



Missouri Baptist UNIVERSITY

2024-2025 Graduate Bulletin



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

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Academic Calendar

For course dates see course calendars following the academic calendar.

Fall Semester 2024

Fall Pre-Registration Ends	8/9
Fall Adjunct Faculty Conference	8/10
Fall Regular Registration	8/12-8/16
Fall Full-Time Faculty Conference	8/15-8/16
Welcome Weekend Events	8/16-8/18
Residence Halls Open	8/17
Fall Semester Late Registration Begins	8/19
Fall Evening Classes Begin	8/19
Fall 1st 8-Week Begins	8/19-8/24
Fall Day Classes Begin	8/21
Labor Day	9/2
Last Day for Students Finishing Certificate/Degree Requirements During Fall Semester/Winter to Complete the Application for Graduation Process	9/20
Fall Speaker Series (Wednesday Day Classes at 11:00am Do Not Meet)	TBD
Fall Semester Mid-Term	10/10-10/11
Fall 1st 8-Week Grades Due	10/14
Fall 2nd 8-Week Begins	10/14
Fall Break (No Semester Day Classes/8-Week Classes Will Meet/Offices Closed Friday 10/18 Only)	10/17-10/18
Homecoming Week	10/21-10/26
Thanksgiving Break (No Classes/Offices Closed Wednesday through Friday)	11/25-11/29
Summer Registration Begins	12/2
Final Exams for Fall Semester Day Classes	12/10-12/13
Residence Halls Close, 5:00pm	12/13
Fall Degree Conferral Day	12/14
Spring Semester Pre-Registration Ends	12/16
Fall Grades Due by Noon	12/16

Winter Term 2024

Winter Regular Registration	12/9-12/13
Winter Term Begins	12/16
Christmas Break (Offices Closed)	12/19-1/1/25
Offices Open from Christmas Break	1/2/25
Winter Term Ends	1/4/25
Winter Degree Conferral Day	1/4/25

Spring Semester 2025

Spring Semester Regular Registration	1/6-1/10
Residence Halls Open, 3:00pm	1/12
Spring Day Classes Begin	1/13-1/18
Spring Semester Late Registration Begins	1/13
Spring 1st 8-Week Evening Classes Begin	1/13
Martin Luther King, Jr. Day (No Semester Day Classes/8-Week Classes Will Meet/Offices Closed)	1/20
Last Day for Student Finishing Certificate/Degree Requirements During Spring Semester or Summer to Complete the Application for Graduation Process	1/31
Assessment/In-Service Day (No Day Classes for Main Campus Day Students) (Proficiency Profile, CPCE, & MFT except MBA)	2/19
Assessment Day (Evening Classes DO Meet) (Evening Only Students/All Sites) (Proficiency Profile, CPCE, & MFT except MBA)	2/19
Spring Semester Mid-Terms	3/6-3/7
Spring 1st 8-Week Grades Due	3/10
Spring 2nd 8-Week Begins	3/10
Spring Break (No Semester Day Classes/8-Week Classes Will Meet/Offices Closed)	3/17-3/21
Fall/Spring Semester Pre-Registration Begins	3/24
Easter Recess (No Semester Day Classes/8-Week Classes Will Meet)	4/18-4/20
Senior Grades Due by Noon	4/28
Final Exams for Spring Semester Day Classes	4/29-5/2
Residence Halls Close, 5:00pm	5/2
Spring Degree Conferral Day	5/3
Spring Grades Due by Noon	5/5
Commencement Exercises, 7:00pm, Family Arena, St. Charles, Missouri	5/6

Summer Term 2025

Summer 1st 8-Week Begins	5/5
Memorial Day Holiday (1st 8-Week Classes Meet/Offices Closed)	5/26
Summer 1st 5-Week Begins	6/2
Summer 1st 8-Week Grades Due	6/30
Summer 2nd 8-Week Begins	6/30
Independence Day Holiday (2nd 8-Week Classes Meet/Offices Closed)	7/4
Summer 2nd 5-Week Begins	7/14
Final Exams	8/19-8/22
Summer Degree Conferral Day	8/23

Summer Grades Due, 4:00pm	8/25
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Quarter Term Dates 2024-2025

Students enrolled in the Accelerated Bachelor of Science in Nursing or an Ed.D. program will follow the quarter term dates.

Fall Quarter	9/16/2024-12/14/2024
Winter Quarter	1/13/2025-4/5/2025
Spring Quarter	4/7/2025-6/28/2025
Summer Quarter	6/30/2024-9/20/2025

Course Calendars 2024-2025

Fall 2024	Start Date	Last Date to Add/Drop	Last Date to Withdraw with W	End Date
15-Week Classes	08/19/2024	08/30/2024	11/08/2024	12/14/2024
15-Week Online Classes	08/19/2024	08/25/2024	11/10/2024	12/14/2024
12-Week Classes	08/19/2024	08/23/2024	10/20/2024	11/09/2024
1st 8-Week Online Classes	08/19/2024	08/25/2024	09/22/2024	10/12/2024
1st 8-Week Monday Classes	08/19/2024	08/26/2024	09/23/2024	10/07/2024
1st 8-Week Tuesday Classes	08/20/2024	08/27/2024	09/24/2024	10/08/2024
1st 8-Week Wednesday Classes	08/21/2024	08/28/2024	09/25/2024	10/09/2024
1st 8-Week Thursday Classes	08/22/2024	08/29/2024	09/26/2024	10/10/2024
1st 8-Week Friday Classes	08/23/2024	08/30/2024	09/27/2024	10/11/2024
1st 8-Week Saturday Classes	08/24/2024	08/31/2024	09/28/2024	10/12/2024
Fall Doctoral Quarter	09/16/2024	09/20/2024	11/16/2024	12/14/2024
2nd 8-Week Online Classes	10/14/2024	10/20/2024	11/24/2024	12/14/2024
2nd 8-Week Monday Classes	10/14/2024	10/21/2024	11/24/2024	12/09/2024
2nd 8-Week Tuesday Classes	10/15/2024	10/22/2024	11/24/2024	12/10/2024
2nd 8-Week Wednesday Classes	10/16/2024	10/23/2024	11/24/2024	12/11/2024
2nd 8-Week Thursday Classes	10/17/2024	10/24/2024	11/24/2024	12/12/2024
2nd 8-Week Friday Classes	10/18/2024	10/25/2024	11/24/2024	12/13/2024
2nd 8-Week Saturday Classes	10/19/2024	10/26/2024	11/24/2024	12/14/2024

4-Week Classes	11/11/2024	11/12/2024	11/24/2024	12/14/2024
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Winter 2024	Start Date	Last Date to Add/Drop	Last Date to Withdraw with W	End Date
3-Week Online Classes	12/16/2024	12/17/2024	01/02/2025	01/03/2025

Spring 2025	Start Date	Last Date to Add/Drop	Last Date to Withdraw with W	End Date
15-Week Classes	01/13/2025	01/24/2025	03/28/2025	05/03/2025
15-Week Online Classes	01/13/2025	01/19/2025	04/05/2025	05/03/2025
Winter Doctoral Quarter	01/13/2025	01/17/2025	03/15/2025	04/05/2025
12-Week Classes	01/13/2025	01/17/2025	03/14/2025	04/05/2025
1st 8-Week Online Classes	01/13/2025	01/19/2025	02/16/2025	03/08/2025
1st 8-Week Monday Classes	01/13/2025	01/20/2025	02/17/2025	03/03/2025
1st 8-Week Tuesday Classes	01/14/2025	01/21/2025	02/18/2025	03/04/2025
1st 8-Week Wednesday Classes	01/15/2025	01/22/2025	02/19/2025	03/05/2025
1st 8-Week Thursday Classes	01/16/2025	01/23/2025	02/20/2025	03/06/2025
1st 8-Week Friday Classes	01/17/2025	01/24/2025	02/21/2025	03/07/2025
1st 8-Week Saturday Classes	01/18/2025	01/25/2025	02/22/2025	03/08/2025
2nd 8-Week Online Classes	03/10/2025	03/16/2025	04/13/2025	05/03/2025
2nd 8-Week Monday Classes	03/10/2025	03/17/2025	04/14/2025	04/28/2025
2nd 8-Week Tuesday Classes	03/11/2025	03/18/2025	04/15/2025	04/29/2025
2nd 8-Week Wednesday Classes	03/12/2025	03/19/2025	04/16/2025	04/30/2025
2nd 8-Week Thursday Classes	03/13/2025	03/20/2025	04/17/2025	05/01/2025
2nd 8-Week Friday Classes	03/14/2025	03/21/2025	04/18/2025	05/02/2025
2nd 8-Week Saturday Classes	03/15/2025	03/22/2025	04/19/2025	05/03/2025
4-Week Classes	04/07/2025	04/08/2025	04/18/2025	05/03/2025
Spring Doctoral Quarter	04/07/2025	04/11/2025	06/07/2025	06/28/2025

Summer 2025	Start Date	Last Date to Add/Drop	Last Date to Withdraw with W	End Date
3-Week Classes	05/05/2025	05/06/2025	05/20/2025	05/24/2025
15-Week Classes	05/05/2025	05/16/2025	07/25/2025	08/23/2025
15-Week Online Classes	05/05/2025	05/11/2025	07/27/2025	08/23/2025
1st 8-Week Online Classes	05/05/2025	05/11/2025	06/08/2025	06/28/2025
1st 8-Week Monday Classes	05/05/2025	05/12/2025	06/09/2025	06/23/2025
1st 8-Week Tuesday Classes	05/06/2025	05/13/2025	06/10/2025	06/24/2025
1st 8-Week Wednesday Classes	05/07/2025	05/14/2025	06/11/2025	06/25/2025
1st 8-Week Thursday Classes	05/08/2025	05/15/2025	06/12/2025	06/26/2025
1st 8-Week Friday Classes	05/09/2025	05/16/2025	06/13/2025	06/27/2025
1st 8-Week Saturday Classes	05/10/2025	05/17/2025	06/14/2025	06/28/2025
1st 5-Week Day Classes	06/09/2025	06/10/2025	06/24/2025	07/12/2025
8-Week Late Online Classes	06/09/2025	06/15/2025	07/13/2025	08/02/2025
8-Week Late Monday Classes	06/09/2025	06/16/2025	07/14/2025	07/28/2025
8-Week Late Tuesday Classes	06/10/2025	06/17/2025	07/15/2025	07/29/2025
8-Week Late Wednesday Classes	06/11/2025	06/18/2025	07/16/2025	07/30/2025
8-Week Late Thursday Classes	06/12/2025	06/19/2025	07/17/2025	07/31/2025
8-Week Late Friday Classes	06/13/2025	06/20/2025	07/18/2025	08/01/2025
8-Week Late Saturday Classes	06/14/2025	06/21/2025	07/19/2025	08/02/2025
Summer Doctoral Quarter	06/30/2025	07/03/2025	08/30/2025	09/20/2025
2nd 8-Week Online Classes	06/30/2025	07/05/2025	08/03/2025	08/23/2025
2nd 8-Week Monday Classes	06/30/2025	07/07/2025	08/04/2025	08/18/2025
2nd 8-Week Tuesday Classes	07/01/2025	07/08/2025	08/05/2025	08/19/2025
2nd 8-Week Wednesday Classes	07/02/2025	07/09/2025	08/06/2025	08/20/2025
2nd 8-Week Thursday Classes	07/03/2025	07/10/2025	08/07/2025	08/21/2025
2nd 8-Week Friday Classes	07/04/2025	07/11/2025	08/08/2025	08/22/2025

2nd 8-Week Saturday Classes	07/05/2025	07/12/2025	08/09/2025	08/23/2025
2nd 5-Week Day Classes	07/21/2025	07/22/2025	08/05/2025	08/23/2025
2nd 4-Week Classes	07/28/2025	07/29/2025	08/10/2025	08/23/2025

Final Exam Schedule for Fall 2024

The following dates are in effect for Main campus classes for the 2024-2025 academic year.

Monday, December 9	6:00 PM	5:00, 6:00 PM Monday classes
Tuesday, December 10	8:00 AM-10:00 AM 12:00 PM-2:00 PM 2:00 PM-4:00 PM 6:00 PM	T, R, TR, 8:00, 8:30 classes T, TR, 12:00, 12:15 classes T, R, TR 2:00, 3:00 classes 5:00, 6:00 PM Tuesday classes
Wednesday, December 11	8:00 AM-10:00 AM 10:00 AM-12:00 PM 12:00 PM-2:00 PM 2:00 PM-4:00 PM 4:00 PM-6:00 PM 6:00 PM	M, W, MW, WF, MTWF, MWRF, MWF, F 8:00 classes MW 9:30, MW, WF, MWF, F 9:00 classes MW, MTWRF, WF, MWF, F 12:00 classes M, W, MW, MWF, 3:00, 3:30 classes M, W, MW, MWF, 4:00, 4:30 classes 5:00, 6:00 PM Wednesday classes
Thursday, December 12	10:00 AM-12:00 PM 12:00 PM-2:00 PM 2:00 PM-4:00 PM 6:00 PM	TR, 9:00, 9:30, 10:00 classes T, R, TR 1:00, TR, R, 1:15, 1:30 classes TR 4:00, MTR 4:15, T, TR, R, 4:30 classes 5:00, 6:00 PM Thursday classes
Friday, December 13	8:00 AM-10:00 AM 10:00 AM-12:00 PM 12:00 PM-2:00 PM 2:00 PM-4:00 PM 6:00 PM	M, W, F, MWF, 8:30, 10:00 classes MW, MF, MWF 11:00 classes M, W, F, MTWR, MW, MWF 1:00, 1:30 classes M, MW, W, F, MWF 2:00 classes 5:00, 6:00 PM Friday classes
Saturday, December 14	8:00 AM	8:00 AM/9:00 AM Saturday classes

Final Exam Schedule for Spring 2025

The following dates are in effect for Main campus classes for the 2024-2025 academic year.

Monday, April 28	6:00 PM	5:00, 6:00 PM Monday classes
Tuesday, April 29	8:00 AM-10:00 AM 12:00 PM-2:00 PM 2:00 PM-4:00 PM 6:00 PM	T, R, TR, 8:00, 8:30 classes T, TR, 12:00, 12:15 classes T, R, TR 2:00, 3:00 classes 5:00, 6:00 PM Tuesday classes
Wednesday, April 30	8:00 AM-10:00 AM 10:00 AM-12:00 PM 12:00 PM-2:00 PM	M, W, MW, WF, MTWF, MWRF, MWF, F 8:00 classes MW 9:30, MW, WF, MWF, F 9:00 classes MW, MTWRF, WF, MWF, F 12:00 classes

	2:00 PM-4:00 PM 4:00 PM-6:00 PM 6:00 PM	M, W, MW, MWF, 3:00, 3:30 classes M, W, MW, MWF, 4:00, 4:30 classes 5:00, 6:00 PM Wednesday classes
Thursday, May 1	10:00 AM-12:00 PM 12:00 PM-2:00 PM 2:00 PM-4:00 PM 6:00 PM	TR, 9:00, 9:30, 10:00 classes T, R, TR 1:00, TR, R, 1:15, 1:30 classes TR 4:00, MTR 4:15, T, TR, R, 4:30 classes 5:00, 6:00 PM Thursday classes
Friday, May 2	8:00 AM-10:00 AM 10:00 AM-12:00 PM 12:00 PM-2:00 PM 2:00 PM-4:00 PM 6:00 PM	M, W, F, MWF, 10:00 classes MW, MF, MWF 11:00 classes M, W, F, MTWR, MW, MWF 1:00 , 1:30 classes M, MW, W, F, MWF 2:00 classes 5:00, 6:00 PM Friday classes
Saturday, May 3	8:00 AM	8:00 AM/9:00 AM Saturday classes

Addendum

This document is an addendum to the original 2024-2025 Graduate Bulletin published on March 18, 2024. The contents below will be applicable to the 2024-2025 academic year and will be incorporated into the 2025-2026 Graduate Bulletin at a later publication date. For changes directly applicable to the 2024-2025 Undergraduate Catalog, please see the Addendum tab in the 2024-2025 Undergraduate Catalog.

Course Changes

The course changes below reflect the new course information to be put into effect for the 2024-2025 academic year.

COUN 5233 COUPLES AND FAMILY COUNSELING

Term Offered: Summer

Semester Hours: Three

This course provides an in-depth study of the theory and techniques of couples and family counseling with an emphasis on contemporary approaches ranging from systemic to postmodern theories. Topics include the shift from individual to systemic paradigms, circular versus linear causality, engaging multiple clients, the therapeutic alliance, family assessment models, change techniques, different definitions of "family," and termination of counseling.

Note: *This course cannot be taken as a directed study or as credit for prior learning portfolio.*

Prerequisite(s): COUN 5103, COUN 5133, COUN 5163, COUN 5203, and COUN 5283.

COUN 5243 SUBSTANCE ABUSE COUNSELING

Term Offered: Summer, Fall

Semester Hours: Three

This course introduces students to basic knowledge, concepts and counseling methods utilized in the field of substance abuse. Students will have the opportunity to immerse themselves in a recovery support group, practice assessment and treatment planning, learn how to work with families of the abuser, and implement motivational interviewing.

Note: *This course cannot be taken as a directed study or as credit for prior learning portfolio.*

Prerequisite(s): COUN 5103, COUN 5113, COUN 5133, COUN 5163, COUN 5203, and COUN 5283.

COUN 5363 ADVANCED DIAGNOSIS AND TREATMENT PLANNING

Term Offered: Summer

Semester Hours: Three

This course provides principles and practices of case conceptualization, assessment of mental disorders, and empirically-based treatment planning in mental health counseling. The etiology of mental and emotional disorders is addressed, along with theories and interventions essential to implementing treatment plans. During this course, students will have opportunities to apply knowledge and skills in intake assessment, mental status evaluation, developing biopsychosocial histories, writing treatment plans, and identifying measurable outcomes.

Note: *This course cannot be taken as a directed study or as credit for prior learning portfolio.*

Prerequisite(s): COUN 5103, COUN 5113, COUN 5133, COUN 5163, COUN 5213, and COUN 5283.

EXSC 483/583 PRINCIPLES OF HUMAN PERFORMANCE

Term Offered: Fall, Spring

Semester Hours: Three

This course examines the advanced methods and techniques associated with the design of strength and conditioning programs to enhance human performance in sport and fitness. This course is designed to further develop the student's current level of knowledge in preparation for

the National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning (CSCS) certification exam.

Note: *Students taking this course for graduate credit must complete all graduate course requirements. There is a special fee charged for this course.*

Undergraduate Prerequisite(s): EXSC 313, EXSC 321, EXSC 323, EXSC 413, EXSC 411, and Senior Standing.

MGMT 543 INTEGRATION MANAGEMENT

Term Offered: Fall

Semester Hours: Three

This course discusses the processes, methods, techniques and tools that organizations use to manage their projects. The course covers a systematic methodology for initiating, planning, executing, controlling, and closing projects. This course assumes that project management in the modern organization is a complex team-based activity, where various types of technologies (including project management software as well as software to support group collaboration) are an inherent part of the project management process. This course also acknowledges that project management involves both the use of resources from within the firm, as well as contracted from outside the organization.

Note: **This course may require a lab fee.**

Prerequisite(s): Professional experience in project management includes 12 months of unique, non-overlapping project management experience.

MRKT 563 INNOVATIONS IN ADVERTISING AND MARKETING LEADERSHIP

Term Offered: Spring

Semester Hours: Three

This course provides students with an exploration of innovations in modern advertising and marketing leadership. Innovation and change leadership transcend managing current processes and demands the ability to make decisions in a complex and dynamic business world. Modern advertising and marketing leadership requires creative thinking, innovative processes, and organizational structures and infrastructures to promote creativity, innovation, and change. The focus is on the concept of innovation in business, including the introduction of new market offerings and the use of new technologies, strategies, and tactics for achieving marketing objectives. An integrative approach combines discussions on innovation theory and methodologies with industry analysis and practical applications. Assignments include applying innovation by design, creative problem-solving, and other methodologies in the design and the marketing of new products, analysis, and application of modern marketing innovation strategies, and exploring real world examples from creative, innovative, and sustainability-oriented organizations.

Note: **Books ACCESS Fee applies.**

NUNP 553 FNP PRACTICUM I

Semester Hours: Three

This course focuses on the holistic management of the adult and geriatric client in a supervised clinical practicum. The learner will incorporate the principles of health promotion, disease prevention, and primary and rehabilitative concepts. Emphasis is placed on the assessment, diagnosis, management, and evaluation of the adult and geriatric client with selected acute episodic and chronic conditions. The learner will apply independent decision-making in an interprofessional environment. The practicum requires 167 clinical hours.

NUNP 573 FNP PRACTICUM II

Semester Hours: Three

This course focuses on the holistic management of the adult & geriatric client in a supervised clinical practicum. The learner will incorporate the principles of health promotion, disease prevention, and primary and rehabilitative concepts. Emphasis is placed on the assessment, diagnosis, management, and evaluation of the adult & geriatric client with selected acute

episodic and chronic conditions. The learner will apply independent decision-making in an interprofessional environment. The practicum requires 167 clinical hours.

NUNP 593 FNP PRACTICUM III

Semester Hours: Three

This course focuses on the holistic management of the childbearing women, pediatric client, and families in a supervised clinical practicum. The learner will incorporate the principles of health promotion, disease prevention, and primary and rehabilitative concepts. Emphasis is placed on the assessment, diagnosis, management, and evaluation of the childbearing women, pediatric client, and families with selected acute episodic and chronic conditions. The learner will apply independent decision-making in an interprofessional environment. The practicum requires 167 clinical hours.

RNMS 403/503 THEORETICAL FOUNDATIONS OF NURSING *(previously RNBS 313: Transitions to Professional Nursing Practice)*

Semester Hours: Three

This course provides the learner with an analysis of theoretical concepts from nursing and related sciences to serve as a foundation for the professional nurse. Learners will analyze, compare, and evaluate selected theories for use in nursing education or clinical practice. The role of the professional nurse will be explored.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

RNMS 413/513 ORGANIZATION AND SYSTEMS LEADERSHIP *(previously RNBS 403: Leadership for Professional Nursing)*

Semester Hours: Three

This course examines the role of the professional nurse in applying leadership principles in organizations and systems. The role of the professional nurse as a change agent will be explored. Leadership theories will be reviewed, along with communication strategies for negotiation, conflict resolution, and collaboration. Learners will examine the economic, ethical, legal and political factors that influence healthcare delivery systems.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

RNMS 423/523 IMPROVING POPULATION HEALTH THROUGH POLICY AND ADVOCACY *(previously RNBS 483: RN-BSN Senior Capstone)*

Semester Hours: Three

This course provides an overview of healthcare reform and its impact on healthcare delivery, population health, and nursing practice. Learners will examine the effects of legal and regulatory processes on nursing practice, healthcare delivery, and population health outcomes. The health policy change process will be explored at the local, state, national, and global level.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

RNMS 433/533 INTERPROFESSIONAL COLLABORATION AND COMMUNICATION *(previously RNBS 333: Trends and Issues in Nursing)*

Semester Hours: Three

This course emphasizes communication skills and collaboration strategies of the baccalaureate-prepared nurse as a member and leader of interprofessional teams at the interpersonal, population, and systems levels. A variety of communication modes, including contemporary methods for communication and collaboration, will be explored, practiced, and evaluated.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

New Courses

The new courses below reflect the new course information to be put into effect for the 2024-2025 academic year.

ECTA 503 ASSESSMENT OF AND FOR LEARNING

Semester Hours: Three

This course examines the reasons for, benefits of, and limitations of the increasing call for effective and comprehensive assessment practices and helps educational professionals plan for, construct, use, and analyze a variety of assessment practices. Educational professionals will examine not only contemporary trends in assessment and accountability but also examine historical perspectives on assessment. A variety of assessment topics and practices will be explored as ways to monitor learning and reflect on student assessment data of learning and for learning.

