing conclusions so that it qualifies as making a contribution to the field of counseling psychology. Length of a thesis is determined by the scope of the area to be researched as well as the breadth/depth of currently available work done to date. An oral defense of the thesis is required. (F, S, SS)

## School Counseling / 68

**520 Drug Prevention and Education  
in Schools (3 hours)**

Prepares the classroom teacher to become an effective drug-education facilitator. The emphasis is on methods and techniques useful in helping youth develop a positive self-concept, improve communication skills, clarify value issues and assimilate information regarding drug issues. Suggested prerequisite: Psych 08-103. (F)

**570 Principles and Practices of the  
K-12 Guidance Program (3 hours)**

Provides a general orientation to the roles and functions of the K-12 school counselor. Developmental guidance and counseling are examined. Prerequisites: Senior or graduate standing and consent of advisor. (SS)

**610 Counseling Theory and  
Techniques (3 hours)**

This course examines several of the major counseling theories in terms of their goals, basic concepts, and philosophical underpinnings. Practical applications as well as contemporary issues related to counseling are presented. Prerequisite: SCGD 68-570. (F)

**628 Supervised Practice in  
Elementary/Secondary School  
Guidance (3 hours)**

This course is designed to help the student develop counseling skills prior to participating in a practicum at a school. Students will prepare audio and/or video tapes of actual and simulated counseling sessions. The practicum will include experience in both individual and group counseling. This course should be taken as close to the end of the student's program as possible, and yet may not be taken the same trimester as the actual field practicum itself. Prerequisites: SCGD 68-570, 610, 640 and permission of advisor. (F)

**629 Practicum in Elementary School  
Guidance (3-6 hours)**

Must be taken singularly and as last course in program. Provides a supervised counseling and guidance experience in an elementary school, secondary school, or related setting. The school experience provides students an opportunity to practice, develop, demonstrate, and refine counselor skills and competencies. Students are placed at grade levels which are compatible with their intended level of certification. Prerequisites: SCGD 68-628, field practicum application and consent of advisor. (F, S)

**630 Practicum in Secondary School  
Guidance (3-6 hours)**

Must be taken singularly and as last course in program. Provides a supervised counseling and guidance experience in an elementary school, secondary school, or related setting. The school experience provides students an opportunity to practice, develop, demonstrate, and refine counselor skills and competencies. Students are placed at grade levels which are compatible with their intended level of certification. Prerequisites: SCGD 68-628, field practicum application and consent of advisor. (F, S)

**636 Methods in Research (3 hours)**

An examination of methods used by school counselors to conduct research. Students will be required to use these methods to evaluate published research and to design a research component for the degree. (S)

**639 Research Project (1-3 hours)**

A research project is conducted under the supervision of the departmentally-assigned advisor. Prerequisite: SCGD 63-636 or concurrent enrollment. (F, S, SS)

**640 Group Counseling Techniques (3 hours)**

Studies the rationale and methodology of guidance and counseling groups from the departmental perspective. Group processes and techniques appropriate for elementary and secondary school settings are demonstrated. The class also offers an opportunity for individual growth through the group experience. Prerequisite: SCGD 68-610. (S)

**652 Group Appraisal (3 hours)**

An introduction for guidance counselors covering the broad area of measurement, including an examination of psychoeducational appraisal methods. Selection, administration, scoring, interpretation, and avoidance of bias in the use of group appraisals are studied. Prerequisite: SCGD 68-570. (F)

**654 Occupational and Educational Information (3 hours)**

Reviews current trends in career development. Studies theoretical approaches to educational and career planning and integrates these with career counseling and guidance practices. Prerequisites: SCGD 68-570 and Psych 08-603. (SS)

**655 Topics and Projects in Guidance (1-4 hours)**

Designed for individualized exploration and study of various areas in guidance programs and to build additional skills and accumulate knowledge which advisors and students feel is needed. Requires consent of program coordinator. (F, S, SS)

**660 Organizational and Administration of Guidance Programs (3 hours)**

A study of the practical problems fundamental to the establishment of comprehensive school guidance programs. Topics include: group guidance, systems support, individual planning, responsive services, evaluation processes, and reporting techniques. Prerequisites: SCGD 68-570, 610, 640 and testing courses. (SS)

**671 Student Appraisal (3 hours)**

Covers the basic psychometric criteria for appropriate appraisal, reading and interpreting psychological reports, the principles of selection of cognitive and non-cognitive appraisal instruments, and the federal and state regulations for placement in special education. Prerequisites: Psych 08-652 and 603. (SS)



# Appendix

- University Personnel
- Graduate Faculty
- Associate Graduate Faculty

# University Personnel

## Board of Regents

James D. Johnson	Agency	Term expires 2005
Rita B. Hanks	Smithville	Term expires 2003
Janet S. Marriott	St. Joseph	Term expires 2003
Juan M. Rangel, Jr.	Kansas City	Term expires 2006
Doug Sutton	Maryville	Term expires 2007
Rollie Stadlman	Chillicothe	Term expires 2007
Paul Klute, Student Representative	Westboro	Term expires 2004

## Officers of the Board

James D. Johnson	President
Rita B. Hanks	Vice President
Claudia E. Beacom	Secretary
Jeanette Whited	Treasurer
Dean L. Hubbard	University President

## President's Cabinet

President	Dean L. Hubbard, Ph.D.
Provost	C. Taylor Barnes, Ph.D.
Vice President for Finance and Support Services	Ray Courter, M.B.A.
Vice President for Information Systems	Jon T. Rickman, Ph.D.
Vice President for Institutional Advancement	Lance Burchett, M.A.
Vice President for Student Affairs	Kent Porterfield, Ed. D.
Vice President for University Relations	Thomas Vansaghi M.S.
Director of Athletics	Robert J. Boerigter, Ph.D.
Director Human Resource Management	Mary Throener, M.B.A.

## Academic Administrative Officers

Dean of the Graduate School	Frances Shipley, Ph.D.
Interim Dean, College of Arts and Sciences	Frank Veeman, Ed.D.
Dean, College of Education and Human Services	Max Ruhl, Ed.D.
Dean, Booth College of Business and Professional Studies	Ron DeYoung, Ed.D.
Dean, B.D. Owens Library	Robert Frizzell, M.S.

Dean, Enrollment Management	Beverly S. Schenkel, M.B.A.
Dean, The Missouri Academy	Russell F. Pinizzotto, Ph.D.
Director, Assessment, Information and Analysis	Dave Oehler, Ph.D.
Director, Center for Information Technology in Education	Roger VonHolzen, Ed.D.

### **Administrative Officers**

Administrative Assistant to the President/Board Secretary	Claudia Beacom
Advisement Assistance and Resource Office	Deborah Toomey, M.B.A.
Alumni Relations	Mike Johnson, B.S.
Broadcast Services	Sharon Bonnett, B.S.
Campus Safety	Clarence Green, B.S.
Career Services	Joan Schneider, B.S.
Controller	Dan Edmonds, B.S.
Counseling Center	Elizabeth P. Wood, Ph.D.
Development	Greg Reichert, B.S.
Environmental Services	Jeff Barlow, M.B.A.
Financial Assistance and Scholarships	Del Morley, M.S.Ed.
Health Center	Gerald W. Wilmes, M.D.
Intercultural and International Center	Jeffrey Foot, B.A.
Northwest Regional Professional Development Center	Rebecca Baldwin, Ed.S.
Outreach Education	Sandra Eckert-Stewart, Ph.D.
Purchasing	Wanda Auffert
Registrar	Linda Girard, M.B.A.
Residential Life	Mark R. Hetzler, M.S.
Small Business Development Center	James Hunt, M.S.
Student Affairs	Carol Cowles, M.P.A.
Talent Development Center	Leslie Spalding, M.S.Ed.
Treasurer	Jeanette Whited, M.A.T.