EDET 503 EDUCATIONAL TECHNOLOGY: ARTIFICIAL INTELLIGENCE

Semester Hours: Three

This advanced course offers K-12 educators an immersive opportunity to delve into the dynamic realm of educational technology with an emphasis on artificial intelligence (AI). By emphasizing the collaborative construction of knowledge through analysis, synthesis, and evaluation, both faculty and students will tailor investigations to align with their individual interests and career goals. The course empowers educators to comprehend and ethically harness AI's potential within education. Throughout the course, participants will navigate diverse AI technologies and applications, refining their teaching practices to prioritize student-centric approaches. From optimizing classroom management to refining administrative tasks, educators will gain insights into leveraging AI for personalized learning experiences, assessments, and targeted support for students with exceptionalities. The course places a substantial emphasis on addressing ethical considerations and potential challenges tied to AI integration, equipping educators with the knowledge needed to make well-informed choices when utilizing AI tools.

EDUC 503 DIFFERENTIATING LEARNING

Semester Hours: Three

This course engages educational professionals in the examination and application of the essential principles of differentiated instruction: differentiation of content, product, process, and learning environment, with the purpose of maximizing the potential for learning of diverse learners. Student identification of readiness for learning, interests, learning profiles, and learning styles will be explored for teachers to intentionally employ strategies based on best practices to promote student growth. Students will be engaged in instructional planning, implementation, and assessment of differentiated strategies while in this course.

Program Changes

The program changes below reflect the new program information to be put into effect for the 2024-2025 academic year.

Master of Science in Education

Mission Statement: Missouri Baptist University's School of Educational Leadership endeavors to cultivate aspiring educational leaders to become champions of positive change within local, national, and international organizations. Effective leaders develop and sustain systems to ensure collaboration, reflective practices, cultural diversity, and continuous improvement. The School of Educational Leadership is rooted in academic excellence guided by our Christian worldview.

Overview: The Master of Science in Education (MSE) online degree offers students who are already certified as teachers the opportunity to enhance not only their understanding and

application of education through the 9 core courses, in addition to developing expertise in a selected track.

Students who have earned a Master's Degree in Education from another college or university will have their transcript evaluated on a course by course basis to determine eligibility for a subsequent degree at Missouri Baptist University.

Summary of the MSE Degree Process: To earn the MSE degree, a student must complete each of the following steps:

1. The student must develop a comprehensive plan of study with the Graduate Advisor.
2. The student must complete all coursework included in the plan of study.
3. An Application for Graduation, signed by the student, Graduate Advisor, and Vice President for Graduate Studies, must be filed with the Graduate Office and the Records Office in the semester prior to the term in which the student intends to graduate.
4. Students must pay the required graduation fee. All graduate candidates for graduation during an academic year – Fall, Winter, Spring, and Summer – are encouraged to attend the commencement exercises which are held at the close of the Spring Semester. Graduate students must have all work completed and a degree conferred or must be enrolled in all final courses to participate in the ceremony. Students must notify the Vice President for Graduate Studies and the Director of Records if they choose not to participate. Students must pay the graduation fee whether or not they attend commencement.
5. All graduate students must have a 3.0 cumulative grade point average in order to graduate from the program.

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

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

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

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

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

anticipated resources needed for the study, or a course syllabus may be attached to the directed study form.

Exit Exam: The MSE degree does not require an exit exam.

Missouri Teacher Certification: The MSE degree does not lead to an Initial Professional Certificate (IPC) in teaching. The MSE does meet the continued education requirements of the Career Continuous Professional Certificate (CCPC).

Master of Science in Education Core (9 hours)

- GRED 543 - Methods of Inquiry I
- ETOP 563 - Legal Issues in Regular and Special Education
- EDET 503 - Educational Technology: Artificial Intelligence

Master of Science in Education Tracks (21 hours) - *Students will select one track to complete their degree.*

- **Educational Technology Track**
 - EDET 523 - Digital Citizenship
 - EDET 543 - Online Applications for Collaboration
 - EDET 553 - Differentiating Instruction with Technology
 - EDET 563 - Web-based Design, Implementation, and Assessment
 - EDET 573 - Methods of Using Technology to Enhance Literacy
 - EDUC 573 - Applications of Technology
 - *One course from electives list below for elective credit - 3 hours*
- **Curriculum & Instruction Track**
 - ECTA 503 - Assessment of and For Learning
 - ECTA 523 - Integration of Curriculum, Instruction, and Assessment
 - ECTA 533 - Curriculum Mapping
 - EDUC 503 - Differentiating Learning
 - *Three courses from electives list below for elective credit - 9 hours*
- **Trauma Informed Educator Track**
 - EDTR 513 - Trauma Informed Classroom I
 - EDTR 523 - Trauma Informed Classroom II: The Impact and Effects of Trauma
 - EDTR 533 - Trauma Informed Classroom III: Trauma Informed Practices to Build Resilience
 - EDTR 543 - Trauma Informed Classroom IV: Trauma Informed Teams and Schools
 - *Three courses from electives list below for elective credit - 9 hours*
- **Elective Courses** - *Students must select elective courses from the following ensuring to select electives not in selected track:*
 - ECSP 413/513 - Teaching Young Children with Disabilities: Seminar and Field Experience *
 - ECTA 503 - Assessment of and for Learning
 - EDEN 453/553 - Teaching Language Arts and Composition in Grades 5-12: Seminar and Field Experience *
 - EDEN 463/563 - Teaching Literature Within the Curriculum *
 - EDET 523 - Digital Citizenship
 - EDET 543 - Online Applications for Collaboration
 - EDET 553 - Differentiating Instruction with Technology
 - EDET 563 - Web-Based Design, Implementation, and Assessment
 - EDET 573 - Methods of Using Technology to Enhance Literacy
 - EDMS 433/533 - Teaching Social Science for Middle/ Secondary: Seminar and Field Experience *
 - EDMS 473/573 - Teaching Mathematics for Middle/ Secondary: Seminar and Field Experience *

- EDMS 483/583 - Teaching Science for Middle Secondary: Seminar and Field Experience *
- EDRD 501/502/503 - Specialized Topics in Literacy Instruction
- EDSP 403/503 - Introduction to Autism: Evident Practices in Teaching and Interventions *
- EDSP 453/553 - Teaching Remedial Math K-12: Seminar and Field Experience *
- EDTR 413/513 - Trauma Informed Classroom I
- EDTR 423/523 - Trauma Informed Classroom II: The Impact and Effects of Trauma
- EDTR 433/533 - Trauma Informed Classroom III: Trauma Informed Practices to Build Resilience
- EDTR 443/543 - Trauma Informed Classroom IV: Trauma Informed Teams and Schools
- EDUC 503 - Differentiating Learning
- EDUC 573 - Applications of Technology
- ETOP 503 - Current Influences in Education
- ETPP 543 - Specialized Topics in Educational Technology
- LIBR 553 - Curriculum and the Library Media Center
- LIBR 563 - Library Services for Children and Youth

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

* Must be completed at the 500-level to be applicable toward the Master of Science in Education program.

Total: 30 Hours

New Programs

The new programs below reflect the new program information to be put into effect for the 2024-2025 academic year.

Master of Business Administration with Concentration in Cybersecurity - Online Only, Agreement with John Brown University

- **Missouri Baptist University Courses (21 hours)**
 - ACCT 503 - Managerial Accounting
 - BUSN 503 - Executive Communications & Business Literacy
 - BUSN 523 - Financial Management
 - ECON 503 - Business Economics
 - MGPS 403/503 - Organizational Behavior & Leadership
 - MRKT 503 - Current Issues in Marketing
 - BUSN 583 - Strategic Management & Implementation
- **John Brown University Courses (18 hours)** - Students will take the following courses through Acadeum. No transfer courses will be allowed for John Brown University course requirements.
 - CYB 7103 - Cybersecurity Foundations
 - Choose five courses from the following:
 - CYB 7113 - Legal Issues and Ethics
 - CYB 7233 - Information Technology Risk Management
 - CYB 8113 - Security Policies and Privacy
 - CYB 8543 - Security Management of Information Systems
 - CYB 7133 - Digital Forensics Fundamentals

- CYB 7223 - Network and Cloud Security
- CYB 7243 - Web Application Security
- CYB 7433 - Incident Management
- CYB 8433 - Identity and Access Management

Master of Business Administration with Concentration in Data Analytics - Online Only, Agreement with John Brown University

- **Missouri Baptist University Courses (24 hours)**
 - ACCT 503 - Managerial Accounting
 - BUSN 503 - Executive Communications & Business Literacy
 - BUSN 513 - Legal & Ethical Environment of Business
 - BUSN 523 - Financial Management
 - ECON 503 - Business Economics
 - MGPS 403/503 - Organizational Behavior & Leadership
 - MRKT 503 - Current Issues in Marketing
 - BUSN 583 - Strategic Management & Implementation
- **John Brown University Courses (15 hours)** - Students will take the following courses through Acadeum. No transfer courses will be allowed for John Brown University course requirements.
 - BUS 6013 - Foundations of Quantitative Methods
 - BUS 8043 - Quantitative Methods for Business
 - DAT 6033 - Foundations of Data Analytics I
 - DAT 6043 - Foundations of Data Analytics II
 - Choose one of the following:
 - BUS 8283 - Marketing Analytics
 - DAT 7523 - Financial Analytics
 - DAT 7113 - Supply Chain Analytics
 - DAT 8893 - Seminar in Data Analytics

Removed From Bulletin

Courses

- EDUC 500 - Continuing Portfolio Development: MSE
- EDUC 501 - Orientation: Curriculum and Instruction

Programs

- The Master of Educational Technology has been removed from the catalog and is no longer available to students starting Fall 2024. Any mention of the previous MET program should be disregarded in the original catalog publication.

School of Teacher Education Accreditation

MBU's School of Teacher Education has just been granted full accreditation for the Initial Accreditation Pathway through the Association for Advancing Quality in Educator Preparation (AAQEP).

Introduction to Missouri Baptist University

History of Missouri Baptist University

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

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

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

Missouri Baptist College was first accredited by the North Central Association (now the Higher Learning Commission) in 1978. The University received ongoing ten-year re-accreditation in 2007. In April 2000, the college received NCA approval to offer the Master of Science in Education in Counselor Education and Classroom Teaching. In April 2002, approval was given to add Educational Administration to the Master of Science in Education offerings beginning with the Fall 2002 semester. On August 29, 2002, Missouri Baptist College formally became Missouri Baptist University. In April 2004, Missouri Baptist University received approval for the Master of Arts in Christian Ministry and Master of Business Administration. In December 2005, approval was received to begin offering the Educational Specialist degree for the Spring 2006 semester. In July 2008, MBU received approval to offer its first online degree program: the Master of Science in Education degree with concentrations in Sport Management and Curriculum and Instruction and in April 2009, the University received approval to offer the Doctor of Education degree.

Through the years Missouri Baptist University has expanded its course offerings at its regional learning centers. Today, locations include Moscow Mills, Union, and Arnold, as well as Two-Plus-Two degree programs in cooperation with Jefferson College in Hillsboro. A number of distance learning courses, in addition to online degree programs, are offered and the University maintains an active high school dual-credit program called MBU Early College Partnerships.

Missouri Baptist University has been served by seven presidents: Dr. L.A. Foster (1964-1970); Dr. Frank B. Kellogg (1970-1974); Dr. Robert S. Sutherland (1974-1982); Dr. Patrick O. Copley (1982-1990); Dr. J. Edwin Hewlett (1990-1991); Dr. R. Alton Lacey (1995-2017); and Dr. Keith Ross (2018-present). Dr. Thomas S. Field served as Interim President (1991-1995).

Locations

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

The MBU School of Nursing, which began offering classes in January 2018, is located in the Walker Medical Building, 12855 N. Forty Dr., Suite 300, St. Louis, MO 63141, adjacent to the Main campus. This facility includes offices for faculty and staff, classrooms, laboratories, and a student lounge.

MBU at Jefferson College began in 1993 and utilizes administrative offices and educational facilities through Jefferson College in Hillsboro at 1000 Viking Drive, Hillsboro, Missouri, 63050, as well as in Arnold at 1687 Missouri State Road, Arnold, Missouri, 63010. The undergraduate Two-Plus-Two degree completion program offers a wide variety of majors. Graduate degrees at the master's and specialist levels are also available.

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

Graduate courses in select programs are also offered at the following locations: Saint James, Missouri (St. James High School) and Town and Country, Missouri (St. Louis County Special School District).

Statement of Mission and Purposes

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

The University seeks to prepare students who are motivated by ideals of service for effective performance in careers which are appropriate to the Christian commitment of the University. The University is open to all qualified students, regardless of race, gender, national origin, religion, age, or qualified disability.

Faculty and students work together toward the following purposes:

1. To develop a personal philosophy of life and an ethical and spiritual commitment which is based upon an awareness of alternatives and which is examined in the light of Biblical revelation.
2. To grow in an understanding of themselves, as well as others, and to cultivate an ability to employ this knowledge for self-development, for mental and physical health, and for social and family relationships.
3. To prepare for living in harmony with the physical environment by becoming aware of its basic principles, and of the means for intelligent use and conservation of its resources.
4. To develop effectiveness in the use and understanding of communication, both spoken and written, employing analytical and logical thinking in the process.
5. To become contributors to society in a manner consistent with Christian principles, participating responsibly in church, school, community, and world affairs, employing insights derived from a broad range of studies.

6. To grow in understanding, appreciation, and enjoyment of literature and the arts, and to become participants in creative and aesthetic activities in the community.
7. To prepare for continuing study by becoming acquainted with electronic technology resources and methods of scholarly research.

Missouri Baptist University's Commitment to Diversity

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

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

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

Institutional Objectives

Critical Thinking: Critical thinking is accurately interpreting evidence, identifying salient arguments, thoughtfully analyzing and evaluating alternative points of view, reaching judicious conclusions, justifying results, explaining assumptions and reasons, and fair-mindedly following where evidence and reasons lead.

1. Students will be able to demonstrate habits of critical inquiry and a mastery of critical thinking skills.
2. Students will demonstrate understanding of analysis, criticism, and advocacy in the context of both deductive and inductive reasoning.
3. Students will demonstrate the ability to identify relevant factors needed to make a decision, solve a problem, and produce cogent reasoning.

Faith and Learning: Faith and learning is a project whose goal is to ascertain and develop integral relationships between the Christian faith and human knowledge (in various academic disciplines), motivations, and behaviors.

1. Students will develop and demonstrate the use of critical tools to evaluate the relationship between faith and other disciplines.
2. Students will give evidence of developmentally appropriate levels of moral formation (thinking, affects, and behavior) that reflect not only reciprocity and fairness, but also caring and commitment.
3. Students will demonstrate the ability to explore and apply ethics and value systems in moral decision-making.

Use of Technology: The use of technology includes the ability of students to continually grow in the application of current and emerging technologies. These skills are reflected in the student's ability to employ appropriate technological learning tools for research, presentations, and in support of learning. Students must have the knowledge and skills to identify, locate, explore, and evaluate the suitability of technological resources including applications, tools, educational software, and associated documentation.

1. Students will demonstrate knowledge and skills in the nature and operation of technology systems.
2. Students will understand the ethical issues related to technology and practice responsible use of technological systems, information and software.
3. Students will use technology to enhance learning, increase productivity, engage in research, and promote creativity.
4. Students will use technology to collaborate, publish, and interact with peers, experts, and other audiences.
5. Students will employ technology in the development of strategies for solving problems in the real world.

Developing a Diverse and Global Perspective: Diversity takes many forms, including differences in organizational mission, educational levels, ideas, viewpoints, perspectives, values, religious beliefs, backgrounds, race, gender, age, human capacity, and ethnicity. People become more aware of differences and similarities in a variety of ways, including through processes of discovery and exploration, interaction, collaboration, and partnering (HLC Handbook of Accreditation, 3.4). This diversity extends beyond the boundaries of one country or one ethnic group. Decisions in one part of the world may have consequences for people and institutions in other parts of the world. Global thinking is the recognition that citizens are part of a global community and interconnections are a crucial part of today's life (Ability-Based Learning Outcomes, Alverno College, 43).

1. Students will provide evidence through a variety of learning experiences of their ability to assess their own awareness of, sensitivity to, and respect for varying viewpoints, religious beliefs, race, gender, age, human capacity, and ethnicity.
2. Students will use disciplinary concepts and frameworks to gather information to explore possible responses and propose theoretical and pragmatic approaches to complex global issues.
3. Students will, through a variety of learning experiences, demonstrate the ability to engage in discussions of complex issues, with an awareness of the contexts and perspectives in the formation of diverse cultures, and to collaborate and draw out the best resolutions possible in relation to others based on an informed foundation.

Oral and Written Communication: Communication is the art of effectively expressing and exchanging ideas through speech and writing.

1. The student will communicate effectively in writing to various audiences.
2. The student will conduct meaningful research, including gathering information from primary and secondary sources incorporating and documenting source material in writing.
3. The student will evaluate and organize ideas for original oral presentations.
4. The student will communicate through effective public speaking by delivering a variety of speeches to various audiences.
5. The student will demonstrate mastery of basic written and oral communication, including the ability to read and listen with understanding and critical discernment.

Social Interaction: Much of the world's work (discourse), whether it be in the local community or the global society, is accomplished through conversation, consultation, discussion, and debate on committees, task forces, boards, and political activities. The ability to relate to and interact with and within the wide variety of systems (individual, institutional, and organizational) is an essential skill for success. Students must develop social and political skills and competence in civil discourse to compliment which are expressed in written and oral form. To this end, social integration is integral to student learning outcomes.

1. Students will demonstrate an understanding of the analytical frameworks that undergird social interaction.
2. Students will employ the reflective process to perform self-assessment of attitudes, emotions, behaviors, and cognitive processes.

3. Students will demonstrate, through analysis and self-awareness, the ability to formulate strategies that increase their effectiveness in group and interpersonal interactions.
4. Students will demonstrate initiative in their willingness to engage in the negotiation of increasingly complex and diverse interpersonal situations.
5. Students will demonstrate leadership abilities to facilitate the achievement of professional goals in interpersonal and group interactions.

Aesthetic Engagement: The objective of the visual and performing arts in a core curriculum is to expand students' knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination. Aesthetic engagement includes the ability to not only develop a basic understanding of the historical and cross-cultural contexts of art, but the ability to participate in artistic endeavors, both as creator and active audience member (Ability-Based Learning, Alverno, p. 57). Through study in disciplines such as the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts as fundamental to health and survival of any society.

1. Students will demonstrate an awareness of the scope and variety of works in the arts, including historical and/or cross-cultural expressions.
2. Students will participate in aesthetic events such as musical performances, dramatic presentations, poetry readings, visual art displays, and/or other forms of artistic activities.
3. Students will demonstrate the ability to critically analyze various artistic forms to develop informed choices and interpretations of the visual and performing arts.

**Some of the material used in the development of the institutional objectives and definitions was borrowed from websites of a number of colleges and universities including Alverno College and University of Houston.*

Vision Framework

Core Purpose

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

Core Values

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

20-Year Goal

Become widely known as a model Christian liberal arts university that is exceptional at integrating faith and learning.

Accreditation, Approvals and Compliances

Missouri Baptist University is accredited by:

The Higher Learning Commission
 30 North LaSalle Street, Suite 2400
 Chicago, Illinois 60602-2504
 (312) 263-0456
 1-800-621-7440
 Fax: (312) 263-7462

Internet: www.hlcommission.org/
Email: info@hlcommission.org

Missouri Baptist University is an institutional participant in the State Authorization Reciprocity Agreement (SARA). SARA is a voluntary agreement among member states and U.S. territories that establishes comparable national standards for interstate offering of distance-education courses and programs. As of July 2019, 49 states (all but California), the District of Columbia, Puerto Rico, and the U.S. Virgin Islands are members of SARA. For further information please visit the NC-SARA site. SARA states and institutions can be found by visiting nc-sara.org.

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

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

The exercise science program has completed the accreditation requirements suggested by the Committee on Accreditation for the Exercise Sciences (CoAES) and is nationally accredited by the Commission on Accreditation of Allied Health Programs (CAAHEP).

The Missouri Baptist University Bachelor's Degree and Master's Degree in Nursing Program is accredited by the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA) located at 2600 Virginia Avenue, NW, Washington, DC 20037. 202-909-2487.

The Health and Sports Sciences Division has completed the accreditation requirements suggested by the Committee on Accreditation for the Exercise Sciences (CoAES).

All certification programs are accredited by the Missouri Department of Elementary and Secondary Education (DESE) and by the Council for the Accreditation of Educator Preparation (CAEP).

Missouri Baptist University is currently in Pre-Candidacy for Accreditation by the Council on Social Work Education's Commission on Accreditation. Pre-Candidacy for a baccalaureate or master's social work program by the Council on Social Work Education's Commission on Accreditation indicates that it has submitted an application to be reviewed for Candidacy. A program that has attained Pre-Candidacy has not yet been reviewed by the Commission on Accreditation or been verified to be in compliance with the Educational Policy and Accreditation Standards. The Council on Social Work Education does not publicly disclose whether programs have currently attained Pre-Candidacy Status until they are granted Candidacy. Students who enter the program while it is still in Pre-Candidacy will not be recognized as attending a program in Candidacy unless the program attains Candidacy in the academic year in which those students enter. The Candidacy Process is typically a three-year process and there is no guarantee that a program in Pre-Candidacy will eventually attain Candidacy or Initial Accreditation. Students who enter programs that attain Candidacy in or before the academic year in which they begin their program of study will be retroactively recognized as having graduated from a CSWE-accredited program once the program attains Initial Accreditation. Candidacy by the Council on Social Work Education's Commission on Accreditation applies to all program sites and program delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

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

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

Student Right-to-Know Act

In accordance with Public Law 101-542, Missouri Baptist University reports 73% of first-time freshmen students return the second year. For more information, visit our website at the following link: <https://www.mobap.edu/about-mbu/student-consumer-information/>.

Campus Security Act

In Compliance with the Jeanne Clery Act, the Missouri Baptist University Public Safety Office publishes an Annual Security and Fire Safety Report on personal safety and crime statistics. The report is available on request from the Public Safety Office and is posted on the University's website at the following link: <https://www.mobap.edu/student-life/public-safety/clery-reports-title-ix-policy/>.

Institutional Memberships

Missouri Baptist University is accredited by the Higher Learning Commission.

The University holds memberships in the following organizations: Accreditation Council for Business Schools and Programs (ACBSP), American Association of Collegiate Registrars and Admissions Officers, American Association of Independent Colleges and University Presidents, American College Personnel Association (ACPA), American Library Association, American Society for Church History, Ameristudy, Association for Christians in Student Development (ACSD), Association of Business Administrators of Christian Colleges, Association of Christian Librarians (ACL), Association of Fundraising Professionals, Association of International Educators (NAFSA), Association of Veterans Education Certifying Officials, Association of Higher Education and Disability, Baptist History and Heritage Society, Central Association of College and University Business Officers, CharacterPlus, CollegeSource Online, Commission of Accreditation of Allied Health Education Programs, Commission on Collegiate Nursing Education (CCNE), Committee on Accreditation for the Exercise Sciences (CoAES), Committee on Transfer and Articulation (COTA), Conference for Faith and History, Council for the Accreditation of Educator Preparation (CAEP), Council for Christian Colleges and Universities, Consortium for Global Education, Council of Independent Colleges, Evangelical Theological Society, Higher Learning Commission (HLC), Independent Colleges and Universities of Missouri, International Alliance for Christian Education (IACE), International Association of Baptist Colleges and Universities, International Education Council of Missouri and Illinois (IECMI), Mid-American Association for Institutional Research, Midwest Association of Student Financial Aid Administrators, Missouri Alliance of Concurrent Enrollment Partnerships, Missouri Association for College Admission Counseling, Missouri Association of Academic Deans, Missouri Association of Colleges of Teacher Education, Missouri Association of Collegiate Registrars and Admissions Officers, Missouri Association of Student Financial Aid Personnel, Missouri Association of Higher Education and Disability, Missouri Baptist Historical Society, Missouri Historical Society, Missouri Library Association, National Academic Advising Association, National Alliance of Concurrent Enrollment Partnerships, National Association for College Admission Counseling, National Association for Colleges and Employers (NACE), National Association of Baptist Enrollment Professionals (NABEP), National Association of College and University Business Officers, National Association of Independent Colleges and Universities, National Association of

Intercollegiate Athletics, National Association of Schools of Music (NASM), National Association of Student Financial Aid Administrators, National Association of Student Personnel Administrators (NASPA), National Collegiate Honors Council, National Council for State Authorization Reciprocity Agreements, National Council of Teachers of English, National Council of Teachers of Math, National Geography Society, North American Coalition for Christian Admissions Professionals, Society of Biblical Literature, St. Louis Regional Library Network, State Historical Society of Missouri.