## Graduate Faculty

**Albee, Julie A.** (1999)

Assistant Professor—Curriculum and Instruction  
Ph.D.—University of Missouri-Kansas City

**Andrews, Cory** (2001)

Assistant Professor—English  
Ph.D.—Ohio University

**Baker, Carol** (1993)

Associate Professor—Educational Leadership  
Ed.D.—University of Tulsa

**Baker, John, Jr.** (1977)

Associate Professor—Accounting/Economics/Finance  
L.L.M.—University of Missouri

**Barnett, Jerrold** (1983)

Professor—Psychology/Sociology/Counseling  
Ph.D.—Penn State University

**Barnes, C. Taylor** (1991)

Associate Professor—Geology/Geography  
Ph.D.—University of Illinois

**Bellamy, Michael K.** (1999)

Assistant Professor—Chemistry/Physics  
Ph.D.—Kansas State University

**Bennerotte, Gary H.** (1992)

Assistant Professor—Educational Leadership  
Ed.D.—University of South Dakota

**Benson, Joel** (1987)

Associate Professor—History/Humanities/Philosophy/Political Science  
Ph.D.—Miami University, Oxford, Ohio

**Billesbach, Thomas J.** (1994)

Professor—Marketing/Management  
Ph.D.—University of Nebraska-Lincoln

**Boerigter, Robert** (2001)

Associate Professor—Director of HPERD/Athletics  
Ph.D.—University of Utah

**Brandon-Falcone, Janice** (1992)

Associate Professor—History/Humanities/Philosophy/Political Science  
Ph.D.—St. Louis University

**Brown, Harold** (1973)

Associate Professor—Agriculture  
Ph.D.—University of Illinois

**Butler, Loren** (2000)

Assistant Professor—Health, Physical Education/Recreation/Dance  
Ph.D.—University of Arkansas

**Chandler, Wayne** (2001)

Assistant Professor—English  
Ph.D.—University of Alabama

**Ciak, Jenell** (1986)

Assistant Professor—Family and Consumer Sciences  
Ph.D.—University of California-Berkeley

**Clafin, Carol** (1994)

Associate Professor—Psychology/Sociology/Counseling  
Ph.D.—University of Michigan

**Coalter, Terry M.** (2000)

Assistant Professor—Marketing/Management  
Ph.D.—University of Texas-Arlington

**Collier, Ben** (1981)

Associate Professor—Accounting/Economics/Finance  
Ph.D.—Purdue University

**Corson, Mark W.** (1998)

Assistant Professor—Geology/Geography  
Ph.D.—University of South Carolina

**Crossland, Barbara** (2002)

Assistant Professor—Curriculum and Instruction  
Ed.D.—University of Missouri-Columbia

**DeYoung, Ronald C.** (1984)

Professor—Business  
Ed.D.—Northern Illinois University

**Dieringer, Gregg** (2002)

Associate Professor—Biological Sciences  
Ph.D.—University of Texas-Austin

**Drew, Margaret** (1996)

Assistant Professor—Curriculum and  
Instruction  
Ph.D.—Illinois State University

**Drews, Patricia L.** (1999)

Assistant Professor—Geology/Geography  
Ph.D.—University of South Carolina

**Dunham, Douglas** (1995)

Associate Professor—Psychology/Sociology/  
Counseling  
Ph.D.—Washington University

**Easterla, David** (1965)

Distinguished University Professor—Biological  
Sciences  
Ph.D.—Purdue University

**Eckert-Stewart, Sandra** (2000)

Director of Outreach  
Ph.D.—University of Missouri-Columbia

**Edmonds, Carole A.** (1996)

Assistant Professor—Educational Leadership  
Ed.D.—University of Missouri

**Edwards, Carla E.** (1997)

Assistant Professor—Psychology/Sociology/  
Counseling  
Ph.D.—University of Missouri-Kansas City

**Eichler, Barrett** (2001)

Assistant Professor—Chemistry/Physics  
Ph.D.—University of Wisconsin-Madison

**Euler, Russell** (1982)

Professor—Mathematics/Statistics  
Ph.D.—University of Missouri-Kansas City

**Ferguson, Ernest** (2002)

Associate Professor—Computer Science/  
Information Systems  
Ph.D.—University of Missouri-Columbia

**Ferguson, Jeffrey** (1987)

Associate Professor—Health/Physical  
Education/Recreation/Dance  
Ed.D.—Oklahoma State University

**Fink, Kurtis** (1985)

Associate Professor—Mathematics/Statistics  
D.A.—Idaho State University

**Foley, Nancy** (2000)

Associate Professor—Curriculum and  
Instruction  
Ph.D.—University of Missouri-Columbia

**Frucht, Richard** (1980)

Professor—History/Humanities/Philosophy/  
Political Science  
Ph.D.—Indiana University

**Frucht, Suzanne S.** (1993)

Assistant Professor—Biological Sciences  
Ph.D.—University of Missouri-Kansas City

**Fry, Carol** (1972)

Professor—English  
Ph.D.—University of Nebraska

**Funston, Chanda** (1988)

Associate Professor—English  
Ph.D.—University of New Mexico

**Gibson, Christopher** (1982)

Associate Professor—Music  
D.M.A.—University of Missouri-Kansas City

**Goad, Craig** (1966)

Associate Professor—English  
Ph.D.—University of Missouri-Columbia

**Gouge, Theodore** (1985)

Associate Professor—Geology/Geography  
Ed.D.—Oklahoma State University

**Graham, Michael** (1985)

Professor—Educational Leadership  
Ph.D.—Iowa State University

**Gregerson-Malm, Cheryl** (1989)

Assistant Professor—Mathematics/Statistics  
Ph.D.—University of Nebraska-Lincoln

**Grispino, Frank** (1965)

Professor—Educational Leadership  
Ed.D.—University of Kansas

**Gross, Patricia** (1998)

Assistant Professor—Family and Consumer Sciences

Ph.D.—University of Arizona

**Haberyan, Kurt** (1994)

Associate Professor—Biological Sciences

Ph.D.—Duke University

**Haddock, Gregory** (1996)

Assistant Professor—Geology/Geography

Ph.D.—University of Idaho

**Heeler, Phillip** (1981)

Professor—Computer Science/  
Information Systems

Ph.D.—University of Illinois

**Heusel, Barbara** (1990)

Professor—English

Ph.D.—University of South Carolina

**Hobbs, Michael** (1993)

Associate Professor—English

Ph.D.—University of North Texas

**Howren, Gary** (1997)

Assistant Professor—Educational Leadership

Ed.D.—University of Missouri

**Islam, Rafiqul** (1997)

Assistant Professor—Chemistry/Physics

Ph.D.—Kyushu University-Japan

**Jelavich, Mark** (1981)

Professor—Accounting/Economics/Finance

Ph.D.—Johns Hopkins University

**Jewell, Duane K.** (1984)

Associate Professor—Agriculture

Ph.D.—University of Nebraska

**Johnson, James** (1981)

Assistant Professor—Health/Physical Education/  
Recreation/Dance

Ph.D.—University of Missouri

**Kharadia, Virabhai C.** (1973)

Professor—Accounting/Economics/Finance

Ph.D.—University of Illinois

**Kibler, Jacqueline** (2001)

Assistant Professor—Psychology/Sociology/  
Counseling

Ph.D.—University of Kansas

**Kilmer, Lloyd** (1999)

Assistant Professor—Educational Leadership

Ph.D.—University of Nebraska-Lincoln

**King, Terry** (1981)

Professor—Mathematics/Statistics

Ph.D.—Penn State University

**Kondrashov, Peter** (2001)

Assistant Professor—Biological Sciences

Ph.D.—Paleontological Institute of the Russian  
Academy of Sciences

**Kramer, Ernest** (1985)

Associate Professor—Music

Ph.D.—University of North Texas

**Kreizinger, Joe** (2001)

Assistant Professor—Communication/Theatre/  
Languages

Ph.D.—University of Nebraska

**Larson, J. Arley** (1987)

Associate Professor—Agriculture

Ph.D.—University of Nebraska

**Leach, Lauren** (1998)

Assistant Professor—Family and Consumer  
Sciences

Ph.D.—University of Illinois

**Lim, Chi Lo** (1999)

Assistant Professor—Marketing/Management

D.B.A.—United States International University

**Lindenmeier, Donna K.** (1997)

Assistant Professor—Health/Physical Education/  
Recreation/Dance

Ph.D.—Texas A & M

**Litte, Bruce** (1981)

Associate Professor—English

Ph.D.—University of Kansas

**Lockwood, William W.** (1999)

Assistant Professor—Educational Leadership

Ed.D.—University of South Dakota

**Long, Terry** (2000)

Assistant Professor—Health/Physical Education/  
Recreation/Dance  
Ph.D.—University of Utah