Board of Trustees

Missouri Baptist University is a private, coeducational, liberal arts university, operated in affiliation with the Missouri Baptist Convention and governed by a Board of Trustees chosen by the Convention.

Campus Facilities

ADMINISTRATION BUILDING contains the Offices of Admissions, Business Affairs, and Student Financial Services. Several lecture classrooms are on the first and second floors. The natural science laboratories and faculty offices for the Natural Sciences Division are on the second floor. Courses scheduled to meet in this building have a classroom designation that begins with ADM.

W. L. MUNCY, JR. GYMNASIUM is used for intramural sports and physical activity classes. The building also houses the Athletic Department weight room, the wrestling and cheerleading programs, offices for graduate assistants, wrestling coaches, one classroom, and the human performance lab. Courses scheduled to meet in this building have a classroom designation that begins with MUN.

THE CARL AND DELORIS PETTY SPORTS AND RECREATION COMPLEX, is located across the Quad from the Administration Building. In addition to the college regulation basketball court used for intercollegiate athletics, the building houses a fitness center, indoor track, group fitness room, two classrooms, a conference room, locker rooms, athletic training room, Spartan Hall, as well as offices for head and assistant coaches, athletic trainers, athletics administrators, the Sports and Recreation Complex Manager, and faculty in the Health and Sport Sciences Division. Courses scheduled to meet in this building have a classroom designation that begins with SRC.

THE PERK COFFEE SHOP is located between the Sports and Recreation Complex and the learning center. It functions as a social gathering place for students, faculty, and staff.

THE SPARTAN STORE is operated by Follett on the Main campus as a service to the students, faculty, staff, and alumni. The Spartan Store is located next to the Perk behind the Jung-Kellogg Learning Center, marking the entrance to Spartan Village. Textbooks, e-books, healthy snacks, school supplies, Spartan apparel, and accessories are among the many items available. Textbooks, school supplies, apparel, gifts, along with numerous other items can be ordered on the MBU bookstore website, www.mobap.bkstr.com.

JUNG-KELLOGG LEARNING CENTER, located between the Administration Building and the Thomas and Virginia Field Academic Hall, houses approximately 30,955 volumes, 154 periodical titles, and a collection of DVD's. The Learning Center subscribes to over 132 databases in Education, Applied Sciences, Science, Social Sciences, Religion, Nursing, Music, Health and Sport Management, and Business, and has also acquired access to electronic books in multiple academic disciplines. The electronic resources can be accessed on campus and remotely with a valid student ID.

Access to the learning center collection is open to students, staff, faculty, alumni, and to the local community during learning center operating hours. The library home page is <http://www.mobap.edu/studentlife/library/>.

The Learning Center is a member of the St. Louis Regional Library Network, MLA, ALA, and MOREnet, and a participating member of MOBIUS (Missouri Online Bibliographic Information Users System), which is the common library platform in the State of Missouri linking over 75 academic libraries and their collections through Interlibrary Loan.

Courses scheduled to meet in this building have a classroom designation that begins with LC.

THE THOMAS AND VIRGINIA FIELD ACADEMIC HALL, next to the learning center, houses classrooms, the instructional computer laboratory, a student-access computer laboratory, Student Success Center, Dining Hall, faculty offices for the Business, Education, Humanities, and Social and Behavioral Science Divisions, and the following administrative offices: Institutional Advancement, Graduate Admissions, Graduate Studies, Records, Institutional Research, MBU Early College Partnerships, and Provost/Academic Affairs. Courses scheduled to meet in this building have a classroom designation that begins with FLD.

THE DINING HALL provides food service for resident and commuter students, faculty, and guests during regular dining hours and on weekends. The Dining Hall is located on the main floor of the Thomas and Virginia Field Academic Hall.

THE STUDENT SUCCESS CENTER (SSC), which operates under the Office of Student Development, is located on the Main campus of Missouri Baptist University on the lower level of Virginia Field Academic Hall in rooms FLD-119 and FLD-117. The Student Success Center's mission is to provide a holistic approach to student success and academically advise all new students to MBU and to provide resources that will enhance student learning in and outside of the classroom environment.

Student Success Advisors provide advising, mentoring, support services and orientation to first-time freshman and new transfer students. Keynote, our freshmen orientation course, and Transfer Orientation are coordinated through the SSC under the direction of the Associate Dean of Students and Assistant Dean of Student Success. In these ways, the SSC strives to see the student holistically, recognizing their unique physical, mental, emotional, social, cultural, and spiritual aspects and encourage their development as a whole person.

Tutoring services are also offered by the SSC providing students with individualized help across disciplines including general education courses. Study skill development is also provided through personal coaching, videos and handouts to help with time management, how to study, and overall academic goal setting. The Writing Lab is another SSC service which allows students to meet with a writing coach to receive help with various parts of the writing process including brainstorming, structuring a paper, improving grammar, and properly citing sources.

Testing services are also offered through the SSC. In addition to classroom make-up tests, students may take annual examinations including the Accuplacer, Residual ACT, Proficiency Profile, MoGEA, DSST, Major Field Tests, and CPCE. For testing services, students may call (314) 392-2364 or email testing@mobap.edu.

Accommodations are provided for students who have documented disabilities of a permanent or temporary nature. Individuals with major life disabilities such as physical handicaps, learning disabilities, attention deficit disorder, visual impairments, hearing impairments, and/or medical disabilities may receive accommodations to minimize barriers to education. In order to receive services, students must self-identify their disability to the Office of Student Accessibility Services. The Office of Student Accessibility Services can be reached by calling (314) 744-5312 or by emailing disabilityservices@mobap.edu.

For more information regarding accommodations please visit: <https://www.mobap.edu/student-life/student-services/student-accessibility-services/>. Additional information about the SSC can be found at <https://www.mobap.edu/student-success-center/>.

THE PILLSBURY CHAPEL AND DALE WILLIAMS FINE ARTS CENTER houses the Pillsbury Chapel, Don and Mary Pillsbury Wainwright Performance Hall, Mabee Great Hall, the Fine Arts Division, the Office of the President, Office of Calendaring and Special Events, and the Board Room. Classrooms, music and communications studios, practice rooms, and faculty offices are located on the lower level, while the Don and Mary Pillsbury Wainwright Performance Hall, Rehearsal Hall, Office of the President, Office of Calendaring and Special Events, and the Board Room are located on the main floor. The Mabee Great Hall offers a venue for banquets, receptions, and other events on campus. The Pillsbury Chapel provides a worship area for weekly chapel services as well as a theater for musical and dramatic presentations and concerts. The Don and Mary Pillsbury Wainwright Performance Hall provides a great small venue theatre for student recitals, music, drama, and smaller concerts. Courses scheduled to meet in this building have a classroom designation that begins with CFA.

RESIDENCE HALLS provide resident living for students. Refreshment machines and projection televisions are located in the main lobbies of Pillsbury-Huff and North Halls. North Hall has an additional lounge upstairs and Pillsbury-Huff Hall has additional lounges attached to both wings. Each suite-style room is fully furnished with a bed, dresser and desk for each student, as well as a private bathroom. Wireless and high-speed Internet connections, digital cable, computer labs, and laundry facilities are also available in each dormitory. All residence halls are handicapped accessible.

Pillsbury-Huff Hall, opened in 1980 and renovated in 1994, houses 100 male students. It has five lounge areas and a networked computer lab. Each suite has two bedrooms and a private bath.

North Hall, opened in 1996, provides housing for 100 female students. There are two lounge areas and a game room, a kitchen area for residence life activities, and a networked computer lab.

Spartan Village Apartments, opened for the Fall 2011 semester, provides apartment-style housing for 40 upperclassmen in two buildings, one for men and one for women. Each unit includes four bedrooms, a living room, and full kitchen. Upper level units feature balconies while lower level units have patios.

Spartan Village Rowhouse, opened for the Fall 2013 semester, provides housing for 106 students and feature communal living spaces with a living room and kitchen in each suite.

Spartan Village Dorms, opened for the Fall 2016 semester, provides a traditional housing experience. Two students will share a bedroom and their own private bathroom. A lobby and laundry room are located in the lowest level of each building with a quiet study space on the third floor.

SPARTAN ROWHOUSE 503 houses the Division of Student Development Offices including: Dean of Students Office, Office of Care and Concern, Office of Community Accountability, Office of Commuter Life, Office of Equity, Diversity, and Inclusion, Office of International Student Experiences, Office of Residence Life, Office of Orientation, Growth and Purpose, Office of Student Accessibility Services, and Office of Student Life.

THE MAINTENANCE BUILDING, located adjacent to Pillsbury-Huff Hall, houses Campus Operations.

SPARTAN FIELD and FIELD HOUSE, located on the campus' west side, opened in Fall 2015. This new complex includes an artificial turf field, coaches' offices, meeting space, and locker rooms. An eight-lane track, field lights, women's locker room, public restrooms, concession stand, bleachers, storage, weight room and an enhanced entrance plaza.

THE MBU SCHOOL OF NURSING, which began offering classes in January 2018, is located in the Walker Medical Building, 12855 N. Forty Dr., Suite 300, St. Louis, MO 63141, adjacent to the

Main campus. This facility includes offices for faculty and staff, classrooms, laboratories, and a student lounge.

Graduate Admission Requirements

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

Policy for Applicants with Criminal Backgrounds

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

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

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

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

Master's Degrees

Full Admission

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

1. The applicant must have a bachelor's degree from an accredited college or university with an overall grade point average of 2.750 on a 4.000 scale. Applicants to the Master of Science in Nursing (MSN) must have an overall grade point average of a 3.000 on a 4.000 scale and hold a Bachelor of Science in Nursing (BSN) degree.

2. Students applying for the Master of Science in Sport Management who do not meet minimum grade point average requirements have the option of taking the Graduate Record Examination (GRE) or the Graduate Management Admissions Test (GMAT).
3. Students seeking the Master of Educational Administration degree must submit evidence of initial certification to teach.
4. Students seeking a Master of Educational Administration degree must submit evidence of three years of teaching experience in either elementary or secondary education prior to being recommended for certification as a school principal.
5. Students seeking a Master of Science in Criminal Justice may be required to take CRJS 133 Introduction to Criminal Justice and CRPO 453 Constitutional Law I prior to beginning the program though there are no prerequisite Criminal Justice courses for admission to the program.
6. A student applying for the Master of Science in Biology Education should have earned a B.S. or B.A. in Biology, Biotechnology or Biochemistry, or secondary educator certification in Biology. Some prerequisites may be required if you apply with middle school certification in Biology.
7. A student applying for the Master of Science in Chemistry Education should have earned a B.S. or B.A. in Chemistry, Biochemistry, or secondary educator certification in Chemistry. Some prerequisites may be required if you apply with middle school certification in Chemistry.
8. A student applying for the Master of Science in Mathematics Education should have earned a B.S. or B.A. in Mathematics or secondary educator certification in Mathematics. Some prerequisites may be required if you apply with middle school certification in Mathematics.

Provisional Admission

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

Probationary Admission

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

1. Students with a grade point average between 2.500 and 2.749 (or a 2.75 to 2.99 for MSN applicants) who meet all other admission requirements may be admitted on a probationary basis. Approval from the Graduate Affairs Committee and the Associate Vice President for Graduate Affairs is required before probationary admission status will be granted. For students with twelve (12) or more hours of graduate credit, admittance will be based solely on the graduate GPA instead of the undergraduate GPA. This stipulation is conditional upon Classroom Teaching candidates seeking initial certification having at least a combined graduate/undergraduate 2.500 GPA (DESE will require a minimum cumulative GPA of 2.750 for certification).
2. If probationary student status is granted, the student must maintain a 3.0 grade point average for the first twelve (12) hours of graduate work at Missouri Baptist University to be considered for full admission status.

Master of Science in Sport Management Probationary Admission

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

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

Non-Degree-Seeking Admission

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

Special Student Admission

Students may enroll in select graduate courses without submitting a regular application or meeting other admissions requirements if they are taking courses for professional development only. These students must submit a Special Student Application/Registration form at the time of enrollment for the specific course.

Students Seeking Graduate Certification

Students with a baccalaureate degree who have not received teacher certification may take graduate courses to meet teacher certification requirements. Students in this category should see the bulletin section on Graduate Certification Only and speak with the Office of Online & Graduate Enrollment Services for further guidance on obtaining Missouri Teacher Certification.

Students Seeking Add-On Certification

Students with a baccalaureate degree who hold teaching certification may receive add-on certification in the areas of Special Reading and Driver Education.

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

Students will be classified as degree-seeking or non-degree-seeking/certification-only, but must be pursuing a degree or approved certificate to receive financial aid. Please speak with the Office of Online and Graduate Enrollment Services for more information on applicable programs.

Readmission after an Extended Absence

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

Graduate Admissions Failure Policy

Graduate students who are dismissed from an academic program due to unacceptable grades will not be allowed to immediately enroll in another graduate program. Students must wait one year after dismissal before applying to another graduate program. When reapplying, the student will provide in writing evidence that warrants admission into a new graduate program. Graduate students are limited to one final appeal after the one year waiting period. Two total appeals regardless of programs will be allowed.

Application Procedures - Master's Degrees

Application Procedures – Degree-Seeking Students

1. Submit a completed Graduate Application for Admission. The application is available online at <https://apply.mobap.edu/>.
2. Complete the Business Office Master Promissory Note (BOMPN) – this note guarantees that the student will be responsible for any charges incurred while enrolled at Missouri Baptist University. This is not a payment plan and there is no charge associated with the document.
3. Applicants will be required to submit a professional statement essay that addresses the following: Your career and/or educational background, why you want to continue your education, and what you hope to accomplish with this degree. This essay should be approximately 2 pages double-spaced. MSN & MBA applicants are not required to submit a professional statement.
 - Applicants pursuing a Master of Arts degree in Clinical Mental Health must write and submit an original, double-spaced 1000-word essay that will be reviewed for content and will be used to assess your written communication skills. Please answer the following prompts in your writing.
 - As a CACREP accredited program, MBU strives to provide the community with leaders who are ethical, socially just, and culturally competent. After reflecting on this vision statement please answer:
 - What previous experiences (personal, professional, academic, and/or any leadership roles) have led you to pursue the M.A. degree in Counseling at MBU?
 - What are your professional goals, and how do you see your goals aligning with the vision of the MBU counseling program described above? How do you plan on carrying these professional goals forward to be a leader in your community and profession?
 - The Counseling Program is both academically and emotionally rigorous. What challenges do you foresee encountering during your studies? What forms of support will you use to meet those challenges?
 - Applicants pursuing a Master of Arts in Christian Ministry must include a statement of faith and a spiritual autobiography.
 - Applicants pursuing a Master of Science in Nursing, Master of Social Work (Advanced Standing or Traditional), or a Master of Arts in Clinical Mental Health Counseling must submit a resume or curriculum vitae.
4. Submit official transcripts mailed **directly** from **each** regionally or nationally accredited college, university, or other post-secondary institution attended. This *includes* original transcripts for any course accepted as transfer credit on another institution's transcript. Only transcripts mailed directly to Missouri Baptist University Office of Online and Graduate Enrollment Services will be accepted as official copies. MBU also accepts electronic transcripts from the following services: Parchment and National Student Clearinghouse. Electronic transcripts should be emailed to the Office of Online and Graduate Enrollment Services at graduateadmissions@mobap.edu. **Hand carried transcripts, faxed transcripts, and transcripts "Issued to Student" will not be accepted.** In addition, if the post-secondary

institutions attended were outside of the United States, the student must have transcripts and/or degrees evaluated by an approved Transcripts/Credential Evaluation Service. Please see the Admission Procedures for International Students section of the bulletin for additional information. Students graduating from Missouri Baptist University's master's degree or specialist programs need not resubmit transcripts that are already on file.

5. Students applying for the Master of Educational Administration degree must also provide evidence of state teacher certification.
6. Students applying for the Master of Arts in Clinical Mental Health Counseling program are required to attend an oral interview with department faculty once all materials are received and reviewed.
7. Students applying for the Master of Science in Nursing must also provide evidence of an unencumbered RN license.
8. Every applicant whose native language is not English must provide proof of English proficiency or meet criteria for a waiver of English Proficiency Requirements. Please see the Admission Procedures for International Students section for additional information.
9. All applicants who are Permanent United States Residents must submit a copy of the front and back of their Permanent Residence card.

NOTE: All required application materials must be submitted before:

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

Application Procedures – Non-Degree-Seeking Students

1. Submit a completed Graduate Application for Admission. The application is available online at <https://apply.mobap.edu/>.
2. Complete the Business Office Master Promissory Note (BOMPN) – this note guarantees that the student will be responsible for any charges incurred while enrolled at Missouri Baptist University. This is not a payment plan and there is no charge associated with the document.
3. Submit a photocopy of your Missouri Teaching Certificate **or** an official transcript showing an earned bachelor's degree (or master's degree, if applicable).

Application Procedures - Certificate Programs

1. Submit a completed Graduate Application for Admission. The application is available online at <https://apply.mobap.edu/>.
2. Complete the Business Office Master Promissory Note (BOMPN) – this note guarantees that the student will be responsible for any charges incurred while enrolled at Missouri Baptist University. This is not a payment plan and there is no charge associated with the document.
3. Submit official transcripts mailed **directly** from **each** regionally or nationally accredited college, university, or other post-secondary institution attended. This *includes* original transcripts for any course accepted as transfer credit on another institution's transcript. Only transcripts mailed directly to Missouri Baptist University Online and Graduate Enrollment Services will be accepted as official copies. MBU also accepts electronic transcripts from the following services: Parchment and National Student Clearinghouse. Electronic transcripts should be emailed to the Office of Online & Graduate Enrollment Services at graduateadmissions@mobap.edu. **Hand carried transcripts, faxed transcripts, and transcripts "Issued to Student" will not be accepted.** In addition, if the post-secondary institutions attended were outside of the United States, the student must have transcripts and/or degrees evaluated by an approved Transcripts/Credential Evaluation Service. Please see the Admission Procedures for International Students section of the bulletin for additional information. Students graduating from Missouri Baptist University's master's degree or specialist programs need not resubmit transcripts that are already on file.

4. Play Therapy Certificate students must submit evidence of liability insurance prior to admission.

Application Procedures – Visiting Students

1. Submit a completed application is available online at <https://apply.mobap.edu/>.
2. Complete the Business Office Master Promissory Note: this note guarantees that the student will be responsible for any charges incurred while enrolled at Missouri Baptist University. This is not a payment plan and there is no charge associated with the document.

NOTE: All required application materials must be submitted before:

1. A student can be fully admitted into the University.
 2. Registrations can be authorized from unofficial to official status.
 3. Financial aid can be processed or applied.
 4. Registration for a subsequent term will be permitted.
- Students must submit the same documentation required of degree-seeking students if they wish to apply for federal financial aid.*

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

Transfer Policies - Master's Degrees

Transfer Students/Transfer Credit

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

Program-specific transfer credit policies are as follows:

Master of Arts in Christian Ministry (MACM)

Students entering the Master of Arts in Christian Ministry (MACM) degree program may transfer up to **nine (9)** graduate credits into the Missouri Baptist University Graduate Studies Program from another regionally accredited college or university. The total hours transferred to Missouri Baptist, including courses from other programs while enrolled, may not exceed nine (9) hours. These nine (9) hours may include up to a maximum of nine (9) credit hours as Credit for Prior Learning. Students must complete at least twenty-seven (27) hours of credit plus CSCM 423/523 at Missouri Baptist University. Coursework completed at colleges/universities or other postsecondary institutions which are not regionally accredited, but which are accredited by a body recognized by the Council for Higher Education Accreditation (CHEA) may be evaluated on an individual basis in keeping with whether or not the course would be appropriate to apply toward a master's program at Missouri Baptist University.

Master of Arts, Clinical Mental Health Counseling (MA)

Students entering the Master of Arts degree in Clinical Mental Health Counseling may transfer up to **nine (9)** graduate credits into the Missouri Baptist University Graduate Studies Program from another regionally accredited college or university. The total hours transferred to Missouri Baptist, including courses from other programs while enrolled, may not exceed nine (9) hours. All transfer credits must be approved by the Core Counselor Education faculty.

Master of Arts, School Counseling (MA)

Students entering the Master of Arts in School Counseling degree program may transfer up to **six (6)** graduate credits into the Missouri Baptist University Graduate Studies Program from another regionally accredited college or university. Additional transfer credit requests may be evaluated on an individual basis by the program director.

Master of Arts in Teaching (MAT)

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

Master of Business Administration (MBA)

Students entering the Master of Business Administration (MBA) degree program may transfer up to **six (6)** graduate credits into the Missouri Baptist University Graduate Studies Program from another regionally accredited college or university. The total hours transferred to Missouri Baptist, including courses from other programs while enrolled, may not exceed six (6) hours. Students must complete at least twenty-four (24) hours of credit, including BUSN 583, at Missouri Baptist University.

Master of Educational Administration (MEA)

Students entering the Master of Educational Administration (MEA) may transfer up to **nine (9)** graduate credits into the Missouri Baptist University Graduate Studies Program from another regionally accredited college or university; however, students must complete a minimum of 24 credits toward the MEA degree at MBU. Students transferring in nine graduate credits will need to complete an approved elective.

Master of Educational Technology (MET) or Master of Science in Education (MSE)

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

Master of Science, Biology Education (MS)

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

Master of Science, Chemistry Education (MS)

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

Master of Science in Criminal Justice (MSCJ)

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

must complete at least thirty (30) hours of credit, including CRJS 583, at Missouri Baptist University. Students must complete the capstone class online.

Master of Science, Mathematics Education (MS)

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

Master of Science in Nursing (MSN)

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

Master of Science in Sport Management (MSSM)

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

Master of Social Work (MSW)

Students entering the Master of Social Work may transfer up to **six (6)** graduate credits into the Missouri Baptist University Graduate Studies Program from another regionally accredited college or university. The total hours transferred to Missouri Baptist, including courses from other programs while enrolled, may not exceed **six (6)** hours.

The University only recognizes institutions accredited by the current edition of Accredited Institutions of Postsecondary Education published by the CHEA and the American Council on Education (<https://www.ed.gov/accreditation>).

Educational Specialist Degree (Ed.S.)

Full Admission

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

1. The applicant must have a master's degree in Education (or related degree) or Educational Administration from an accredited college or university with an overall grade point average of 3.000 on a 4.000 scale. A Master of Educational Administration degree from an accredited college or university is required for pursuit of the Superintendent concentration.
2. Applicants pursuing the Superintendent concentration must submit evidence of active principal certification.
3. Applicants without teacher certification may pursue the Curriculum and Instruction concentration only. Special approval will be required.

Provisional Admission

Students may be accepted provisionally if a transcript is the only item missing. That transcript CANNOT be the transcript that lists the master's degree for specialist candidates. All other

documentation must be submitted. All transcripts must be submitted before students will be permitted to enroll for subsequent semesters.

Probationary Admission

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

1. Students with a grade point average between 2.750 and 2.999 who meet all other admission requirements may be admitted on a probationary basis. Approval from the Graduate Affairs Committee and the Associate Vice President for Graduate Affairs is required before probationary admission status will be granted.
2. If probationary student status is granted, the student must maintain a 3.0 grade point average for the first twelve (12) hours of graduate work at Missouri Baptist University to be considered for full admission status.

Readmission after an Extended Absence

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

Graduate Admissions Failure Policy

Graduate students who are dismissed from an academic program due to unacceptable grades will not be allowed to immediately enroll in another graduate program. Students must wait one year after dismissal before applying to another graduate program. When reapplying, the student will provide in writing evidence that warrants admission into a new graduate program.

Application Procedures - Specialist

Application Procedures – Degree-Seeking Students

1. Submit a completed Graduate Application for Admission. The application is available online at <https://apply.mobap.edu/>.
2. Complete the Business Office Master Promissory Note (BOMPN) – this note guarantees that the student will be responsible for any charges incurred while enrolled at Missouri Baptist University. This is not a payment plan and there is no charge associated with the document.
3. Submit a professional statement essay that addresses the following: Your career and/or educational background, why you want to continue your education, and what you hope to accomplish with this degree. This essay should be approximately 2 pages double-spaced.
4. Submit official transcripts mailed **directly** from **each** regionally or nationally accredited college, university, or other post-secondary institution attended. This *includes* original transcripts for any course accepted as transfer credit on another institution's transcript. Only transcripts mailed directly to Missouri Baptist University Office of Online and Graduate Enrollment Services will be accepted as official copies. MBU also accepts electronic transcripts from the following services: Parchment and National Student Clearinghouse. Electronic transcripts should be emailed to the Office of Online and Graduate Enrollment Services at graduateadmissions@mobap.edu. **Hand carried transcripts, faxed transcripts, and transcripts "Issued to Student" will not be accepted.** In addition, if the post-secondary institutions attended were outside of the United States, the student must have transcripts

and/or degrees evaluated by an approved Transcripts/Credential Evaluation Service. Please see the Admission Procedures for International Students section of the bulletin for additional information. Students graduating from Missouri Baptist University's masters' or specialist programs do not need to resubmit transcripts that are already on file.

5. Every applicant whose native language is not English must provide proof of English proficiency or meet criteria for a waiver of English Proficiency Requirements. Please see the Admission Procedures for International Students section for additional information.
6. All applicants who are Permanent United States Residents must submit a copy of the front and back of their Permanent Residence card.

Note: All required application materials must be submitted before:

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

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

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

Transfer Policies - Specialist

Transfer Students/Transfer Credit

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

Students entering the Educational Specialist (Ed.S.) degree program may transfer up to six (6) specialist-level credits into the Missouri Baptist University Graduate Studies Program from another regionally accredited college or university.

Doctor of Education Degree (Ed.D.)

Leadership in Teaching and Learning

Full Admission

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

1. The applicant must have an educational specialist degree or its equivalent from an accredited college or university with an overall grade point average of 3.250 on a 4.000 scale in educational specialist coursework, and an overall 3.25 GPA in graduate coursework. A 3.0 GPA must be maintained throughout the course of study.
2. Applicants must be reviewed and approved by the Doctoral Applicant Selection Committee.
3. GRED 703 Statistics and Methods I, or an equivalent course completed within the last seven years. (Please contact the Office of Online and Graduate Enrollment Services, graduateadmissions@mobap.edu, with an unofficial transcript to confirm equivalencies for this course.)

Applications will remain on file for one (1) year.

Readmission after an Extended Absence

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

Graduate Admissions Failure Policy

Graduate students who are dismissed from an academic program due to unacceptable grades will not be allowed to immediately enroll in another graduate program. Students must wait one year after dismissal before applying to another graduate program. When reapplying, the student will provide in writing evidence that warrants admission into a new graduate program.

Application Procedures - Doctorate

Application Procedures – Degree-Seeking Students

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

1. Submit a completed Doctoral Application for Admission. The application is available online at <http://www.mobap.edu/doctorate>.
2. Submit official transcripts mailed *directly* from *each* regionally or nationally accredited college, university, or other post-secondary institution attended. This includes original transcripts for any course accepted as transfer credit on another institution's transcript. Only transcripts mailed directly to Missouri Baptist University Office of Online and Graduate Enrollment Services will be accepted as official copies. MBU also accepts electronic transcripts from the following services: Parchment and National Student Clearinghouse. Electronic transcripts should be emailed to the Office of Online and Graduate Enrollment Services at graduateadmissions@mobap.edu. **Hand carried transcripts, faxed transcripts, and transcripts "Issued to Student" will not be accepted.** In addition, if the post-secondary institutions attended were outside of the United States, the student must have transcripts and/or degrees evaluated by an approved Transcripts/Credential Evaluation Service. Please see the Admission Procedures for International Students section of the bulletin for additional information. Students graduating from Missouri Baptist University's masters' or specialist programs do not need to resubmit transcripts that are already on file.
3. Submit a professional vita.
4. Submit a professional statement essay that addresses the following: Your career and/or educational background, why you want to continue your education, and what you hope to accomplish with this degree. This essay should be approximately 2 pages double-spaced.
5. Submit a research paper completed in a graduate level course as a writing sample. This will be used to determine the applicant's ability to communicate effectively and must meet a high standard of professional writing and critical thinking.
6. Complete an on-site writing assessment and interview with doctoral panel (which will be scheduled after all of the required items are submitted).
7. Complete the Business Office Master Promissory Note (BOMPN) – this note guarantees that the student will be responsible for any charges incurred while enrolled at Missouri Baptist University. This is not a payment plan and there is no charge associated with the document.

8. Every applicant whose native language is not English must provide proof of English proficiency or meet criteria for a waiver of English Proficiency Requirements. Please see the Admission Procedures for International Students section for additional information.
9. All applicants who are Permanent United States Residents must submit a copy of the front and back of their Permanent Residence card.

Note: All required application materials must be submitted before:

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

NOTE: No candidate will be considered for admission into the Doctor of Education program until all materials for admission are submitted. Provisional acceptance is not offered to doctoral students; however, students who meet certain criteria will be considered on a case by case basis.

Transfer Policies - Doctorate

Transfer Students/Transfer Credit

Missouri Baptist University does not accept transfer credits from any other college or university for students entering the Doctor of Education (Ed.D.) in Leadership in Teaching and Learning degree program, with the exception of GRED 703.

Doctor of Education Degree (Ed.D.)

Higher Education Leadership

Full Admission

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

1. A Master's degree from an accredited university with a cumulative grade point average of 3.250 on a 4.000 scale in graduate coursework. A 3.0 GPA must be maintained throughout the course of study.
2. Applicants must be reviewed and approved by the Doctoral Applicant Selection Committee. Applications will remain on file for one (1) year per the Retention of Records Policy.

Readmission after an Extended Absence

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

Graduate Admissions Failure Policy

Graduate students who are dismissed from an academic program due to unacceptable grades will not be allowed to immediately enroll in another graduate program. Students must wait one

year after dismissal before applying to another graduate program. When reapplying, the student will provide in writing evidence that warrants admission into a new graduate program.

Application Procedures - Doctorate

Application Procedures – Degree-Seeking Students

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

1. Submit a completed Doctoral Application for Admission. The application is also available online at <https://apply.mobap.edu/>
2. Submit official transcripts mailed directly from each regionally or nationally accredited college, university, or other post-secondary institution attended. This **includes** original transcripts for any course accepted as transfer credit on another institution's transcript. Only transcripts mailed directly to Missouri Baptist University Office of Online and Graduate Enrollment Services will be accepted as official copies. MBU also accepts electronic transcripts from the following services: Parchment and National Student Clearinghouse. Electronic transcripts should be emailed to the Office of Online and Graduate Enrollment Services at graduateadmissions@mobap.edu. **Hand carried transcripts, faxed transcripts, and transcripts "Issued to Student" will not be accepted.** In addition, if the post-secondary institutions attended were outside of the United States, the student must have transcripts and/or degrees evaluated by an approved Transcripts/Credential Evaluation Service. Please see the Admission Procedures for International Students section of the bulletin for additional information. Students graduating from Missouri Baptist University's masters' or specialist programs do not need to resubmit transcripts that are already on file.
3. Submit a Curriculum Vita. Similar to a resume, but the CV should include a more detailed record of the applicant's academic background, including teaching experience, degrees, research, awards, publications, presentation, and other professional achievements.
4. Submit a writing sample. Throughout doctoral work the applicant will be expected to engage in scholarly discourse. The writing sample should show evidence of the applicant's ability to meet this expectation. The ideal submission is a graduate level research paper.
5. Complete an interview with doctoral panel (which will be scheduled after all of the required items are submitted).
6. Complete the Business Office Master Promissory Note (BOMPN) – this note guarantees that the student will be responsible for any charges incurred while enrolled at Missouri Baptist University. This is not a payment plan and there is no charge associated with the document.
7. Every applicant whose native language is not English must provide proof of English proficiency or meet criteria for a waiver of English Proficiency Requirements. Please see the Admission Procedures for International Students section for additional information.
8. All applicants who are Permanent United States Residents must submit a copy of the front and back of their Permanent Residence card.

Note: All required application materials must be submitted before:

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

No candidate will be considered for admission into the Doctor of Education program until all materials for admission are submitted. Provisional acceptance is not offered to doctoral students; however, students who meet certain criteria will be considered on a case by case basis.

Transfer Policies - Doctorate

Transfer Students/Transfer Credit

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

Admission Procedures for Graduate International Students

International students seeking admission into a graduate program must meet all the requirements for admission before an I-20 will be issued. In addition to submitting all standard admissions documents, international students must also submit:

1. Credential evaluation for all postsecondary coursework completed outside of the United States through World Education Services (WES), Education Credential Evaluators (ECE)*, or InCred. The completed evaluation must show the grade earned in each course as well as the U.S. degree and grade point average equivalencies.
2. Proof of English proficiency through one of the exam options listed below. Official test results must be mailed directly to MBU from the testing agency. Photocopies will not be accepted.

IELTS	6.0*
PTE (Pearson Test of English Academic)	53*
TOEFL- iBT (MBU code: 2717)	80*
TOEFL- Paper-based (MBU code: 2717)	550*
E3PT (English 3)	68*
Duolingo	115*
ELS (English for Academic Purposes)	Completed Level 112
SAT (MBU code 2258)	25 writing and language/25 reading*
ACT (MBU code 2323)	19 reading score/20 English*

***Minimum Score**

****TOEFL ITP and TOEFL Essentials may not be used to verify English Proficiency.**

English Proficiency Exceptions

Students from the following countries who have completed high school or secondary school are not required to prove English Proficiency: Australia, Belize, Canada (except Quebec), the Fiji Islands, Guyana, Kenya, Ireland, New Zealand, Uganda, United Kingdom, Zimbabwe, and English speaking countries in the Caribbean (Jamaica, Bahamas, Cayman Islands, Trinidad & Tobago, etc.) upon approval by the Director of International Experiences.

An English Proficiency Exam may be waived at the discretion of the Director of International Experiences (OIE) if a student has completed at least 24 university-level credit hours at another U.S. college or university (or English-speaking university) with a minimum GPA of a 2.75 on a 4.0 scale. A waiver cannot be considered until official transcripts are submitted.

3. Proof of financial ability, photocopies of valid passport, and proof of current immigration status (if applicable) will be required per U.S. immigration guidelines. Instructions for this process will be sent to the applicant via email.
4. Upon admission, \$200 admissions deposit for class registration and I-20 issuance.

International students are expected to maintain status by following all immigration regulations put forth by the U.S. Department of Homeland Security and academic policies of Missouri Baptist University. For more information, visit the Student Development website or contact the office of International Student Services.

*Students seeking teaching certification should not use ECE as this agency is not approved by the Department of Elementary and Secondary Education (DESE). Please refer to the Education section of the Bulletin for more information.

Readmission of Service Members

If service members cannot attend school due to military service as defined below, MBU will readmit them with the same academic status they had when they last attended, or when they were last admitted to MBU but did not begin attendance because of military service obligations. A student's readmission rights under the Readmission of Service Members policy are terminated in the case of a dishonorable or bad conduct discharge, general court-martial, federal or state prison sentence, or other reasons as stated in 34 CFR 668.18(h), but students may still be eligible for regular readmittance.

Readmission Procedures

The student, or an appropriate officer of the Armed Forces or official of the Department of Defense, must give oral or written notice of the student's military service as far in advance as is reasonable under the circumstances. This notice must be provided to the Director of Records. No notice is required if precluded by military necessity. The student may, alternatively, submit an attestation that military service necessitated the student's absence from the institution at the time of readmission.

The student must also notify the Director of Records of their intent to return to MBU within three years after the completion of the period of service and provide appropriate documentation. If a student is hospitalized for or convalescing from an illness or injury incurred in or aggravated due to service, the student will be given a two-year extension from the end of the recovery from such illness or injury to provide notification.

The cumulative length of absence and of all previous absences from the school for military service may not exceed five years. Only the time the student spends performing service is counted.

Documentation Requirements

Students applying for readmission should provide documentation to establish that they did not exceed the five-year service limitation, and that their readmission rights have not been terminated pursuant to the exceptions stated in 34 CFR 668.18(h). Documentation that will satisfy these requirements includes, but is not limited to, the following:

- DD (Department of Defense) 214 Certificate of Release or Discharge from Active Duty.
- Copy of duty orders prepared by the facility where the orders were fulfilled carrying an endorsement indicating completion of the described service.
- Letter from the commanding officer of a Personnel Support Activity or someone of comparable authority.
- Certificate of completion from military training school.
- Discharge certificate showing character of service.
- Copy of extracts from payroll documents showing periods of service.
- Letter from National Disaster Medical System (NDMS) Team Leader of Administrative Officer verifying dates and times of NDMS training or Federal activation.

Terms and Conditions

Military service is defined as voluntary or involuntary service in the armed forces, including service by a member of the National Guard or Reserve on active duty, active duty for training, or full-time National Guard duty under federal authority, for a period of more than 30 consecutive days under a call or order to active duty of more than 30 consecutive days. This does not include National Guard service under state authority.

An appropriate officer, as defined for the purposes of providing notification of a student's military service that necessitates the student's absence from an institution, is a commissioned, warrant, or non-commissioned officer authorized to give such notice by the military service concerned.

At the time of readmission, the student will be admitted at the same academic status into the next program class occurring after MBU has received the student's intent to return to courses, unless a later date is requested. MBU reserves the right to readmit at a later date to extenuating circumstances. If the program is no longer offered, admittance will be offered into a program determined to be most like the prior program.

For the first academic year, a student readmitted to the same program will be charged tuition and fee charges they would have been assessed for the academic year during which they left the school. However, if veteran education benefits or other service member education benefits will pay the higher tuition and fee charges for the year, the school may assess those charges to the student as well. Subsequent years will be assessed no more than the tuition and fee rates that other students in the program are assessed for that academic year.

If MBU determines that the student is not prepared to resume the program, MBU will make reasonable efforts to assist the student to become prepared. However, MBU will not readmit a student if it is determined that there are no reasonable efforts available to prepare the student to resume the program at the same point or enable them to complete, or that the student is not prepared after reasonable efforts are made.

Students who fail to apply for readmission within the required time limits or who otherwise do not meet the conditions set out herein may still be eligible for regular readmittance to MBU.

University Fees and Financial Information

Business Office Master Promissory Note and Financial Responsibility Agreement (BOMPN & FRA)

A Business Office Master Promissory Note (BOMPN) and Financial Responsibility Agreement (FRA) must be completed by all students at the beginning of their current course of study. Any student who has had a break in their enrollment of at least one semester is required to complete a new BOMPN and FRA.

There is no charge for the completion of this note, and it does not take the place of a payment agreement. All students must sign a BOMPN and FRA prior to attending courses. Classes will not be moved to official status without a completed BOMPN and FRA for the current program of study on file.

Students may request a secure link to e-sign the documentation needed to finalize enrollment here: Document Request. Please include student ID number in your request. A signature link will only be sent to the student's MBU Email. Photos of completed documents will not be accepted.

Payment of Accounts

All accounts are due and payable prior to the first day of classes each semester. The University offers a variety of financial aid to assist students in paying accounts, which are described in the catalog section on financial aid, scholarships, military and veteran's benefits. All institutional and external aid applications must be completed and submitted to the Student Financial Services Office at least ten working days prior to the first day of classes. The student is responsible for the accuracy and timeliness of all applications. Should arrangements for payment appear necessary, such arrangements should then be made with the Student Financial Services Office in order to finalize official registration. Payment of account balances not covered by scholarships, aid, or an approved payment plan must be completed by the first day of class to avoid a late payment fee of \$160.00 being assessed on your student account. Payments may be made through **myMBU** Access and navigating to "*My Payments/Refunds*."

Semester Expenses (Excluding Textbooks)

The following fees are in effect for the 2024-2025 academic year.

Main Campus

UNDERGRADUATE CHARGES:	
Fall and Spring Semesters, Full-Time (12-18 hours):	
Comprehensive Tuition	\$16,474.00
Overload Fee, per credit hour over 18	\$1,098.00
Student Services Fee	\$832.00
Athletic fee, per term	\$90.00
Nursing Program Fee, per term	\$1,500.00
Fall and Spring Semesters, Part-Time (less than 12 hours):	
Tuition, per credit hour	\$1,139.00

Student Services Fee, per credit hour	\$35.00
Winter/Summer Semester:	
Comprehensive Tuition (9-15 hours)	\$8,522.00
Tuition, per credit hour	\$947.00
Student Services Fee, per credit hour	\$35.00
Parking Fees for Full- and Part-Time:	
Fall and Spring (Day and Evening):	
Parking Lots C & F	\$103.00
Parking Lots D, E, & G – Residence Hall Lots	\$103.00
GRADUATE CHARGES (Main Campus):	
All Terms:	
Master's & Ed.S. Tuition, per credit hour	\$724.00
Ed.D. Tuition, per credit hour	\$799.00
RESIDENTIAL CHARGES:	
HOUSING:	
Fall and Spring Semesters:	
Application Fee (non-refundable)	\$100.00
Lost Key Fee	\$105.00
Pillsbury-Huff & North Halls	
Dorm Room & Board 19 meal plan	\$5,699.00
Dorm Room & Board 15 meal plan	\$5,528.00
Spartan Village Row House	
Dorm Room & Board 19 meal plan	\$7,000.00
Dorm Room & Board 15 meal plan	\$6,829.00
Dorm Room & Board 10 meal plan	\$6,620.00
Spartan Village Dorms	
Dorm Room & Board 19 meal plan	\$6,340.00
Dorm Room & Board 15 meal plan	\$6,169.00
Spartan Village Apartments	
On-Campus Apartment w/19 meal plan	\$7,995.00
On-Campus Apartment w/15 meal plan	\$7,824.00
On-Campus Apartment w/10 meal plan	\$7,615.00
*All students living on campus must have a meal plan. Students cannot make changes after the first day of the semester.	
Winter/Summer Terms:	
Lost Key Fee	\$105.00
Apartment only/no food service (per month)	\$662.00

Off-Campus Programs

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

UNDERGRADUATE:	
Regional Learning Centers	
Undergraduate Tuition, per credit hour	\$521.00
Dual Enrollment @ Bowling Green HS, per credit hour	\$140.00
Buchanan HS Dual Enrollment @ MBU, per credit hour	\$140.00
GRADUATE (all Regional Learning Centers):	
Master's & Ed.S. Tuition, per credit hour	\$599.00
Ed.D. Tuition, per credit hour	\$799.00
DISTANCE LEARNING:	
Undergraduate Web Courses, per credit hour	\$521.00
Ed.D., per credit hour	\$799.00
Online Programs, per credit hour:	
▪ MAT, MSE, MSFM, MSSM, MSW	\$668.00
▪ MA-School, MAC, MACM, MBA, MSN, Ed.S.	\$745.00
▪ MSCS	\$559.00
▪ GCTIE, MEA, MET, MS, MSHEL	\$599.00

Special Programs

EXCEL Dual Credit Program, per credit hour	\$70.00
MBU Achieve Program, per credit hour	\$118.00
High School Dual Enrollment on Campus, per credit hour	\$146.00
BJC, per credit hour	\$346.00
PEP, per credit hour	\$159.00
Special Seminars, per credit hour	\$115.00
Credit for Prior Learning (undergraduate and graduate)	
Portfolio Evaluation Fee, per credit hour	\$82.00
Portfolio Transcription Fee, per credit hour	\$342.00
Credit by Examination	
Advanced Standing by ACT/SAT Transcription Fee, per credit hour	\$80.00
Challenge Test Administration Fee, per credit hour	\$45.00
Challenge Test Credit by Exam, per credit hour	\$110.00
CLEP/DSST Credit Transcription Fee, per credit hour	\$80.00

Course Specific Fees

(in addition to tuition and student service fee):

Activity Course Fees	
KACT 101A Archery, per hour	\$39.00
KACT 101D Self Defense, per hour	\$39.00
KACT 101G Golf, per hour	\$45.00
KACT 101X Bowling, per hour	\$45.00
COUN 0000 Tevera Membership	\$220.00
EDAD 573 - Education Administration Capstone	\$50.00
EDAD 733 - Higher Education Finance	\$25.00
EDAD 743 - Introduction to the Dissertation	\$50.00
EDAD 763 - Enrollment Management in Higher Education	\$25.00
EDAS WM7 Watermark 7-Year License	\$160.00
EDCL 4700 CPL Student Teaching MEES Evaluation	\$350.00
EDSP 463/563 Individual Diagnostic Assessment	\$10.00
EDUC 201 Professional Growth & Development I	\$50.00
EDUC 401 Professional Growth & Development II	\$100.00
EDUC 410 Field Experience II Seminar	\$35.00
EDUC 723 - Transformational Theories and Applications	\$50.00
EDUC 733 - Leading Teaching and Learning in Diverse and Emerging Educational Settings	\$50.00
EXSC 363 Adapted Physical Activity	\$10.00
EXSC 453/553 Fitness Management	\$80.00
EXSC 483/583 Principles of Human Performance	\$105.00
Field Experience Fee (EDCL 211, EDCL 220, EDCL 411/511, EDCL 420/520)	\$39.00
GREd 673S - Superintendent Capstone	\$100.00
GREd 753 - Methods of Inquiry II: Quantitative Analysis	\$50.00
GREd 763 - Methods of Inquiry III: Qualitative Analysis	\$50.00
GREd 770 - Doctoral Dissertation Continuation	\$50.00
GREd 786 - Doctoral Dissertation	\$50.00
GRADUATE INTERNSHIP/PRACTICUM FEES (per course):	
Counseling Practicum (COUN 5253 or SCED 5253)	\$130.00
Counseling Internships	
COUN 5461 or SCED 5801	\$133.00
COUN 5462	\$266.00
COUN 5343, 5353, 5383, 5393, 5463	\$400.00
SCED 5383	\$400.00
LBCL 583 - Library Practicum, per hour	\$39.00
Psychological Examiner and Reading Practicums	\$190.00
HEDD 703 - Dissertation Seminar	\$25.00
HEDD 723 - Higher Education Leadership and Strategic Planning	\$25.00
HEDD 743 - American Higher Education	\$25.00
HEDD 753 - Higher Education Law and Ethics	\$25.00

HEDD 763 - Critical Issues in Higher Education and Diversity	\$25.00
HEDD 783 - College Student Development	\$25.00
HERM 723 - Research I: Introduction to Scholarly Inquiry	\$50.00
HERM 733 - Research II: Survey of Methodology and Design	\$50.00
HERM 743 - Research III: Application of Methods	\$50.00
HERM 753 - Research IV: Research Hours and Pre-Proposal Defense Capstone	\$50.00
HERM 763 - Research V: Research Hours and Final Dissertation Capstone	\$50.00
HERM 783 - Research VI: Research Hours and Final Dissertation Capstone	\$50.00
SMGT 476 Sport Management Internship	\$64.00
SOCW 0000 MSW Professional Development	\$195.00
Laboratory Fee, per credit hour	\$39.00
(biology, chemistry, communications, computer, exercise science, and physics laboratory courses)	
MUSIC: CLASS INSTRUCTION	
Instrument, Piano, or Voice	\$120.00
MUSIC: PRIVATE INSTRUCTION (instrumental or piano)	
MUAI or MUAP 101/301 (30 minute lesson)	\$188.00
MUAI or MUAP 111/311 (45 minute lesson)	\$245.00
MUAI or MUAP 112/312 (60 minute lesson)	\$370.00
MUSIC: PRIVATE INSTRUCTION (voice)	
<i>(includes fee for accompanist)</i>	
MUAV 101/301 (30 minute lesson)	\$250.00
MUAV 111/311 (45 minute lesson)	\$339.00
MUAV 112/312 (60 minute lesson)	\$490.00
Seminar Fee (CEWL 473 Christian Ministry Internship)	\$115.00
Student Teaching Fee (16 weeks)	\$520.00
Undergraduate Clinical Experience/Internship/Practicum Fee, per credit hour	\$39.00

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

† Required only for undergraduate, degree seeking students.