**Loomis, Jeffrey** (1990)

Professor—English  
Ph.D.—University of North Carolina  
at Chapel Hill

**Lucido, Patricia** (1983)

Professor—Chemistry/Physics  
Ph.D.—University of Missouri-Kansas City

**Lucido, Phillip** (1971)

Professor—Biological Sciences  
Ph.D.—Kansas State University

**Ludwig, Stephen** (2001)

Assistant Professor—Accounting/Economics/  
Finance  
Ph.D.—University of Arkansas

**Malkawi, Ahmed** (2000)

Assistant Professor—Chemistry/Physics  
Ph.D.—University of Maine

**Malm, Dennis** (1987)

Associate Professor—Mathematics/Statistics  
Ph.D.—University of Utah

**Marta, Janet K.** (1999)

Assistant Professor—Marketing/Management  
Ph.D.—Old Dominion University

**Mayer, Nancy L.** (2000)

Assistant Professor—English  
Ph.D.—University of Wisconsin-Milwaukee

**McCall, Carolyn** (1986)

Professor—Curriculum and Instruction  
Ph.D.—University of Nebraska

**McDonald, Gary** (1971)

Professor—Computer Science/Information  
Systems  
Ph.D.—University of Texas-Austin

**McDonald, Merry** (1971)

Professor—Computer Science/Information  
Systems  
Ph.D.—University of Texas-Austin

**Messner, Phillip** (1996)

Professor—Educational Leadership  
Ph.D.—University of Missouri-Columbia

**Oludaja, Bayo** (1990)

Assistant Professor—Communication/Theatre/  
Languages  
Ph.D.—University of Kansas

**Padgett, Dennis** (1967)

Professor—Agriculture  
Ph.D.—University of Missouri

**Piveral, Joyce A.** (2000)

Assistant Professor—Educational Leadership/  
Curriculum and Instruction  
Ed.D.—University of Missouri

**Reusser, Janet** (1992)

Associate Professor—Health/Physical  
Education/Recreation/Dance  
Ed.D.—Oklahoma State University

**Richards, Beth** (1992)

Associate Professor—English  
Ph.D.—University of Nebraska-Lincoln

**Riley, Larry** (1971)

Professor—Psychology/Sociology/Counseling  
Ph.D.—University of Missouri

**Riley, Nancy** (1975)

Professor—Curriculum and  
Instruction  
Ph.D.—University of Missouri

**Robertson, Terrance** (1992)

Associate Professor—Health/Physical  
Education/Recreation/Dance  
Ph.D.—University of Utah

**Rohs, Renee** (2000)

Assistant Professor—Geology/Geography  
Ph.D.—University of Kansas

**Ross, Theophil W.** (1978)

Professor—Communication/Theatre/Languages  
Ph.D.—University of Missouri

**Ruhl, Max** (1987)

Associate Professor—Educational  
Administration  
Ed.D.—University of Missouri

**Sadek, Jawad** (1993)

Associate Professor—Mathematics/Statistics  
Ph.D.—Wayne State University

**Sanders, Dean D.** (1999)

Professor—Computer Science/Information  
Systems  
Ph.D.—Michigan State University

**Schaffer, Karen** (1991)

Assistant Professor—Biological Sciences  
Ph.D.—University of Iowa

**Schwartzman, Roy J.** (2000)

Associate Professor—Communication/  
Theatre/Languages  
Ph.D.—University of Iowa

**Shaw, John E., Jr.** (1988)

Assistant Professor—Chemistry/Physics  
Ph.D.—Purdue University

**Shipley, A. Frances** (1968)

Professor—Family and  
Consumer Sciences  
Ph.D.—University of Missouri

**Shively, Steven B.** (1999)

Assistant Professor—English  
Ph.D.—University of Nebraska-Lincoln

**Slater, David** (1970)

Professor—English  
Ph.D.—University of New Mexico

**Smeltzer, Jim** (1969)

Professor—Chemistry/Physics  
Ed.D.—Oklahoma State University

**Spencer, Thomas M.** (1997)

Assistant Professor—History/Humanities/  
Philosophy/Political Science  
Ph.D.—Indiana University-Bloomington