Other Fees:

(in addition to tuition and student service fee):	
ACT Residual Test Fee	\$60.00
Application Fee (excluding Ed.D. program)	\$35.00
Application Fee (Ed.D. program)	\$50.00
Audit Fee, per credit hour equivalent	\$324.00
Graduation Fee, Undergraduate (final semester only)	\$220.00
Graduation Fee, Graduate (final semester only)	\$240.00
ID Replacement Fee	\$25.00
Note Fee	\$30.00
Note fee for Past Due Account	\$50.00
Test Proctor Fee (Non-MBU Student)	\$30.00
Transcript Fee	\$10.00

Penalties:

Administrative Withdrawal (on first day of term)	\$160.00
Late Payment Fee	\$160.00
Late Registration Penalty	\$30.00
Missed Test Fee	\$100.00
Returned Payment Fee	\$30.00
Schedule Adjustment (after first day of term)	\$30.00

FOLLETT ACCESS® Program

The ACCESS® program delivers all required course materials as part of tuition or fees. Students enrolled in courses participating in the ACCESS® program do not need to buy course materials denoted with the ACCESS® logo on the course tags in the bookstore and on the bookstore website under the Section Note of each course: <http://www.bkstr.com/missouribaptiststore/home>. Students interested in opting out of the Follett ACCESS® program must contact the bookstore for information on doing so.

Policies Governing Finances

Release Of Student Transcript

There is a charge of ten dollars (\$10.00) for each official transcript. There are additional fees for transcripts mailed to addresses outside the United States and for overnight or express mailing. The student's account must be paid in full and all holds cleared before any transcript of credit can be issued. There will be a ten (10) day waiting period before the transcript is released if students choose to clear their account and/or pay for their transcript using a check. All requests for official transcripts must be made in writing to the Director of Records. Information on requesting a transcript may be found at <https://www.mobap.edu/academics/records-registrar/>. Transcript request forms are available in the Records Office, Regional Learning Center offices, or online. Unofficial transcripts are available through the student portal, **myMBU Access**.

Delinquent Accounts

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

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

Enrollment Status Change

After the first day of the semester, any schedule adjustment will result in a \$30.00 schedule adjustment fee. If a student adds or drops individual courses changing status from part-time to full-time, or full-time to part-time, semester expenses will be recalculated to reflect the changed status. Financial aid will be recalculated according to applicable institutional policies, state and federal laws, and rules set out by agencies related to particular aid programs. Refund calculations will be made according to the refund schedule which follows.

Refund Schedules

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

Fifteen/Sixteen Week Classes	
Withdrawal on the 1st day (less administrative withdrawal fee)	100% of tuition
Withdrawal after 1st day through end of 2nd week	90% of tuition
Withdrawal during 3rd and 4th weeks	50% of tuition
Withdrawal during 5th through 8th weeks	25% of tuition
Withdrawal after 8th week	0% of tuition
Twelve-Week Classes	
Withdrawal on the 1st day (less administrative withdrawal fee)	100% of tuition
Withdrawal after 1st day through end of 1st week	90% of tuition
Withdrawal during 2nd and 3rd weeks	50% of tuition
Withdrawal during 4th through 6th weeks	25% of tuition
Withdrawal after 6th week	0% of tuition
Ten-Week Classes	
Withdrawal on the 1st day (less administrative withdrawal fee)	100% of tuition
Withdrawal after 1st day through end of 1st week	90% of tuition
Withdrawal during 2nd and 3rd weeks	50% of tuition
Withdrawal during 4th and 5th weeks	25% of tuition
Withdrawal after 5th week	0% of tuition
Eight-Week Classes	
Withdrawal on the 1st day (less administrative withdrawal fee)	100% of tuition
Withdrawal after 1st day through end of 1st week	90% of tuition
Withdrawal during 2nd week	50% of tuition
Withdrawal during 3rd and 4th weeks	25% of tuition
Withdrawal after 4th week	0% of tuition
Five-Week Classes	
Withdrawal on the 1st day (less administrative withdrawal fee)	100% of tuition
Withdrawal after 1st day through end of 1st week	90% of tuition
Withdrawal during 2nd week	50% of tuition
Withdrawal during 3rd week	25% of tuition
Withdrawal after 3rd week	0% of tuition
Four-Week Classes	

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

ROOM DEPOSITS AND ALL OTHER FEES ARE NON-REFUNDABLE IN CASE OF WITHDRAWAL FROM THE UNIVERSITY.

Refunds For Resident Students

This information can be found in the Occupancy Agreement portion of the housing application or the Handbook For Residential Living <https://www.mobap.edu/student-life/residential-life/resident-life-forms/>

Cancellation Policy for New Residents. For purposes of this Agreement, "New Resident" is defined as a student who has not enrolled in MBU before the upcoming semester. If this Occupancy Agreement starts in the Fall semester, the duration is for the **full academic year**. If this Agreement starts during the Spring semester, the duration is for the Spring semester only. Students who seek to continue living in campus housing for the next academic year will complete a Resident Intent Contract during the spring semester for the following fall at which point they will be considered a "Current Resident" (see section below).

- **Cancellation for Fall for New Residents.** A "New Resident" is defined as a student who has not previously lived in MBU campus housing the semester prior to the upcoming or current semester. If written notice of cancellation for the Fall semester is received by the Office of Residence Life on or before July 1, 2024, the student will not have a cancellation fee for fall charges. If the student notifies the Office of Residence Life in writing after July 1, 2024, or fails to notify the Office of Residence Life, the New Resident will be charged a \$1000 cancellation fee for students that continue to be enrolled at MBU. Any cancellation after August 20, 2024 will be subject to the terms of the refund schedule listed below. In an exception to this policy, if a student is denied admission to the University, the student will not be charged any cancellation fee. The housing application fee is non-refundable. The Office of Residence Life can be contacted at residentlife@mobap.edu.

Date	FALL CANCELLATION POLICY for New Residents
7/1/2024 - 8/19/2024	\$1000 cancellation fee
8/20/2024 - 8/30/2024	60% refund of housing and meal plan
9/1/2024 - 9/7/2024	40% refund of housing and meal plan
9/8/2024 - 9/15/2024	20% refund of housing and meal plan
9/16/2024 - 4/5/2025	No Refund

- Cancellation for Spring New Residents.** A "Spring New Resident" is defined as a student who has not previously lived in MBU campus housing the semester prior to the upcoming or current semester. If written notification of cancellation for the Spring semester is received by the Office of Residence Life by December 1, 2024, the student will not have a cancellation fee or spring charges. If the student notifies the Office of Residence Life in writing after December 1, 2024, or fails to notify the Office of Residence Life, the New resident will be charged a \$1000 cancellation fee for students that continue to be enrolled at MBU. Any cancellation after December 1, 2024 will be subject to the terms of the refund schedule below. In an exception to this policy, if a student is denied admission to the University, the student will not be charged any cancellation fee. The housing application fee is non-refundable. The Office of Residence Life can be contacted at residentlife@mobap.edu.

Date	SPRING CANCELLATION POLICY for Spring New Residents
12/1/2024 - 1/7/2025	\$1000 cancellation fee
1/12/2025 - 1/15/2025	60% refund of housing and meal plan
1/19/2025 - 1/25/2025	40% refund of housing and meal plan
1/26/2025 - 2/1/2025	20% refund of housing and meal plan
2/2/2025 - 4/25/2025	No Refund

Cancellation Policy for Current Residents.

- Cancellation for Current Students for Fall.** If a Current Resident wishes to cancel this Agreement but intends to remain enrolled at MBU or if cancellation is necessitated by one or more of the following events: graduation, full University withdrawal (not including involuntary withdrawal as defined in the Spartan Virtues Student Handbook), or academic ineligibility, he/she may cancel the Agreement without penalty provided that written notification is received by the Office of Residence Life by July 1, 2024. The table below outlines a Current Student's financial responsibilities based on the date written notification is received in the Office of Residence Life. Students that are dropped from classes by the University due to outstanding balance issues or failure to register for classes will not be charged the cancellation fee or any housing charges. Please note: This table is independent of the University's refund table for tuition and other fees.

Date	FALL CANCELLATION POLICY
7/1/2024 - 8/19/2024	\$1000 cancellation fee
8/20/2024 - 8/30/2024	60% refund of housing and meal plan
9/1/2024 - 9/7/2024	40% refund of housing and meal plan
9/8/2024 - 9/15/2024	20% refund of housing and meal plan
9/16/2024 - 4/25/2025	No Refund

*** Any student removed from MBU housing for disciplinary reasons will be responsible for all housing charges assessed for the semester he/she is removed.*

If a Current Resident intends to continue enrollment and chooses to vacate his/her occupancy space, he/she will be responsible for all terms of this Agreement, including housing charges for the academic year. Students who withdraw from classes and then re-enroll in the same academic year will be responsible for the entirety of the Occupancy Agreement.

- **Cancellation for Current Residents for Spring.** A "Current Resident" is defined as a student currently living in the campus housing during the academic year and/or who has lived in campus housing during the spring semester and completed an intent form for the fall semester. The term of this Agreement includes the Spring semester. However, MBU may make the following provisions for cancellation of the Agreement. If a Current Student wishes to cancel this Agreement for Spring semester without penalty, he/she may do so only if cancellation is necessitated by one or more of the following events: graduation, voluntary withdrawal from the University, participation in a MBU program that requires Student to live away from the main campus for Spring semester, or academic ineligibility. Written notice of cancellation must be submitted by Student to the Office of Residence Life by December 1, 2024, and Student must be checked out of his/her space no later than last day of the Fall semester. Any student removed from MBU housing for disciplinary reasons will be responsible for all housing charges assessed for the semester he/she is removed. Students with previous outstanding balances or have not registered for classes will not be allowed to return to campus housing until approval has been given to the Office of Residence life by Financial Aid or the Records Office confirming that the student may continue for the Spring semester. Students that do not notify the Office of Residence Life by December 1, 2024 will be charged a \$1000 cancellation fee. Those that move into campus housing on January 12, 2025 are responsible for the full academic year. Students that are dropped from classes by the University due to outstanding balance issues or failure to register for classes will not be charged the cancellation fee or any housing charges unless their enrollment is continued in that semester.

Financial Support Information

Federal Financial Aid

Graduate Federal Aid

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

In accordance with Title IV regulations, a student attending Missouri Baptist University is required to remain in good academic standing and maintain satisfactory academic progress (SAP).

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

Students receiving federal assistance must meet all relevant eligibility requirements such as certifying that they are not in default on previous student loans or that they owe a repayment to the Federal Pell Grant program. This certification is done through the completion of the FAFSA.

Application for Federal Financial Aid

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

Complete the admission process by submitting a degree seeking application, supplying all academic transcripts, along with appropriate test scores, and any other required admission materials.

Complete the current award year Free Application for Federal Student Aid (FAFSA) at <https://studentaid.gov/h/apply-for-aid/fafsa> and request that the results be sent to Missouri Baptist University (Title IV School Code 007540).

Students need to complete Entrance Counseling and a Master Promissory Note for their loan(s) at <https://studentaid.gov/>. This site is also where a student completes the PLUS Request for the Graduate PLUS loan. Once the loan has been originated, an award notification will be sent detailing specific financial assistance. Revised award notifications may be issued if eligibility changes.

Admission and financial aid files, including federal verification process if student is chosen, must be complete before any federal aid is disbursed.

Federal aid is generally not available to students who fail to complete these items prior to ceasing enrollment.

Important Dates

UPCOMING YEAR - 2025-2026

October 1	Complete the Free Application for Federal Student Aid (FAFSA) for the upcoming academic year.
February 1	Priority date for students who have completed a FAFSA to qualify for Supplemental Educational Opportunity Grant (SEOG).

February 1	Priority deadline to apply for Access Missouri Grant Program or the upcoming academic year.
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CURRENT YEAR - 2024-2025

August 19	Deadline for completion of student financial aid files in order to receive institutional financial aid for Fall (current) semester.
January 6	Deadline for completion of student financial aid file in order to receive institutional financial aid for Spring (current) semester. Aid for students applying after this date will be considered as funds are available.
June 30	Deadline to file Free Application for Federal Student Aid (FAFSA) for the current academic year. (Please note: Direct Loans cannot be processed once the term has ended.)

Federal and State Aid

Federal and state aid is primarily based on financial need. Students must apply through the Free Application for Federal Student Aid (FAFSA) at <https://studentaid.gov> to be considered.

The FAFSA provides a guideline for an estimate of family contribution. After the family contribution is subtracted from the cost of attendance (including tuition, room and board, books, supplies, personal items, travel expenses, etc.), the result is the need of the student.

Cost of Attendance (tuition, room and board, books, supplies, personal items, travel expenses, etc.)

- SAI: Student Aid Index (student and parent, if dependent)

= Student's Need

Students are encouraged to apply as soon as possible after October 1 for the following academic year's FAFSA.

Satisfactory Academic Progress for Financial Aid Eligibility

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

Credit Definitions

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

Qualitative Standards for Financial Aid Eligibility

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

Quantitative Standards for Financial Aid Eligibility

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

Financial Aid Suspension

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

Appeal Process

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

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

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

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

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

TEACH Grants

The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides up to \$4,000 per year in grants for undergraduate degree-seeking students who intend to teach full-time in high-need subject areas for at least four years at schools that serve students from low-income families. Students may receive up to \$16,000. Part-time students are eligible, but the maximum grant will be reduced. *The grant is not available for post-baccalaureate teacher certification coursework.*

IF YOU FAIL TO COMPLETE THE FOUR-YEAR TEACHING OBLIGATION, YOU WILL HAVE TO REPAY THE GRANT WITH INTEREST!

Student Eligibility Requirements

To receive a TEACH Grant you must:

- Complete the Free Application for Federal Student Aid (FAFSA).
- Meet eligibility requirements for federal student aid.
- Be enrolled in a program of study designated as TEACH Grant-eligible. Eligible programs are those that prepare a student to teach in a high-need area. For example, a bachelor's program with a math major could qualify for a student who intends to be a math teacher. TEACH Grant-eligible undergraduate programs of study at MBU are subject to change each year: <https://www.mobap.edu/teach-grant/>
 - **Other possible teacher shortage areas are listed in** the Department of Education's Annual Teacher Shortage Area Nationwide Listing.
- Meet one of the following academic achievement requirements
 - Score above the **75th percentile** on a college admissions test (e.g. SAT, ACT, or GRE), OR
 - Graduate from your undergraduate degree with a **cumulative GPA of at least 3.25** (on a 4.0 scale) to receive a grant as a first semester graduate student, **OR**
 - Have a **cumulative GPA of at least 3.25** (on a 4.0 scale) on college coursework to receive a grant for each subsequent term.
- Sign a TEACH Grant Agreement to Serve (ATS) and respond to requests by the U.S. Department of Education confirming your continuing intention to meet the teaching obligation.
- Complete a TEACH Grant Eligibility Worksheet located on our website: <https://www.mobap.edu/teach-grant/>

TEACH Grant Agreement to Serve and Promise to Pay

Each year you receive a TEACH Grant, you must sign a TEACH Grant Agreement to Serve and Promise to Pay (Service Agreement). The TEACH Grant service agreement specifies the conditions under which the grant will be awarded, the teaching service requirements, and includes an acknowledgment by you that you understand that if you do not meet the teaching service requirements you must repay the grant as a Federal Direct Unsubsidized Loan, with interest accrued from the date the grant funds were first disbursed.

Teaching Obligation

To avoid repaying the TEACH Grant with interest you must be a **highly-qualified, full-time teacher** in a **high-need subject area** for at least four years at a **school serving low-income**

students. You must complete the four years of teaching within eight years of finishing the program for which you received the grant. You incur a four-year teaching obligation for each educational program for which you received TEACH Grant funds, although you may work off multiple four-year obligations simultaneously under certain circumstances. Specific definitions of these terms are included below.

Highly-Qualified Teacher

You must perform the teaching service as a highly-qualified teacher, which is defined in federal law.

Full-Time Teacher

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

High-Need Subject Areas

- Bilingual Education and English Language Acquisition
- Foreign Language
- Mathematics
- Reading Specialist
- Science
- Special Education (all areas)
- Other teacher shortage areas listed in the Department of Education's Annual Teacher Shortage Area Nationwide Listing.

Schools Serving Low-Income Students

Schools serving low-income students include any elementary or secondary school that is listed in the Department of Education's Annual Directory of Designated Low-Income Schools for Teacher Cancellation Benefits.

Documentation

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

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

Important Reminder

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

For more information about pursuing a TEACH Grant-eligible program, contact Kathleen Wendt, Director of Teacher Education Certification Advising, at 314-392-2324.

For more information regarding eligibility for a TEACH Grant, contact Amber Howell, Financial Services Counselor, at 314-392-2366.

Graduate Loans

Eligible loan disbursements will be made after the beginning of each semester. Credit refunds will be issued as a direct deposit or as a check mailed to students once eligibility is verified at disbursement, typically no sooner than the end of the 5th week of the term.

Federal Direct Unsubsidized Student Loan Program

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

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

Federal Grad PLUS Loans

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

Military Benefits and Aid

Veterans Assistance (VA)

Information may be obtained from Kathie Pitts or Kathy Hammers, the VA Certifying Officials in the Records Office.

Post 911 GI Bill® and Yellow Ribbon Program

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

MBU will not impose any penalty including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a Post 911 GI Bill (Chapter 33) recipient borrow additional funds to cover the individual's inability to meet his/her financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veterans Affairs.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site.

Vocational Rehabilitation

The federal government provides numerous benefits through the Vocational Rehabilitation Program. Specific questions pertaining to benefit eligibility at Missouri Baptist University should be directed to Zach Greenlee, Director of Student Financial Services.

MBU will not impose any penalty including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a Vocational Rehabilitation (Chapter 31) recipient borrow additional funds to cover the individual's inability to meet his/her financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veterans Affairs.

Montgomery GI Bill®

The Montgomery GI Bill predates the Post 911 GI Bill and is applicable to students who do not qualify, or are not eligible for full benefits, under the new GI Bill. Tuition benefits vary by type of educational program, length of service, military rank and applicable kickers. Click [here](#) to determine eligibility for benefits or to apply.

MBU will not impose any penalty including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a Montgomery GI Bill (Chapter 30) recipient borrow additional funds to cover the individual's inability to meet his/her financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veterans Affairs.

Graduate Institutional Financial Aid

Alumni Concession

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

One half of undergraduate tuition, except when receiving corporate partnership discounts or enrolling in the Accelerated Bachelor of Science in Nursing program.

\$750 concession per semester of full-time enrollment (6+ hours) in 500-level courses. Students receiving corporate partnership discounts or other promotional pricing rates are not eligible.

Note: Concession is not available to students pursuing Doctoral coursework. Students pursuing teacher certification courses while also completing graduate coursework are eligible to be considered for both the undergraduate and graduate concession.

Faculty/Staff Graduate Concession

All full-time employees may be eligible to receive a 50% tuition concession on Masters and Education Specialist programs and 25% on Doctorate programs.

Law Enforcement Grant

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

Graduate Governance

Academic Governance

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

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

Graduate Affairs Committee

The Graduate Affairs Committee is the primary governing body that recommends policies, procedures, new programs, and curriculum for graduate academic programs. The Committee is also the final arbiter for graduate student appeals. The Graduate Affairs Committee has its own authority separate from the undergraduate program to make decisions regarding policies, procedures, curriculum, and student issues that relate to the Graduate Studies Program. The Vice President for Graduate Affairs & Professional Studies serves as the Chair of the Graduate Affairs Committee. The Graduate Affairs Committee meets at the mid-point of each 8-week term.

Graduate Faculty

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

Student Services

Department of Student Development

The Department of Student Development cultivates learning opportunities within the co-curricular environment. Student leadership positions, clubs and organizations, inter-collegiate athletics, and living in the residence halls helps students develop spiritually, intellectually, physically, and socially. The offices within the Department invest in the lives of students as they learn more about who God created them to be and how they can use their gifts to transform the world. A full list of offices, programs, resources, and opportunities to engage in co-curricular opportunities is available on Missouri Baptist University's website.

Student Code of Conduct

Helpful information and policies are shared with students in three places: The Student Handbook, The Residential Guide to Living, and The Student Organization Handbook. In particular, The Student Handbook-Policies communicates critical information about students' rights and responsibilities and prepares students to be successful in negotiating the policies and procedures of campus life.

Please refer to The Student Handbook for the most current version of policies. The Student Handbook is a valuable resource to student life and learning at Missouri Baptist University.

The Student Handbook is available online on the Dean of Students website and can be requested by contacting the Dean of Students Office at 314-392-2212.

Please note, the above information is provided to help answer some questions students may have about Missouri Baptist University's Student Code of Conduct System. The Student Handbook-Policies states official policies and processes and works in conjunction with the catalog.

The Spartan Commitments

I. Dignity and Respect for All

The following information and/or policies are located in The Student Handbook. Violations of any such policies may result in accountability through the Student Code of Conduct process. Please contact the Title IX Coordinator at 314-392-2211 or e-mail jon.hessel@mobap.edu for questions about Title IX policies and procedures.

- **Anti-discrimination**
- **Non-sexual harassment**
- **Sexual Misconduct & Sexual Harassment**
- **Hazing Policy**
- **Physical Conflict Policy**

II. Personal Integrity

Academic Integrity and Honesty

Academic dishonesty jeopardizes the academic integrity of the University and is not in keeping with Christian principles. It is considered to be a serious offense. Missouri Baptist University expects students to attach their names only to work or research which they have done themselves. Materials and sources must be properly documented. Students must prepare

original work and research, present their own reports and papers, and take examinations without any assistance or aids not expressly permitted in the testing procedure.

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

The use of any AI language processing tool (including but not limited to ChatGPT or other similar tools) to create coursework, unless explicitly stated in the assignment instructions and on the syllabus, is prohibited at Missouri Baptist University. Using AI language processing tools without explicit instructor permission is academic misconduct that will result in disciplinary action.

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

The academic honesty policy is located in The Student Handbook. Violations of the academic honesty policy may result in accountability through the Student Code of Conduct process.

The following procedures in relation to academic integrity and honesty are also located in The Student Handbook.

- **Procedures for Academic Integrity Council**
- **Procedures for Appealing Academic Integrity and Honesty Adjudication Outcome**
- **Procedures for Suspensions, Expulsions, and Grades "F" Sanctions**
- **Sanctioning for Academic Integrity and Honesty Violations**
- **Multiple Incidents**
- **Expungement**

Assisting and/or Condoning Conduct

Presence when and where a violation of the Code of Conduct is occurring and failing to notify campus authorities of the violation shall subject a student to disciplinary action. Students who knowingly act in concert to violate University regulations may be held jointly responsible for such violations.

The following information and/or policies are located in The Student Handbook. Violations of any such policies may result in accountability through the Student Code of Conduct process.

- **Deceptive Behavior Policy**
- **Inappropriate Internet and Computer Use Policy**
- **Responsibility for Guests On-Campus**

III. Critical Thinking and Discernment

Copyright Policy

It is the policy and the duty of the University to respect the copyrights associated with books, articles, compact discs, software, videos, musical compositions and any other copyrighted work. The copyright policy is located in The Student Handbook. Violations of the copyright policy may result in accountability through the Student Code of Conduct process. For more information, please see the website of the U.S. Copyright Office at www.copyright.gov, especially their FAQ's at www.copyright.gov/help/faq.

IV. Self-Control & Responsible Freedom

The following information and/or policies are located in The Student Handbook. Violations of any such policies may result in accountability through the Student Code of Conduct process.

- **Damage to Property and Premises**
- **Failure to Comply Policy**
- **Security Equipment Tampering**
- **Substance-Free Community Policy**
- **Alcohol and Controlled Substances Notification Policy**

V. Social Order & Community Responsibility

The following information and/or policies are located in The Student Handbook. Violations of any such policies may result in accountability through the Student Code of Conduct process.

- **Fire Hazards & Combustible Materials**
- **Pets & Other Animals Policy**
- **Theft Policy**
- **Tobacco-Free Campus Policy**
- **Unauthorized Entry**
- **University Posting**
- **Weapons-Free Campus**

Notices, Statement, and Special Regulations

The following information and/or policies are located in The Student Handbook. Violations of any such policies may result in accountability through the Student Code of Conduct process.

- **Annual Security and Fire Safety Report**
- **Appropriate Clothing and Shoes**
- **Business Ventures on Campus**
- **Complaint and Grievances**
- **Chapel Expectations**
- **Directory Information**
- **Emergency Action**
- **Involuntary Withdrawal**
- **FERPA Notification of Rights**
- **Film Policy**
- **Graduation Judicial Restrictions**
- **Identification Cards**
- **Lawn and Grounds**
- **Ownership of Creative Works**
- **Residence Hall Security and Access**
- **Roller Skates, Rollerblades, Skateboards & Other Coasting Devices**
- **Hoverboards**
- **Rented Scooters - Rented Dockless Bicycles**
- **Search and Seizure**
- **Student Authorization to Use Photograph or Video**
- **University E-mail Communications to Students**
- **University Facilities Usage**
- **Use of Internet and Computer Resources**

Communicable & Infectious Disease Notification

Communicable diseases include, but are not limited to, measles, influenza, viral hepatitis-A (infectious hepatitis), viral hepatitis-B (serum hepatitis), human immunodeficiency virus (HIV infection), AIDS, AIDS-Related Complex (ARC), leprosy, Severe Acute Respiratory Syndrome (SARS), including the SARS-CoV-2 (coronavirus or COVID-19) and tuberculosis. Missouri Baptist University may choose to broaden this definition in accordance with information received through the Centers for Disease Control and Prevention (CDC).

Communicable and infectious diseases pose an inherent risk for faculty, staff, and students both on and off campus, while participating in typical daily living, and engaging with others in any public or private settings. This includes University activities and programs such as class attendance, athletics, residential communal living, events/programs, utilizing campus facilities, and other University operations. Faculty, staff, and students have the potential exposure to communicable and infectious diseases both within and outside of the University setting.

The University will take proactive steps to protect the educational environment in the event of an infectious disease outbreak. It is the goal of the University during any such time period to strive to operate effectively and ensure that all essential services are continuously provided and that students and employees are safe.

The University will comply with all applicable statutes and regulations that protect the privacy of persons who have a communicable disease. Every effort will be made to ensure procedurally sufficient safeguards to maintain the personal privacy of persons who have communicable diseases.

The University is committed to providing authoritative information about the nature and spread of communicable and infectious diseases, including symptoms and signs to watch for, as well as required steps to be taken in the event of an illness or outbreak.

The University will endeavor to provide a clean educational environment, including the regular cleaning and sanitization of objects and areas that are frequently used, such as bathrooms, breakrooms, conference rooms, door handles and railings. In accordance with the Emergency Management Plan. A committee will be designated to monitor and coordinate events around a communicable and infectious disease outbreak, as well as to create University rules that could be implemented to promote safety through infection control.

We ask all faculty, staff, and students to cooperate in taking steps to reduce the transmission of infectious disease in the workplace. The best strategies remain the most obvious—frequent hand washing with warm, soapy water; physical distancing; avoiding large gatherings; covering your mouth whenever you sneeze or cough; wearing a face covering as instructed; and discarding used tissues in wastebaskets. We have also installed alcohol-based hand sanitizers throughout the campus and in common areas.

Keeping the MBU campus safe and healthy is a joint effort requiring the contributions of all members of the University community. Thank you in advance for honoring the University's mission by adhering to health and safety guidelines and showing respect for the well-being of our students, faculty, and staff.

Accountability Process for Student Conduct Violations

The following applies to violations of the Code of Conduct which is the University's judicial system for students. However, process statements under Missouri Baptist University's Academic Integrity and Honor Code and Sexual Misconduct Policies may differ from statements in this

section. Those differences supersede the information provided here, which can also be found in The Student Handbook.

- **Accountability Procedures**
- **Process Statements**
- **Consequences**

Forms and other guidelines necessary for administering the disciplinary process are available in the Dean of Students Office and online. If you have any additional questions about the Code of Conduct, please contact the Vice President for Student Development & Dean of Students at 314-392-2211 or e-mail jon.hessel@mobap.edu.

myMBU (Student Portal)

myMBU

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

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

- **myMBU Learn** — This section allows students to access MBU's Learning Management System, Canvas. Canvas is the learning management system utilized by MBU. Students who have forgotten their password can have their password reset using the Password Help Center <https://portal.mobap.edu/PasswordHelpCenter/>. For more information, visit <http://www.mobap.edu/online/cdl/online-learning-technology-requirements/>.
- **myMBU Calendar** — Visit the easy-to-use calendar to discover all of the events at MBU. From athletics to club meetings, this calendar hosts all of the events on campus. RSVP and share the events with your friends so you don't miss your favorite concerts or open mic night in thePerk. This site is also accessible at calendar.mobap.edu.
- **myMBU Access** — This section allows students to access personal academic information such as class schedules and unofficial transcripts; print both mid-term and final grade cards (grade reports will not be mailed); view active holds; change local address information; keep a personal calendar of events such as birthdays, athletic schedules, concerts, upcoming tests, etc.; access a Faculty Directory of campus email addresses and phone numbers; view lists of documents received and outstanding (Admissions, Financial Services, Teacher Education, etc.); order books from the bookstore; review and either accept or deny financial aid awards; pay tuition and fees; and locate other important information including course schedules and library reference sites.
- In addition, students may access campus email and library databases from the **myMBU** dashboard.

To login to **myMBU**, students will go to <http://www.mobap.edu> and click on the Current Students link. From that page, students will launch **myMBU**. For students, the username to login to **myMBU** is the student ID number found on their student ID card. Students who do not have a current student ID card should contact the MBU IT department at 314-392-2377. Students who have forgotten their password can have their password reset using the Password Help Center <https://portal.mobap.edu/PasswordHelpCenter/>.

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

Cancellation of Classes

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

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

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

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

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

Student Email Use Policy

The student use email policy is located in The Student Handbook. Violations of the student use email policy may result in accountability through the Student Code of Conduct procedures.

Computer Use Policy

The computer use policy is located in The Student Handbook. Violations of the computer use policy may result in accountability through the Student Code of Conduct procedures.

Student Services

Student Success Center

Students with Disabilities -

- In compliance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act Amendments Act of 2008 (ASAAA), Missouri Baptist University will make reasonable accommodations for students with disabilities. Students needing academic or other accommodations should contact Student Accessibility Services located in Spartan Row Building 503. Student Accessibility Services also assists students who are in need of accommodations due to a medical condition that is of a temporary nature, such as a surgery recovery or concussion. The Office of Student Accessibility Services can be reached by calling (314) 744-5312, by email at accessibility@mobap.edu or by visiting <https://www.mobap.edu/student-life/student-services/student-accessibility-services/>.

Career Development

The Office of Career Development provides resources and facilitates opportunities for students to grow in knowledge and ability to better pursue meaningful careers. We strive to be a catalyst for collaboration, innovation and experiential learning.

Students and alumni also have access to Handshake. Handshake is our online career platform where you can search for jobs and internships, schedule appointments with a Career Development staff member (International students are encouraged to schedule appointments with the Director of International Experiences, Assessment and Special Projects), and learn about events.

For online resources and to access Handshake visit mobap.edu/career.

The Career Development Office is located in the Jung-Kellogg Learning Center on main campus. To contact the Career Development Office email career@mobap.edu.

Jung-Kellogg Learning Center

The Jung-Kellogg Learning Center is a 21st century learning space where students can seek assistance for services traditionally provided by a library. This quiet-based facility provides a variety of versatile spaces designed for student collaboration and mimic professional environments found in corporate and organizational settings. A variety of technology assets are available in the Learning Center including Apple desktops in a quiet room, Microsoft Operating System laptops for check-out, and specialized wireless connections for LED screens in small meeting rooms for students to share their screens during group project work.

Learning Center Community Standards

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

- Talking in a normal voice that does not disturb others or quiet cell phone use is permitted in all parts of the Learning Center except the Quiet Room.
- Failing to adhere to the copyright law and systematically downloading or printing from a source not licensed infringes on the copyright law, and will not be tolerated.
- Students are expected to behave in a civil manner that does not interfere with other people using the facility.
- Students are expected to follow directions and instructions from Learning Center and university staff.
- Covered beverages and light snack foods (i.e., granola bars, pretzels, chips, etc.) are allowed in the Learning Center. Meals should be consumed in the Perk or Dining Hall.
- The Learning Center is not responsible for lost or stolen property. Unattended property may be taken to lost and found at the Service Desk and/or MBU Public Safety as appropriate.

Violations of any of the above will result in a referral to the Student Code of Conduct process.

Health Services

The student health and wellness area of MBU exists to provide the necessary means and support to enhance students' mental, emotional and physical well-being and is committed to providing the best possible resources to meet the needs of a diverse student body.

The Office of Counseling Services provides free counseling services to degree-seeking students. The office will work with students to provide short-term, solution-based services and connect students to external providers for longer term care if needed. The Office of Counseling Services is located on Spartan Row Building 503. Students can contact the Office of Counseling Services at counselingservices@mobap.edu. All appointments for counseling are scheduled on an individual basis and all sessions are confidential. For emergency situations, individuals should contact the Office of Public Safety if they are on-campus or 9-1-1 off-campus.

International Student Services

International Student Services is responsible for recruitment, admission, student development and immigration compliance for all non-immigrant students at Missouri Baptist University and international alumni engaged in Optional Practical Training. All international students with an immigration status are required to work with the Office of International Student Services.

- Listed in the Undergraduate Admission and Graduate Admission tab for specific information on enrollment requirements.
- International students receive academic co-advising with the International Student Services to ensure compliance with visa requirements.
- International students seeking approval for on-campus employment or academic internship must have approval from the office.
- International students are required to purchase the health insurance plan provided by Missouri Baptist University through the designated carrier and this cost is directly charged to the student's account.

For a full list of services, educational programming, and support resources visit the Student Development website.

College of Education Majors: In order for F-1 international students to participate in any off-campus field experience, internship, practicum, or sponsored research, they must apply for CPT (Curricular Practical Training) through the Office of International Experiences. This includes courses with embedded field experiences that are interactive rather than merely observational in nature. Students enrolled in courses under the CPT guidelines must complete a CPT Application Form with their advisor and submit it to the Office of International Experiences. CPT must be authorized and notated on the student's form I-20 before any off-campus work may take place. Students should consult with their advisor and the director of International Experiences if there is any question whether a course might meet the criteria for CPT.

Graduate Programs

Graduate Degrees: Classifications and CIP Codes

Degree or Certificate	CIP Code	College	School	Abbreviation	Concentration
Graduate Certificate in Accounting, GCA	52.0301	Business & Entrepreneurship	Accounting, Business Administration, & Technology	GCA	
Graduate Certificate in Apologetic Studies, GCAS	39.0601	Arts & Humanities	Humanities & Theology	GCAS	
Graduate Certificate in Biblical Counseling, GCBC	39.0705	Arts & Humanities	Humanities & Theology	GCBC	
Graduate Certificate in Biology Education, GCBE	13.1322	Science & Health	Natural Science & Mathematics	GCBE	
Graduate Certificate in Chemistry Education, GCCE	13.1323	Science & Health	Natural Science & Mathematics	GCCE	
Graduate Certificate in Church Planting, GCCP	39.0302	Arts & Humanities	Humanities & Theology	GCCP	
Graduate Certificate in Church Revitalization, GCCR	39.0699	Arts & Humanities	Humanities & Theology	GCCR	
Graduate Certificate in Educational Technology for K-12 Schools, GCET	13.0501	Education	Educational Leadership	GCET	
Graduate Certificate in Exercise Science, GCES	31.0505	Science & Health	Health & Movement Sciences	GCES	

Graduate Certificate in Family Ministry, GCFMI	39.0702	Arts & Humanities	Humanities & Theology	GCFMI	
Graduate Certificate in Fitness Management, GCFM	31.0504	Business & Entrepreneurship	Management & Marketing	GCFM	
Graduate Certificate in Healthcare Management	51.0701	Business & Entrepreneurship	Management & Marketing	GCHCM	
Graduate Certificate in Human Resource Management	52.0201	Business & Entrepreneurship	Management & Marketing	GCHRM	
Graduate Certificate in Intercultural Studies, GCIS	39.0301	Arts & Humanities	Humanities & Theology	GCIS	
Graduate Certificate in Library Media Specialist, GCLMS	13.1334	Education	Teacher Education	GCLMS	
Graduate Certificate in Marketing	52.1401	Business & Entrepreneurship	Management & Marketing	GCMK	
Graduate Certificate in Mathematics Education, GCME	13.1311	Science & Health	Natural Science & Mathematics	GCME	
Graduate Certificate in Pastoral Ministries, GCPM	39.0705	Arts & Humanities	Humanities & Theology	GCPM	
Graduate Certificate in Play Therapy, GCPT	51.2317	Education	Counseling	GCPT	
Graduate Certificate in Project Management, GCPMG	52.0211	Business & Entrepreneurship	Accounting, Business Administration, & Technology	GCPMG	
Graduate Certificate in School	13.1199	Education	Counseling	GCSPE	

Psychological Examiner, GCSPE					
Graduate Certificate in Sport Management, GCSM	31.0504	Business & Entrepreneurship	Management & Marketing	GCSM	
Graduate Certificate in Sport Marketing, GCMK	31.0504	Business & Entrepreneurship	Management & Marketing	GCMK	
Graduate Certificate in Strategic Leadership, GCSL	52.0213	Business & Entrepreneurship	Accounting, Business Administration, & Technology	GCSL	
Graduate Certificate in Teaching Online, GCTO	13.1211	Education	Educational Leadership	GCTO	
Graduate Certificate in Trauma Informed Educator	13.1299	Education	Teacher Education	GCTIE	
Post-BSN Certificate in Executive Leadership	51.3802	Science & Health	Nursing	PBCEL	
Post-BSN Certificate in Nurse Educator	51.3203	Science & Health	Nursing	PBCNE	
Post-MSN Certificate in Executive Leadership	51.3802	Science & Health	Nursing	PMCEL	
Post-MSN Certificate in Family Nurse Practitioner	51.3805	Science & Health	Nursing	PMCFNP	
Post-MSN Certificate in Nurse Educator	51.3203	Science & Health	Nursing	PMCNE	
Post-MSN Certificate in Psychiatric Mental Health Nurse Practitioner	51.3810	Science & Health	Nursing	PMCPMH	

Master of Arts	51.1508 13.1101	Education	Counseling	MA	Clinical Mental Health Counseling School Counseling
Master of Arts in Christian Ministry	39.9999	Arts & Humanities	Humanities & Theology	MACM	Apologetic Studies Biblical Counseling Church Planting Church Revitalization Family Ministry Intercultural Studies Pastoral Ministries Worship Leadership
Master of Arts in Teaching	13.1299	Education	Teacher Education	MAT	Classroom Teaching Classroom Teaching with School Psychological Examiner Certification
Master of Business Administration	52.0201	Business & Entrepreneurship	Accounting, Business Administration, & Technology	MBA	Accounting Healthcare Management Human Resource Management Marketing Project Management Sport Management Sport Marketing Strategic Leadership
Master of Educational Administration	13.0401 13.0402	Education	Educational Leadership	MEA	School Leader K-12 Special Education Director K-12
Master of Educational Technology	13.0501	Education	Educational Leadership	MET	
Master of Science	13.1322 13.1323 13.1311	Science & Health	Natural Science & Mathematics	MS	Biology Education Chemistry Education

					Mathematics Education
Master of Science in Criminal Justice	43.0104	Science & Health	Social & Behavioral Science	MSCJ	
Master of Science in Education	13.0301	Education	Educational Leadership	MSE	
Master of Science in Higher Education Leadership	13.0406	Education	Educational Leadership	MSHEL	
Master of Science in Nursing	51.3802 51.3805 51.3203 51.3810	Science & Health	Nursing	MSN	Executive Leadership Family Nurse Practitioner Nurse Educator Psychiatric Mental Health Nurse Practitioner
Master of Science in Sport Management	31.0504	Business & Entrepreneurship	Management & Marketing	MSSM	Fitness Management Sport Marketing
Master of Social Work	44.0701	Science & Health	Social Work	MSW	Advanced Standing Traditional
Educational Specialist	13.0301 13.0411	Education	Educational Leadership	Ed.S.	Curriculum and Instruction Superintendent
Doctor of Education	13.9999 13.0406	Education	Educational Leadership	Ed.D.	Higher Education Leadership Leadership in Teaching and Learning Leadership in Teaching and Learning (ABD)

Regional Learning Centers

Missouri Baptist University offers courses at two Regional Learning Centers (RLC) as a means of taking the educational programs to the student. Current sites in Missouri include MBU at Jefferson College on the Hillsboro campus of Jefferson College and MBU in Arnold located in Jefferson County. See the locations section of this catalog for additional information for each RLC.

Academic advisement for undergraduate students at the RLCs is directed by the coordinator of each center. All registration materials, including advisement worksheets and schedule adjustment forms, must be signed by RLC personnel before they can be processed. Students should refer to the Term Calendars published in this catalog and available on **myMBU** Access for registration dates, deadlines for adding or dropping classes, etc. Tuition refunds in case of withdrawal are pro-rated from the withdrawal date and must be approved by RLC personnel.

Students should refer to the catalog sections on Student Course Load, Dropping and Adding a Course, Registration, University Fees, Enrollment, Registration Information, Status Changes, and Refund Schedules for specific information.

Main campus graduate students may register at RLCs with the approval of their advisor and are encouraged to discuss off-campus enrollment costs with the Financial Services Office. All off-campus regulations, financial obligations, and transportation arrangements are the responsibility of the student. Combined credit load for on- and off-campus classes may not exceed eighteen credit hours during a semester or semester equivalent. See the catalog sections on Student Course Load and Registration Information for details.

For additional information concerning classes, contact the RLC.

Graduate Degree Programs Offered by Site

MBU at Jefferson College offers the following graduate degree programs: Master of Arts in Teaching, Master of Science in Education: Curriculum and Instruction, and Educational Specialist: Superintendent.

MBU in Arnold offers the following graduate degree programs: Master of Arts in Teaching, Master of Educational Administration: Principal K-12, and Educational Specialist: Superintendent.

Policies and Procedures

Academic Policies and Procedures

Plan of Study

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

Directed Studies

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

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

Senior Permission Students

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

Missouri Baptist University undergraduate, senior-level students with a GPA of 3.0 or higher may take up to twelve (12) hours of graduate credit; they may take no more than six (6) hours in any one semester (or 3 hours per 8-week session). Students must complete a Senior Permission form via Formstack, available online under Electronic Forms at <https://www.mobap.edu/academics-overview/academics-records-registrar/forms/> during the first two weeks of each semester or 8-

week session, which must be signed by their academic advisor. To be eligible for Senior Permission, students will have completed a total of 90 hours of undergraduate work and cannot exceed a total of nineteen (19) hours in the semester in which they are taking Senior Permission courses. These hours may count toward a master's degree if they meet the specific requirements for the program. Credits earned as Senior Permission must be applied toward a master's program within seven years.

The following guidelines apply to Senior Permission students:

1. Senior-level students (those who have earned at least 90 semester hours of credit), with a cumulative grade point average of 3.000, may request permission to take up to 12 hours of graduate credit with a maximum of 6 hours per semester (or 3 hours per 8-week session). Students may not be enrolled for more than 19 hours during any semester in which a senior permission course is taken.
2. Seniors will register for any dually listed (400/500) course as *undergraduates (for 400-level courses) and will be charged undergraduate tuition.*
3. Seniors must complete the Senior Permission Form via Formstack, available online under Electronic Forms at <https://www.mobap.edu/academics-overview/academics-records-registrar/forms/> during the first two weeks of each semester or 8-week session, which must be signed by their academic advisor.
4. The Records Office will notify students and their instructors by the end of the second week of day classes, or by the second class session for evening classes, if they have met the eligibility requirements and have been approved to complete the course for graduate credit. Students who elect not to pursue graduate credit after approval has been granted must notify the Records Office in writing.
5. At the end of each semester, instructors will notify the Records Office of those students who have successfully completed graduate-level requirements. The Vice President for Graduate Affairs will approve those students to receive graduate credit, and the undergraduate course will be updated to the graduate course on the transcript at that time.
6. These hours may count toward a master's degree if they meet the specific requirements for the program the student is pursuing. Credits earned as Senior Permission must be applied toward a master's program within seven years.
7. Students taking Criminal Justice (CRJS or CRPH) courses for senior permission must be enrolled in online sections.

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

Enrollment Procedures

1. All new students will be advised and registered for their first term of enrollment by their assigned graduate enrollment counselor. While the student may choose to do this on campus, each student will be provided the opportunity to do this electronically. Teleconferencing via Zoom may be used to personalize this experience for students. The following information will be included in the initial registration:
 - The graduate enrollment counselor will explain degree requirements.
 - The graduate enrollment counselor will inform the student of any documents required for admission that are missing.
 - The graduate enrollment counselor will inform the student of the tutorial for online registration available through **myMBU Access** if the student is enrolled in an eligible program.
 - The graduate enrollment counselor will register the student for the first term of enrollment. Students pursuing initial teaching certification, students who are re-admitted

to their graduate program, and students in other unique circumstances may work directly with their advisor in the first term of enrollment.

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

2. **Make Financial Arrangements**

1. **Business Office Master Promissory Note** - All students must complete a Business Office Master Promissory note (BOMPN) at the time of admission or readmittance acknowledging that the student is responsible for payment of all charges through personal arrangements and/or financial aid (including, but not limited to, athletic scholarships, alumni, concessions, student loans, etc.).
2. **Financial Aid** - If seeking financial aid, students must complete their financial aid file and have loans guaranteed. Students must file their Free Application for Federal Student Aid (FAFSA) before any aid can be awarded. The FAFSA may be filed online at www.fafsa.ed.gov. The MBU school code is 007540. Students who prefer to file a paper FAFSA may obtain one by calling 1-800-4-FED-AID.
3. **File Employer Reimbursement Letter** - If receiving employer reimbursement, students must have a letter from their employer on file with the Student Financial Services Office detailing the amount and procedure for reimbursement and an MBU Third Party Agreement in order for such reimbursement to be considered in making satisfactory financial arrangements.
4. **Make Satisfactory Financial Arrangements with Student Financial Services** -
 1. If a continuing/returning student has a balance from a previous semester, this balance must be paid in full prior to the start of a new semester. If a returning student has a previous balance that has been submitted to the university's collection agency, the student must contact the agency to pay the balance including collection fees and interest fees.
 2. Pending financial aid awards and/or employee reimbursement will be considered in determining the balance after aid.
 3. The remaining balance after the credit of pending financial aid may be paid in monthly installments. Payment plans are prepared in the Student Financial Service Office located on the Main campus or at the Regional Learning Centers.
 4. Delinquent accounts will be submitted to the university's collection agency. Interest on the delinquent balances will be charged at an annual rate of eighteen percent (18%) plus the agency collection cost fees. Delinquent accounts will be reported to a national credit bureau.
3. **Photo ID, Parking, and Network Login** - Main campus students will have their photo ID processed in the Public Safety office, located in Spartan Village, Building 101, Suite 102. First-time students, or those readmitting after a one-year absence, must also sign the Student Computer Use Policy form.

Enrollment Procedures - Regional Learning Centers

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

Online and Graduate Advisor-Led Registration

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

Students in eligible programs who have gone through initial advisement, have completed their admissions file, and have been accepted into the university will be granted permission to

register online through the student portal **myMBU Access**. A tutorial to guide the student through online registration is available on **myMBU Access**.

If a student is not inside one of the selected programs, after initial registration through their graduate enrollment counselor, students will meet with their graduate advisor to schedule classes unofficially. All registrations will be unofficial until cleared by the Admissions, Student Financial Services, and Records Offices. The advisor and student must both sign a registration form to be filed in the Records Office.