**Spradling, Kim W.** (1984)

Associate Professor—Art  
Ph.D.—University of Iowa

**Steffens, Shirley** (1995)

Assistant Professor—Curriculum and  
Instruction  
Ph.D.—University of Wisconsin-Madison

**Steiner, Michael** (1997)

Assistant Professor—History/Humanities/  
Philosophy/Political Science  
Ph.D.—Saint Louis University

**Suppal, Preeti** (1992)

Associate Professor—Curriculum and  
Instruction  
Ph.D.—Syracuse University

**Toomey, Richard T.** (1999)

Assistant Professor—Chemistry/Physics  
Ph.D.—Brandeis University

**Town, Stephen** (1986)

Professor—Music  
D.M.—Indiana University

**Vetter, Rheba** (2002)

Assistant Professor—Health/Physical Education/  
Recreation/Dance  
Ph.D.—Texas Woman's University

**Walker, James L.** (1996)

Assistant Professor—  
Marketing/Management  
Ph.D.—University of Texas at Arlington

**Walker, Matt** (2001)

Assistant Professor—Communication/Theatre/  
Languages  
Ph.D.—University of Columbia-Missouri

**Warner, Craig L.** (1998)

Associate Professor—Art  
M.F.A.—University of Kansas

**Wasonga, Teresa** (2002)

Assistant Professor—Educational Leadership  
Ph.D.—University of Missouri-Columbia

**Waters, William** (2001)

Assistant Professor—English  
Ph.D.—University of New Mexico

**Wilson, Jacqueline** (2002)

Assistant Professor—Curriculum and  
Instruction  
Ph.D.—University of Missouri-Kansas City



**Wilson, Michael** (1986)

Associate Professor—Accounting/Economics/  
Finance  
Ph.D.—University of Nebraska-Lincoln

**Wood, Rahl** (1993)

Associate Professor—Accounting/Economics/  
Finance  
Ph.D.—St. Louis University

**Woodruff, Ernest** (1976)

Professor—Music  
D.M.A.—University of Missouri-Kansas City

**Zeliff, Nancy** (1989)

Associate Professor—Computer Science/  
Information Systems  
Ph.D.—University of Missouri-Columbia

**Zweifel, Thomas** (1985)

Assistant Professor—Agriculture  
Ph.D.—University of Nebraska

## Associate Graduate Faculty

**Benson, Christine C.** (1997)

Assistant Professor—Mathematics/Statistics  
Ph.D.—University of Missouri-Kansas City

**Buerman, Margaret** (1998)

Assistant Professor—Mathematics/Statistics  
Ph.D.—University of Nebraska-Lincoln

**Colt, David E.** (1981)

Instructor—Health/Physical Education/  
Recreation/Dance  
M.S.Ed.—Northwest Missouri State University

**Dewhirst, Robert** (1983)

Professor—Political Science  
Ph.D.—University of Nebraska

**Dunnell, Rebecca** (2002)

Assistant Professor—Music  
D.M.A.—University of North Carolina at  
Greensboro

**Eiswert, James** (1992)

Associate Professor—History/Humanities/  
Philosophy/Political Science  
Ph.D.—University of Louvain

**Falcone, Paul** (1987)

Associate Professor—Art  
M.F.A.—Northern Illinois University

**Felton, Richard** (1981)

Assistant Professor—Geology/Geography  
M.A.—University of Missouri

**Ferris, Ronald** (1966)

Assistant Professor—History/Humanities/  
Philosophy/Political Science  
M.A.Ed.—University of Northern Iowa

**Field, Richard** (1993)

Assistant Professor—History/Humanities/  
Philosophy/Political Science  
Ph.D.—Southern Illinois University

**Fulton, Richard** (1973)

Professor—History/Humanities/Philosophy/  
Political Science  
Ph.D.—University of Connecticut

**Haberyan, April** (2002)

Assistant Professor—Psychology/Sociology/  
Counseling  
M.A.—University of Nebraska-Lincoln

**Haile, Brian** (1997)

Assistant Professor—Mathematics/Statistics  
Ph.D.—University of Missouri-Rolla

**Heeler, Linda** (1981)

Assistant Professor—Curriculum and  
Instruction  
M.S.Ed.—University of Oklahoma

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