Registration Information

Site Designations	
MA	Main Campus (West St. Louis County)
JC	MBU at Jefferson College (Hillsboro, MO)
AJC	MBU in Arnold (Arnold, MO)
HYB	Hybrid (Main/Distance Learning)
MDL	Distance Learning (Only for full-time Main Campus undergraduate students taking 12-18 hours including web course(s))
WDL	Distance Learning (All Regional Learning Center students and graduate students as well as undergraduate students taking less than 12 hours at Main campus including web course(s))
OLP	Online Program Courses (Only for students accepted into the Online Programs)

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

- If preceded by the letter D - this denotes a day class (ex. DMA*)
- If preceded by the letter E - this denotes an evening class (ex. EMA*)
- If followed by an * asterisk - this denotes a 15-week course (ex. DMA*)
- If followed by the letter V - this denotes a videoconferencing course (ex. EMA2V)
- If followed by the letter W - this denotes a weekend course (ex. EMAW)
- If followed by a 1 - this denotes a 1st 8-week course (ex. EMA1)
- If followed by a 2 - this denotes a 2nd 8-week course (ex. EMA2)
- If followed by # - this denotes a 3-week summer course.
- If followed by ^1, or ^2 - this denotes a 1st or 2nd 4-week course.
- If followed by %1 or %2 - this denotes a 1st or 2nd 5-week summer course.
- If followed by a ~ - this denotes an 8-week late start summer course.
- If followed by a = - this denotes a 12-week course

In addition to the above designations, a class may have an additional letter to denote multiple sections of the same course within the same term. (e.g. DMA*A, DMA*B). These designations indicate that on Main Campus there are two daytime 15-week sections of the same course.

Course numbers are designated as follows:

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

700-799 Doctoral

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

¹A four-digit course number such as 5712, 5709, or 5703 indicates a course such as Student Teaching which carries twelve credit hours for a sixteen week semester. Courses in the M.A. curriculum in Clinical Mental Health Counseling and School Counseling also carry four-digit course numbers, with the second digit indicating program year and the last digit denoting credit hours.

Online Courses:

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

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

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

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

Terms for Undergraduate, Master, and Specialist students:

FA-24	Fall	(August - December)
WT-24	Winter	(December - January)
SP-25	Spring	(January - April/May)
SU-25	Summer	(April/May - August)

For specific start, end, add/drop, and withdrawal dates, see the Course Calendar listed in the Undergraduate Catalog or Graduate Bulletin.

Terms for Doctoral students:

FAQ-24	Fall	(September - December)
WTQ-25	Winter	(January - April)
SPQ-25	Spring	(April - June)
SUQ-25	Summer	(June - September)

Schedule Adjustment

Students finding it necessary to add or to drop a course(s) must complete a Schedule Adjustment form supplied by the Records Office. Students should consult the University calendar, printed in the appropriate Course Schedule, for all deadline dates. If a student stops attending a course but fails to complete the proper forms, the final grade will be recorded as XF. An XF is a penalty grade and counts against the semester and cumulative grade point averages (GPA).

Students who make any changes to their schedule after the first day of each semester will be charged a \$30.00 schedule adjustment fee.

Students should refer to the Academic Calendar in this catalog for deadlines for adding or dropping classes.

To Add a Course

Fifteen and Sixteen-Week Terms (Full Semester)

Students wishing to add a class must file a completed Schedule Adjustment form, including signatures, by the end of the tenth working day of the term in the Records Office.

Twelve-Week Terms (Student Teaching)

Students wishing to add a class must file a completed Schedule Adjustment form, including signatures, by the end of the fifth working day of the term in the Records Office.

Ten-Week Terms (Forty Sessions – Summer)

Students wishing to add a class must file a completed Schedule Adjustment form, including signatures, by the end of the fourth working day of the term in the Records Office.

Eight-Week Terms

Students wishing to add a class must file a completed Schedule Adjustment form, including signatures, by the second class meeting in the Records Office.

Five Week Terms (Twenty Sessions – Summer)

Students wishing to add a class must file a completed Schedule Adjustment form, including signatures, by the end of the second working day in the Records Office.

Four Week Terms (Student teaching)

Students wishing to add a class must file a completed Schedule Adjustment form, including signatures, by the end of the second working day of the term in the Records Office.

Three-Week Terms (Twelve Sessions – Summer and Winter)

Students wishing to add a class must file a completed Schedule Adjustment form, including signatures, by the end of the second working day of the term in the Records Office.

To Drop a Course

Fifteen and Sixteen Week Terms (Full Semester)

Courses officially dropped, with a completed, signed, and submitted Schedule Adjustment form in the Records Office, on or before the tenth working day of the semester will not appear on the student's transcript. Courses officially dropped after the tenth working day, but before the end of the twelfth week of the semester, appear on the transcript with the grade of W, indicating that the student withdrew without grade point penalty. Courses officially dropped after the twelfth week are marked WF. A WF is a penalty grade and counts against the semester and cumulative grade point averages.

Twelve-Week Terms (Student Teaching)

Courses officially dropped, with a completed, signed, and submitted Schedule Adjustment form in the Records Office, on or before the fifth working day of the term will not appear on the student's transcript. Courses officially dropped after the fifth working day but before the end of the ninth week appear on the transcript with the grade of W, indicating that the student withdrew without grade point penalty. Courses officially dropped after the ninth week are marked WF. A WF is a penalty grade and counts against the semester and cumulative grade point averages.

Ten-Week Terms (Forty Sessions – Summer)

Courses officially dropped, with a completed, signed, and submitted Schedule Adjustment form in the Records Office, on or before the fourth working day of the term will not appear on the student's transcript. Courses officially dropped after the fourth working day but before the end of the sixth week appear on the transcript with the grade of W, indicating that the student

withdrew without grade point penalty. Courses officially dropped after the sixth week are marked WF. A WF is a penalty grade and counts against the semester and cumulative grade point averages.

Eight-Week Terms

Eight-week courses officially dropped, with a completed, signed, and submitted Schedule Adjustment form in the Records Office, by the second class meeting will not appear on the transcript of the student. Courses officially dropped after the second class meeting but before the sixth class meeting appear on the transcript with the grade of W, indicating that the student withdrew without grade point penalty. Courses officially dropped after the sixth class meeting are marked WF. A WF is a penalty grade and counts against the semester and cumulative grade point averages.

Five Week Terms (Twenty Sessions – Summer)

Courses officially dropped, with a completed, signed, and submitted Schedule Adjustment Form in the Records Office, on or before the second working day of the term will not appear on the student's transcript. Courses officially dropped after the second working day but before the end of the twelfth working day appear on the transcript with the grade of W, indicating that the student withdrew without grade point penalty. Courses officially dropped after the twelfth working day are marked WF. A WF is a penalty grade and counts against the semester and cumulative grade point averages.

Four Week Terms (Student Teaching)

Four-week courses officially dropped, with a completed, signed, and submitted Schedule Adjustment form in the Records Office, by the second working day of the term will not appear on the transcript of the student. Courses officially dropped after the second working day of the term but before the third week appear on the transcript with the grade of W, indicating that the student withdrew without grade point penalty. Courses officially dropped after the third week are marked WF. A WF is a penalty grade and counts against the semester and cumulative grade point averages.

Three-Week Terms (Twelve Sessions – Summer and Winter)

Courses officially dropped, with a completed, signed, and submitted Schedule Adjustment form in the Records Office, on or before the second working day of the term will not appear on the student's transcript. Courses officially dropped after the second class day, but before the end of the tenth class day, appear on the transcript with the grade of W, indicating that the student withdrew without grade point penalty. Courses officially dropped after the tenth class day are marked WF. A WF is a penalty grade and counts against the semester and cumulative grade point averages.

Withdrawal From the University

A withdrawal from the University is a full withdrawal from all courses and terminates the matriculation of the student. If a student discontinues enrollment from the Missouri Baptist University, whether voluntarily or not, re-entry for future semesters may be contingent on satisfying conditions outlined by the Assistant Vice President of Online & Graduate Enrollment Services and the Director Online & Graduate Enrollment Services. Any student who voluntarily withdraws from the university or is dismissed for any reason must apply for readmission in order to re-enroll after having been absent the preceding semester.

An accurate student record will be especially important if the student decides to return to Missouri Baptist University or transfer to another institution. Withdrawals can affect a student's federal financial aid eligibility.

Students finding it necessary to withdraw from the University must complete a Withdrawal from School form, which can be secured from the Records Office on the Main campus, online, or at the Regional Learning Center offices. All notices of withdrawal must be provided to the Office of

Records to be considered official notification of a withdrawal. Otherwise, they will receive an XF grade for each course, which is a penalty grade and counts against the semester and cumulative grade point averages.

DROP: If a student withdraws from the University by the tenth working day of the semester, the courses will not appear on the transcript.

WITHDRAW: If a student withdraws from the University by the tenth working day but before the end of the twelfth week of the semester, their courses appear on the transcript with the grade of W, meaning withdrawal without grade point penalty. Additionally, withdrawal after the twelfth week results in a grade of WF, which is a penalty grade and counts against the grade point average. For permissible withdrawal periods for Winter, Summer, and eight-week sessions, consult the section on dropping or adding a course and refer to the calendar in the Course Schedule for specific deadline dates.

Charges and/or refunds are made in keeping with catalog regulations (see Refund Schedule). Accounts become due and payable immediately upon withdrawal.

Petition for Withdrawal Due to Extreme Extenuating Circumstances After Period of "W" Grade

Students who are facing extreme extenuating circumstances, and who have missed the withdrawal during the "W" period, may submit a Petition for Withdrawal Due to Extreme Extenuating Circumstances to be considered for late withdrawal from courses. Regardless of the circumstances, late withdrawal petitions are not guaranteed to be approved.

The petition will require the student to meet the definition of an extreme extenuating circumstance; provide an explanation, details, and documentation of the circumstance, and address why they were not able to withdraw from the classes by the "W" withdrawal period. Documentation to support the petition must be submitted, and must support that the extreme extenuating circumstance occurred in a time-frame appropriate to the petition.

Extreme Extenuating Circumstances are limited to:

- Death in the immediate family (NOTE: Immediate family members include spouse, mother, father, sister, brother, son, daughter, or legal equivalent thereof.)
- Medical, legal, or other complications from sexual assault or other violent assault.
- Medical emergency which resulted in medical confinement or incapacitation for at least 50% of the class contact hours or, in the event of an online course, for at least 50% of the total time allotted for the course. The medical confinement or incapacitation need not be consecutive; intermittent medical confinement or incapacitation may be counted as cumulative provided all are caused by the same medical condition.
- Permanently/totally disabled.
- Students who are recalled to military active duty. (Initial enlistment into the military and Active Duty for Training for Reservists do not typically qualify.)

A committee will receive petitions for withdrawal due to extreme personal circumstances. Committee membership includes, but is not limited to, representatives from the Dean of Student Office, Student Financial Services, Records Office, Business Office, Student Success Center, and for graduate students, representation from Graduate Affairs. Documentation of the committee's recommendation will be sent to the Provost and Records Office.

Petition for Financial Relief

Students meeting criteria defined as an Extreme Extenuating Circumstance may petition for financial relief associated with the cost of tuition and fees in accordance

with University policy. More information can be found online on the Student Financial Services webpage.

General Policies and Procedures

Academic Advisement

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

Certification and Licensure

Certification and licensure requirements listed in this bulletin reflect the current DESE and state requirements. Certification and licensure requirements are subject to change. Actively enrolled students will be contacted about changes that would affect certification and licensure. Students who withdrew or completed degree programs may need to meet additional requirements to be eligible for certification or licensure.

Changing Program of Study

Students who wish to change their program of study must submit a new application and all documents required for the new program of study (except for previously submitted transcripts) to the Graduate Admissions Office. See the bulletin sections on application procedures for specific documents required.

Graduate students who are dismissed from an academic program due to unacceptable grades will not be allowed to immediately enroll in another graduate program. Students must wait one year after dismissal before applying to another graduate program. When reapplying, the student will provide in writing evidence that warrants admission into a new graduate program. Graduate students are limited to one final appeal after the one year waiting period. Two total appeals regardless of programs will be allowed.

Sequential Master's Degrees

On occasion, a student may wish to pursue a sequential master's degree. Students interested in pursuing a sequential master's degree different from their first master's degree, may apply six (6) to nine (9) hours from the first degree program, in accordance with the transfer policies established for each degree program, to satisfy requirements for the second degree program. Students must submit a new Application for Admission and all documents (except for transcripts already submitted) required for the second degree program. See the bulletin sections on application procedures for specific documents required.

Students who wish to pursue a master's degree in education should discuss programs that cannot be taken sequentially due to curriculum overlap. Students who have earned a master's degree in Education from another college or university will have their transcript evaluated on a course by course basis to determine eligibility for a subsequent degree at Missouri Baptist University. Students who have previously earned a Master of Science in Fitness Management degree from Missouri Baptist University may not pursue a subsequent Master of Science in Sport Management degree.

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

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

Application for Graduation Process

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

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

Attendance at Commencement

All master's and education specialist candidates for graduation during an academic year - Fall/Winter, Spring, and Summer - are encouraged to attend the commencement exercises which are held at the close of the Spring Semester. Students will be responsible for the graduation fee regardless of participation in the ceremony.

Application Procedures for Certification-Only-Seeking Students:

1. Submit a completed Graduate Application for Admission
2. Complete a BOMPN
3. Submit all official transcripts
4. Letter(s) of Recommendation are waived, however, additional requirements as noted in program descriptions are required.

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

Program Timeline for Master's and Educational Specialist Degrees

Degree and certification seeking students must complete all requirements within seven (7) years of the time of admission to the program or from the time of enrollment in the first course at Missouri Baptist University.

Program Timeline for the Doctor of Education Degree

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

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

Definitions of Academic Terms

Definition of Semester and Terms

Missouri Baptist University operates on the semester plan for master and specialist level classes, offering two regular semesters of fifteen (15) weeks each. Eight-week evening and weekend classes, Winter, and Summer terms operate on different calendar schedules, but within the semester hour principle. The doctorate is a cohort program that is on a twelve-week cycle limited to admission during specific times during the year.

Definition of Semester Hour

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

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

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

Definition and System of Course Numbers

Courses numbered 000-099 are developmental in nature and are not considered for degree credit. Courses numbered 100-299 are lower division courses designed for freshmen and sophomores. Those numbered 300-499 are upper division courses designed for juniors and seniors. Those numbered 500-599 are master's degree level courses. Those numbered 600-699 are specialist degree level courses. Those numbered 700-799 are doctoral level courses. The third digit in the course number indicates the number of semester hours of credit which the course carries, except for classes with four-digit course numbers. In the case of four-digit course numbers in the Teacher Education Program the third and fourth digits indicate the number of semester hours of credit (e.g. - 4709 = nine, 4712 = twelve). Courses in the M.A. curriculum in Clinical Mental Health Counseling and School Counseling also carry four-digit course numbers, with the second digit indicating program year and the last digit denoting credit hours.

Special Numbering

1. A course number such as MUAP 111/311 indicates a course that may be taken for multiple semesters of credit. Piano Lesson (Major/Primary) for the first four semesters of credit would use the course number MUAP 111 and upon successful completion of the Sophomore Proficiency the student would receive upper division credit for Piano Lesson (Major/ Primary) using the course number MUAP 311 for the final four semesters of credit.
2. A course number such as BCHM 481-486 indicates variable credit, ranging from one to six hours.
3. A course number such as MURA 110/310 indicates a course which carries no credit per semester toward the degree, but is required for the major or program.
4. A course number such as KATH 211SC/311SC or KATH 221SC/321SC indicates a course which may be taken twice for credit: the first semester for lower division credit and the second semester for upper division credit. A course number such as BIOL 273/373 indicates a course which may be taken once for either lower or upper division credit. Instructor approval is required before the student may register for upper division credit, and additional advanced work is required.
5. A course number such as COMT 483A/B indicates a course which may be taken for credit twice, with the A course being designated with I after the title and the B course being designated with II after the title. A course number such as ENGL 333A, ENGL 333B, or ENGL 333C indicates separate but related courses.
6. Courses with prefixes such as EDPS or CMHS are cross-listed in two disciplines, such as Education/Psychology or Christian Ministry/History. The courses will be listed under both disciplines in the Course Schedule (see the Cross-Listed Courses information on the Course Description Index page).
7. Courses cross-listed at the 400- and 500-levels may be taken for either undergraduate or graduate credit. Selected courses are available to undergraduate students for graduate credit with Senior Permission (see the catalog section on Senior Permission). Students must complete all graduate course requirements to earn graduate credit.
8. A four-digit course number such as 4712, 4709, or 4703 indicates a course such as Student Teaching which carries twelve credit hours for a sixteen week semester. Students seeking certification in a K-12 subject area or in more than one subject will complete 4709+4703. Students seeking certification in only one area or level will complete 4712.
9. Courses listed at the 500-level designation are master's level classes.
10. Courses listed at the 600-level designation are specialist level classes.
11. Courses listed at the 700-level designation are doctoral level classes.

Grading Policies

Uniform Grading Scale

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

Grade Point Average (GPA)

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

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

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

**At present, the Credit/No Credit grading option is only available for courses carrying zero (0) credit hours (e.g. - EDUC 510 Teaching Field Experience II Seminar), for the awarding of credit by examination or portfolio assessment of prior learning and for the following specific courses SOCW 5182 Field Experience I, SOCW 5192 Field Experience II, SOCW 5282 Field Experience III, and SOCW 5292 Field Experience IV.*

Final Grades

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

Grade Policy for Graduate Students

Students pursuing a master's degree or graduate courses leading to certification (PBC, PSC or PMC) at Missouri Baptist University must maintain a 3.0 grade point average (GPA) throughout the duration of their program. If a student falls below the required GPA, he/she has one semester in which to bring it up to the required level. A cumulative GPA of 3.0 is required for a master's degree to be conferred.

Students pursuing the CACREP accredited Master of Arts in Clinical Mental Health Counseling degree may only earn two C grades in non-core and benchmark courses in the Master of Arts degree program and must maintain a 3.0 GPA.

Students pursuing the Master of Social Work Program are responsible for maintaining a minimum cumulative GPA of 3.0 throughout the duration of the program and must receive at least a grade of "B" in the following courses: SOCW 5103, 5113, 5123, 5133.

Students pursuing an Educational Specialist degree at Missouri Baptist University must maintain a 3.0 GPA throughout the duration of their program. If a student falls below the required GPA, he/she has one semester in which to bring it up to the required level. A cumulative GPA of 3.0 in specialist coursework is required in order for an Educational Specialist degree to be conferred.

Students pursuing a Doctor of Education degree at Missouri Baptist University must earn a grade of B or better in doctoral level courses in order to continue in the Doctor of Education program. Students who receive a grade lower than B will be withdrawn from the doctoral program. A cumulative GPA of 3.0 GPA in doctoral coursework is required in order for a Doctor of Education degree to be conferred.

If classes are retaken due to a low grade, both grades will be reflected on the student's transcript, but the higher grade will be the one calculated in the student's cumulative GPA. Students who receive a grade of WF, XF or F in any class will be withdrawn from their graduate program.

The University has an appeals process for readmission to the graduate program that may be discussed with a graduate advisor if desired.

Financial aid recipients must demonstrate through their scholastic records that they are making satisfactory academic progress (SAP) toward completion of their program(s) of study in order to maintain eligibility for enrolling in class and receiving any form of federal financial assistance. Please note that students who withdraw frequently, repeat several classes, or do not successfully complete their program are at risk for financial aid suspension.

Grade Appeal Policy

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

The first step is to contact the instructor upon posting of the final course grade. Final course grades are posted online through **myMBU Access** the week following the end of the course. In the event that the instructor is no longer employed by the University, the grade appeal will be determined by the Dean. This first step should be completed in writing by letter or e-mail no later than 30 days after the beginning of the semester following the one in which the disputed

final grade was received (30 days into the Spring semester for a Fall or Winter course or 30 days into the Fall semester for a Spring or Summer course). The appeal must be factually based and the evidence for the appeal clearly explained. An appeal may be based on one of the following standards: (1) the recorded grade is an error or (2) the grade determination was not reflective of the quality of work put forth in accordance with the expectations outlined in the course syllabus. These are the only legitimate grounds for an appeal. Students may not appeal an individual test, assignment, or project grade.

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

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

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

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

Graduate students who are dismissed from an academic program due to unacceptable grades will not be allowed to immediately enroll in another graduate program. Students must wait one year after dismissal before applying to another graduate program. When reapplying, the student will provide in writing evidence that warrants admission into a new graduate program.

Graduate Admissions Failure Policy

Graduate students who are dismissed from an academic program due to unacceptable grades will not be allowed to immediately enroll in another graduate program. Students must wait one year after dismissal before applying to another graduate program. When reapplying, the student will provide in writing evidence that warrants admission into a new graduate program. Graduate students are limited to one final appeal after the one year waiting period. Two total appeals regardless of programs will be allowed.

Academic Probation and Suspension

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

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

Specialist students must maintain a 3.0 GPA throughout their coursework. Doctoral students must maintain a 3.0 GPA throughout their coursework.

If the grade point has not been raised by the end of the probationary period, the student will be academically dismissed. The student may then petition the Vice President for Graduate Affairs in writing for permission to re-enroll. The petition must explain the causes for academic deficiency and outline a program of action to overcome them. The Graduate Affairs Committee considers the petition and approves or denies any such petition. The appeal process must take place before a student is permitted to re-enroll for graduate classes at Missouri Baptist University. A student dismissed for a second time will not be eligible for re-admission.

In order for students to continue to receive federally-funded financial aid, they must maintain satisfactory progress in the course of studies pursued at Missouri Baptist University. Students who have been placed on academic suspension must demonstrate that it is reasonable to expect that they will be able to graduate (achieve the appropriate cumulative grade point average for the degree being sought) within one and one-half times the published length of their program.

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

Readmission of Service Members

If service members cannot attend school due to military service as defined below, MBU will readmit them with the same academic status they had when they last attended, or when they were last admitted to MBU but did not begin attendance because of military service obligations. A student's readmission rights under this specific policy are terminated in the case of a dishonorable or bad conduct discharge, general court-martial, federal or state prison sentence, or other reasons as stated in 34 CFR 668.18(h), but students may still be eligible for regular readmittance.

Readmission Procedures

The student, or an appropriate officer of the Armed Forces or official of the Department of Defense, must give oral or written notice of the student's military service as far in advance as is reasonable under the circumstances. This notice must be provided to the Director of Records. No notice is required if precluded by military necessity. The student may, alternatively, submit an attestation that military service necessitated the student's absence from the institution at the time of readmission.

The student must also notify the Director of Records of their intent to return to MBU within three years after the completion of the period of service and provide appropriate documentation. If a student is hospitalized for or convalescing from an illness or injury incurred in or aggravated due to service, the student will be given a two-year extension from the end of the recovery from such illness or injury to provide notification.

The cumulative length of absence and of all previous absences from the school for military service may not exceed five years. Only the time the student spends performing service is counted.

Documentation Requirements

Students applying for readmission should provide documentation to establish that they did not exceed the five-year service limitation, and that their readmission rights have not been terminated pursuant to the exceptions stated in 34 CFR 668.18(h). Documentation that will satisfy these requirements includes, but is not limited to, the following:

- DD (Department of Defense) 214 Certificate of Release or Discharge from Active Duty.

- Copy of duty orders prepared by the facility where the orders were fulfilled carrying an endorsement indicating completion of the described service.
- Letter from the commanding officer of a Personnel Support Activity or someone of comparable authority.
- Certificate of completion from military training school.
- Discharge certificate showing character of service.
- Copy of extracts from payroll documents showing periods of service.
- Letter from National Disaster Medical System (NDMS) Team Leader of Administrative Officer verifying dates and times of NDMS training or Federal activation.

Terms and Conditions

Military service is defined as voluntary or involuntary service in the armed forces, including service by a member of the National Guard or Reserve on active duty, active duty for training, or full-time National Guard duty under federal authority, for a period of more than 30 consecutive days under a call or order to active duty of more than 30 consecutive days. This does not include National Guard service under state authority.

An appropriate officer, as defined for the purposes of providing notification of a student's military service that necessitates the student's absence from an institution, is a commissioned, warrant, or non-commissioned officer authorized to give such notice by the military service concerned.

At the time of readmission, the student will be admitted at the same academic status into the next program class occurring after MBU has received the student's intent to return to courses, unless a later date is requested. MBU reserves the right to readmit at a later date to extenuating circumstances. If the program is no longer offered, admittance will be offered into a program determined to be most like the prior program.

For the first academic year, a student readmitted to the same program will be charged tuition and fee charges they would have been assessed for the academic year during which they left the school. However, if veteran education benefits or other service member education benefits will pay the higher tuition and fee charges for the year, the school may assess those charges to the student as well. Subsequent years will be assessed no more than the tuition and fee rates that other students in the program are assessed for that academic year.

If MBU determines that the student is not prepared to resume the program, MBU will make reasonable efforts to assist the student to become prepared. However, MBU will not readmit a student if it is determined that there are no reasonable efforts available to prepare the student to resume the program at the same point or enable them to complete, or that the student is not prepared after reasonable efforts are made.

Students who fail to apply for readmission within the required time limits or who otherwise do not meet the conditions set out herein may still be eligible for regular readmittance to MBU.

Full-Time and Part-Time Loads

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

- Students seeking initial certification, who are taking a combined graduate and undergraduate course load, are limited to six (6) hours of graduate credit (three (3) hours per 8-week session) and ten (10) hours of undergraduate credit. Students may not be enrolled for more than sixteen (16) hours during any semester in which they are enrolled for a combined course load.
- Doctoral-level students enrolled in 6 hours of credit are classified as full-time. Doctoral-level students enrolled in zero, one, or two credit hours are classified as part-time and continuing toward degree completion. Doctoral-level students enrolled in three, four, or five credit hours are classified as half-time and continuing toward degree completion.

Graduate students carrying a load of three (3) hours are considered to be enrolled half-time. Those enrolled in less than three (3) hours are considered part-time.

Attendance Policy

Each instructor gives reasonable consideration for unavoidable absences and to the possibility of making up missed work. The instructor has the right to request the withdrawal of a student with excessive absences in any course. Since eight-week courses are offered in an accelerated format, students who miss a significant amount of content as deemed by the instructor will receive an automatic "F" for the class. Course attendance may be defined differently for students enrolled in hybrid or online courses. For asynchronous online courses, documented attendance will be determined by completing weekly class assignments. Students failing to complete at least one academic activity, such as assignments, quizzes, exams, or discussions in an online class during a given week, will be counted as absent. For students enrolled in hybrid or synchronous online courses, attendance during the in-person hybrid class sessions and synchronous online sessions will be determined by the student's physical presence during the specified course meetings. Attendance in the online portion of a hybrid course will be determined by completing class assignments in the same manner as for asynchronous online courses.

MBU defines excused absences as:

- Participation in an approved university-sanctioned event;
- Extenuating circumstances that make it impossible for a student to be present in class (e.g., jury duty, military duty, pregnancy, severe injury, or acute/chronic illness). In an extenuating circumstance, a student should submit relevant documentation (jury summons, doctor's note, etc.) in advance, when possible or within three school days of an unexpected event, to the Dean of Students office. The office will validate the circumstances of the absence and, if the absence is approved as excused, provide notification of excused absence to the student's instructors.

Students are responsible for turning work in on time, even if the student has an excused absence. In the case of an excused absence, the student must make arrangements with the instructor to complete missed work in advance when possible or within 24 hours of the excused event.

Approved Style for Research Papers

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

Missouri Baptist University Institutional Review Board

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

Academic Honesty and Integrity

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

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

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

The evaluation and adjudication process for the determination of the disciplinary action is outlined in the Spartan Virtues (Student Handbook).

Professional Behavior

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

Distance Learning

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

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

Web-Enhanced Courses

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

Web-Centric Courses

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

Online Courses

An online course at Missouri Baptist University can be accessed through the Internet from any location at any time. All instructional strategies are planned and executed around the communication capabilities and content resources available on the Internet in any given online class offering. Online courses at MBU will not require any "face-to-face" meetings. Online communication requirements are flexible and generally asynchronous. Times and places for online interaction and communication in MBU online classes will be determined by the individual faculty member. The University offers online courses in various disciplines. Both undergraduate and graduate courses are available.

Online Programs

For specific information regarding online graduate programs, please see the MBU Online section of the Graduate Bulletin.

FERPA: Notice of Educational and Privacy Rights

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

1. The right to inspect and review the student's education records within 45 days after the day the University receives a request for access. A student should submit a written request that

identifies the record(s) the student wishes to inspect to the Records Office (for academic records), the Office of Student Development (for disciplinary records), the Office of Student Financial Services (for financial records), the Office of Career Development (for placement records), or the Student Success Center/Special Needs Coordinator (for Special Needs/individual accommodation records). A University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

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

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

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

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

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

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

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

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

- To other University officials, including teachers, within the University whom the University has determined to have legitimate educational interests. This includes contractors,

consultants, volunteers, or other parties to whom the University has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met.

- To officials of another educational institution where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34.
- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To organizations conducting studies for, or on behalf of, the University, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
- To accrediting organizations to carry out their accrediting functions.
- To parents of an eligible student if the student is a dependent for IRS tax purposes.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36.
- Information the University has designated as "directory information" under § 99.37.
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the University determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the University's rules or policies with respect to the allegation made against him or her.
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the University, governing the use or possession of alcohol or a controlled substance if the University determines the student committed a disciplinary violation and the student is under the age of 21.

Directory Information Notice

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that the University, with certain exceptions, obtain students' written consent prior to the disclosure of personally identifiable information (PII) from their education records. However, the University may disclose appropriately designated "directory information" without written consent, unless a student has advised the University to the contrary in accordance with University procedures. Students who do not want the University to disclose any or all of the types of information designated below as directory information from their education records without their prior

written consent must notify the University's Director of Records in writing. Those who choose to block the University from releasing directory information should note that this will restrict financial records, degree conferral, and dates of attendance from being released to any agencies that may require this information for employment or loan deferment. Once directory information has been blocked, the student must submit a formal written request to remove the block.

The University has designated the following information as directory information:

- Student's name, address and telephone number
- Date and place of birth
- Email address
- Photograph
- Program of Study (including degree, major, minor, and/or educator certification area)
- Dates of attendance and enrollment status/grade level
- Degrees, honors, and awards received
- Credit hours in progress or already completed
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- The most recent educational agency or institution attended

Retention of Records

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

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

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

Academic Transcripts

Official academic transcripts must be requested from the Records Office in writing by mail, fax, in person, or electronically through Parchment and must include the signature of the student. The charge for each official transcript is \$10.00. Unofficial transcripts may be printed from **myMBU** Access (see the catalog section on **myMBU** for more information on accessing the student portal page). No transcript, official or unofficial, will be issued until the account of the student has been cleared by both the Business and Student Financial Services Offices and all holds affecting the release of transcripts have been cleared. Transcript request forms are available in the Records Office and can be downloaded from <https://www.mobap.edu/wp-content/uploads/2018/07/transcript-request-form-10.pdf>.

College of Arts & Humanities

Mission Statement

The College of Arts and Humanities provides formational opportunities for students through its rigorous liberal arts curriculum. Guided by our Christian faith, the college challenges students to read critically, communicate effectively, perform exceptionally, and deepen their understanding of global and cross-cultural issues.

Overview

The College of Arts & Humanities contains the School of Humanities & Theology.

School of Humanities & Theology

Mission Statement

The School of Humanities & Theology seeks to give students a broad basis in the liberal arts tradition from a Christian world view, integrating faith and learning in literature, languages, ethical, and philosophical trends affecting the society of today, enhancing the development of a broad spiritual and intellectual foundation in an environment where academic excellence is emphasized and a biblically-based Christian perspective is maintained.

Applicability to Life: The intellectual discipline of theology has often been separated from the experience of human life which is lived before God. The ultimate concern of theology should be with God in his relationship with humans, and thus with human life as it is lived before God, hence one's life as lived unto God. Theological study should involve not only correct thinking about God but also good living before God. It should involve a consideration of the question, "How can we use what we learn to glorify God, to live well before him, to do his will, to cause his name to be honored in the world, and to enjoy him?"

Fidelity to the Biblical Revelation: Modern theological study has often taken its cues from the surrounding culture instead of occupying the ground established by divine revelation and thus speaking an alien word to the culture. In recent times this has meant surrendering the concept of "truth" and acceding to the relativism of modern thought, relegating "religion" to the realm of subjective personal preference. In contrast, the core of a common Christian theology must be seen as the expression of divinely-revealed truth, valid for and making claims upon all people.

Master of Arts in Christian Ministry

Online Program: Many classes are offered face-to-face as well as online. Students pursuing the MACM will have the option of completing the program online or through a hybrid approach that blends both online and classroom instruction.

Summary of the MACM Degree Process

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

1. The student must develop a comprehensive plan of study with the Graduate Advisor.
2. The student must complete all coursework included in the plan of study.
3. An Application for Graduation, signed by the student, Graduate Advisor and Vice President for Graduate Affairs, must be filed with the Graduate Office and the Records Office by the deadline. For deadline information, see the Academic Calendar page.

4. Students must pay the required graduation fee. All graduate candidates for graduation during an academic year – Fall, Spring, Winter Term, and Summer – are encouraged to attend the commencement exercises which are held at the close of the Spring Semester. Graduate students must have all work completed and a degree conferred. Students must notify the Vice President for Graduate Affairs and the Director of Records if they choose not to participate. Students must pay the graduation fee whether they attend commencement or not.
5. All graduate students must have a 3.0 cumulative grade point average in order to graduate from the program.

Transfer Students and Transfer Credit

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

Students entering the Master of Arts in Christian Ministry (MACM) degree program may transfer up to nine (9) graduate credits into the Missouri Baptist University Graduate Studies Program from another regionally accredited college or university. The total hours transferred to Missouri Baptist, including courses from other programs while enrolled, may not exceed nine (9) hours. Students must complete at least thirty (30) hours of credit at Missouri Baptist University. Coursework completed at colleges/universities or other postsecondary institutions which are not regionally accredited, but which are accredited by a body recognized by the Council for Higher Education Accreditation (CHEA) may be evaluated on an individual basis in keeping with whether or not the course would be appropriate to apply toward a master's program at Missouri Baptist University.

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

Directed Studies

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

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

Capstone: CSCM 423/523 is the capstone requirement for the Master of Arts in Christian Ministry. Students are required to earn a grade of B or better in this course. The capstone course must be completed through Missouri Baptist University and cannot be taken as a directed study.

Exit Exam: The Master of Arts in Christian Ministry degree does not require an exit exam.

4+1 Accelerated Bachelor of Arts in Christian Ministry to Master of Arts in Christian Ministry

Missouri Baptist University offers an accelerated program for students to complete their Master of Arts in Christian Ministry (MACM) at an accelerated rate. Upon completion of their four-year undergraduate program, students can complete their MACM in one year. Undergraduate students interested in pursuing this program should complete a minor in one of the following areas: Apologetic Studies, Biblical Counseling, Church Planting, Church Revitalization, Family Ministry, Intercultural Studies, Pastoral Ministries, or Worship. During their junior and senior year, students will complete a total of 12 credit hours of senior permission courses. These senior permission courses will contribute to their selected area of emphasis once accepted into the MACM program.

Graduate Certificates

Graduate certificates may be earned in the fields of Apologetic Studies, Biblical Counseling, Church Planting, Church Revitalization, Family Ministry, Intercultural Studies, and Pastoral Ministries. These certificates are stand-alone certificates and may not be earned concurrently with a master's degree in the same discipline or track. Students who begin a certificate program and wish to switch to a master's program must make application to the master's program through the Graduate Admissions Office and submit all documentation for full admission. Classes may not be transferred in for the certificate programs, and students must complete the required twelve (12) hours through Missouri Baptist University.

These certificates are already packaged as an emphasis for the Master of Arts in Christian Ministry program. Students currently pursuing the full MACM degree cannot pursue any of the five Graduate Certificates. If a student earns one of these Graduate Certificates and later chooses to pursue the full MACM, they must choose an emphasis in a different discipline. Students returning to pursue a master's degree after earning a certificate may transfer up to six (6) hours from their certificate program into the master's program. Six (6) alternative hours will replace completed core classes. The student and advisor will decide on appropriate classes with the approval of the Dean of the College of Arts & Humanities.

The graduate certificates require a cumulative grade point average of 3.0 on a 4.0 scale to be granted. Students must earn at least three final grades of A or B, and no final grade lower than a C in the four courses that make up their chosen certificate. Only one grade of C will be permitted to complete a graduate certificate program.

Programs of Study

Master

Christian Ministry, MACM

Graduate Certificate

Graduate Certificate in Apologetic Studies, GCAS
 Graduate Certificate in Biblical Counseling, GCBC
 Graduate Certificate in Church Planting, GCCP
 Graduate Certificate in Church Revitalization, GCCR
 Graduate Certificate in Family Ministry, GCFMI
 Graduate Certificate in Intercultural Studies, GCIS
 Graduate Certificate in Pastoral Ministries, GCPM

Christian Ministry, MACM

CIP Code: 39.9999

Additional information regarding the Master of Arts in Christian Ministry program can be found on the School of Humanities & Theology page.

Required Core

CBIB 503 - Understanding Old Testament Concepts Semester Hours: Three
CBIB 513 - Understanding New Testament Concepts Semester Hours: Three
CMHS 503 - History of Christian Thought 1 Semester Hours: Three
CMHS 513 - History of Christian Thought 2 Semester Hours: Three
CPHI 503 - Christianity and Culture Semester Hours: Three
CSCE 513 - Spiritual Formation Semester Hours: Three
CSCM 503 - Knowing God Semester Hours: Three
CSCM 513 - Following God Semester Hours: Three

Total: 24 Hours

Emphasis

Students must complete one of the following areas of emphasis at the 500-level to be applicable toward the Master of Arts in Christian Ministry program.

With approval from the student's advisor, the Dean of the College of Arts & Humanities, and the Vice President for Graduate Studies & Professional Studies, provision can be made for an individualized emphasis. Students taking courses in other MBU master programs may adapt those classes to this emphasis with the same approval process as above.

Apologetic Studies

CPHI 413/513 - Christian Ethics Semester Hours: Three
CPHI 433/533 - World Religions Semester Hours: Three
CPHS 433/533 - Contemporary Worldviews Semester Hours: Three
ENCP 433/533 - C. S. Lewis and J. R. R. Tolkien Semester Hours: Three

Total: 12 Hours

Biblical Counseling

CMPS 423/523 - Pastoral Counseling and Care Giving Semester Hours: Three
CSCE 423/523 - Basics of Biblical Counseling Semester Hours: Three
CSCM 433/533 - Principles of Pastoral Ministry Semester Hours: Three
PSCM 433/533 - Psychology of Moral and Spiritual Development Semester Hours: Three

Total: 12 Hours

Church Planting

CSCP 403/503 - The Philosophical and Scriptural Foundations of Church Planting Semester Hours: Three
CSCP 433/533 - Church Planting Methods Semester Hours: Three
CSCP 443/543 - Gospel-Centered Cultural Engagement Semester Hours: Three
CSCP 453/553 - Disciple Making in the Church Semester Hours: Three

Total: 12 Hours

Church Revitalization

CSCM 433/533 - Principles of Pastoral Ministry Semester Hours: Three
CSCP 443/543 - Gospel-Centered Cultural Engagement Semester Hours: Three

CSCR 413/513 - Church Revitalization Strategies Semester Hours: Three
CSCR 473/573 - Church Revitalization Internship Semester Hours: Three
Total: 12 Hours

Family Ministry

CSFM 413/513 - Leading a Ministry to Families Semester Hours: Three
CSFM 423/523 - Youth Education in the Church Semester Hours: Three
CSFM 433/533 - Youth and Media Semester Hours: Three
CSFM 443/543 - Issues in Family Ministry Semester Hours: Three
Total: 12 Hours

Intercultural Studies

CPHI 433/533 - World Religions Semester Hours: Three
CSCE 483/583 - Storying and Discipling Cross-Culturally Semester Hours: Three
CSCP 403/503 - The Philosophical and Scriptural Foundations of Church Planting Semester Hours: Three
CSCP 443/543 - Gospel-Centered Cultural Engagement Semester Hours: Three
Total: 12 Hours

Pastoral Ministries

CSCE 423/523 - Basics of Biblical Counseling Semester Hours: Three
CSCM 433/533 - Principles of Pastoral Ministry Semester Hours: Three
CSCM 483/583 - Expository Biblical Ministry Semester Hours: Three
CSCP 453/553 - Disciple Making in the Church Semester Hours: Three
Total: 12 Hours

Worship Leadership

MUWA 403/503 - Foundations of Worship Semester Hours: Three
MUWA 413/513 - Congregational Song Semester Hours: Three
MUWA 423/523 - Worship Technology Semester Hours: Three
MUWA 483/583 - Worship Leadership Semester Hours: Three
Total: 12 Hours

Required Capstone

CSCM 423/523 - Theology of Christian Ministry Semester Hours: Three
Total: 3 Hours
Total: 39 Hours

Graduate Certificate in Apologetic Studies, GCAS

CIP Code: 39.0601

Additional information regarding graduate certificates can be found on the School of Humanities & Theology page.

Required Courses

CPHI 413/513 - Christian Ethics Semester Hours: Three
CPHI 433/533 - World Religions Semester Hours: Three

CPHS 433/533 - Contemporary Worldviews Semester Hours: Three
ENCP 433/533 - C. S. Lewis and J. R. R. Tolkien Semester Hours: Three
Total: 12 Hours

Graduate Certificate in Biblical Counseling, GCBC

CIP Code: 39.0705

Additional information regarding graduate certificates can be found on the School of Humanities & Theology page.

Required Courses

CMPS 423/523 - Pastoral Counseling and Care Giving Semester Hours: Three
CSCE 423/523 - Basics of Biblical Counseling Semester Hours: Three
CSCM 433/533 - Principles of Pastoral Ministry Semester Hours: Three
PSCM 433/533 - Psychology of Moral and Spiritual Development Semester Hours: Three
Total: 12 Hours

Graduate Certificate in Church Planting, GCCP

CIP Code: 39.0302

Additional information regarding graduate certificates can be found on the School of Humanities & Theology page.

Required Courses

CSCP 403/503 - The Philosophical and Scriptural Foundations of Church Planting Semester Hours: Three
CSCP 433/533 - Church Planting Methods Semester Hours: Three
CSCP 443/543 - Gospel-Centered Cultural Engagement Semester Hours: Three
CSCP 453/553 - Disciple Making in the Church Semester Hours: Three
Total: 12 Hours

Graduate Certificate in Church Revitalization, GCCR

CIP Code: 39.0699

Students who earn the Graduate Certificate in Church Revitalization and later choose to pursue the full MACM, they must choose an emphasis in one of the following: Apologetic Studies, Biblical Counseling, or Family Ministry.

Additional information regarding graduate certificates can be found on the School of Humanities & Theology page.

Required Courses

CSCM 433/533 - Principles of Pastoral Ministry Semester Hours: Three
CSCP 443/543 - Gospel-Centered Cultural Engagement Semester Hours: Three
CSCR 413/513 - Church Revitalization Strategies Semester Hours: Three
CSCR 473/573 - Church Revitalization Internship Semester Hours: Three
Total: 12 Hours

Graduate Certificate in Family Ministry, GCFMI

CIP Code: 39.0702

Additional information regarding graduate certificates can be found on the School of Humanities & Theology page.

Required Courses

CSFM 413/513 - Leading a Ministry to Families Semester Hours: Three

CSFM 423/523 - Youth Education in the Church Semester Hours: Three

CSFM 433/533 - Youth and Media Semester Hours: Three

CSFM 443/543 - Issues in Family Ministry Semester Hours: Three

Total: 12 Hours

Graduate Certificate in Intercultural Studies, GCIS

CIP Code: 39.0301

Additional information regarding graduate certificates can be found on the School of Humanities & Theology page.

Required Courses

CPHI 433/533 - World Religions Semester Hours: Three

CSCCE 483/583 - Storying and Discipling Cross-Culturally Semester Hours: Three

CSCP 403/503 - The Philosophical and Scriptural Foundations of Church Planting Semester Hours: Three

CSCP 443/543 - Gospel-Centered Cultural Engagement Semester Hours: Three

Total: 12 Hours

Graduate Certificate in Pastoral Ministries, GCPM

CIP Code: 39.0705

Additional information regarding graduate certificates can be found on the School of Humanities & Theology page.

Required Courses

CSCCE 423/523 - Basics of Biblical Counseling Semester Hours: Three

CSCM 433/533 - Principles of Pastoral Ministry Semester Hours: Three

CSCM 483/583 - Expository Biblical Ministry Semester Hours: Three

CSCP 453/553 - Disciple Making in the Church Semester Hours: Three

Total: 12 Hours

College of Business & Entrepreneurship

Mission Statement

The College of Business & Entrepreneurship equips students with the knowledge and skills to pursue faith first and reflect their identity in Christ in the workplace. Students will be challenged to employ their unique God-given gifts and creativity as they learn to serve and solve problems in their work or pursue entrepreneurial ventures. Readings and case studies are used to apply Biblical principles to business problem solving and decision making to promote flourishing corporate environments. Students are encouraged to engage in networking with students, faculty, and professionals to make career choices that honor God's calling.

Overview

The College of Business & Entrepreneurship contains the School of Accounting, Business Administration, & Technology and the School of Management & Marketing. More detailed information regarding programs offered within these schools can be found below.

School of Accounting, Business Administration, & Technology

Mission Statement

The School of Accounting, Business Administration, & Technology programs provide a broad-based curriculum preparing students for professional careers in Accounting, Business Administration, or Technology. MBU prepares students to become successful through curriculum tied to industry expectations coupled with real-world experienced faculty who share their faith-based knowledge and insights. The instruction provided by faculty enables students to shine bright and make a positive impact on their world.

Master of Business Administration

Mission Statement: In accordance with the Missouri Baptist University mission, the Master of Business Administration program prepares students with relevant skills to advance in their professional careers and studies. The program accomplishes this mission through curriculum tied to industry expectations coupled with instruction in the ethical, Biblical Christian philosophy, and diversity principles which serve as the basis of our society and economy. The pedagogical emphasis is on the application of critical thinking for identifying and solving business problems.

Overview: The Master of Business Administration program is designed for "middle managers" who have basic experience in small business or corporate settings. Although the curricula accommodate students without a specific background in management or business administration, students are expected to perform at a graduate level in all courses. While there are no prerequisite business courses required for admission to the program, some students may be advised to complete specific undergraduate courses before enrolling in some of the graduate courses. For example, some students may be advised to take a basic accounting course prior to enrolling in ACCT 503. While there are no prerequisite business courses required for the core courses, students must complete ACCT 503, ECON 503, BUSN 523 and all core courses, except for one course, before enrolling in the culminating BUSN 583 course. The BUSN

583 course provides students the opportunity to integrate the major learning outcomes of the MBA program curricula and apply it in a business simulation.

Summary of the MBA Degree Process

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

1. The student must develop a comprehensive plan of study with the Graduate Advisor.
2. The student must complete and pass all coursework included in the plan of study.
3. The student must complete BUSN 583 with a grade of B or higher.
4. An Application for Graduation, signed by the student and Graduate Advisor, must be filed with the Graduate Office and the Records Office by the deadline. See the Academic Calendar page for dates.
5. Students must pay the required graduation fee. All graduate candidates for graduation during an academic year – Fall, Winter Term, Spring, and Summer – are encouraged to attend the commencement exercises which are held at the close of the Spring Semester. Graduate students must have all work completed or are registered in all final summer courses in order to participate in the ceremony. Students must notify the Vice President of Graduate Affairs and the Director of Records if they choose not to participate. Students must pay the graduation fee whether they attend commencement or not.
6. All graduate students must have a 3.0 cumulative grade point average in order to graduate from the program.

Transfer Students and Transfer Credit

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

Students entering the Master of Business Administration (MBA) degree program may transfer up to six (6) graduate credits into the Missouri Baptist University Graduate Studies Program from another regionally accredited college or university. The total hours transferred to Missouri Baptist, including courses from other programs while enrolled, may not exceed six (6) hours. Students must complete at least twenty-four (24) hours of credit, including BUSN 583, at Missouri Baptist University.

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

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

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

4+1 Accelerated Bachelor of Science in Business Administration to Master of Business Administration

Missouri Baptist University offers an accelerated program for students to complete their Master of Business Administration (MBA) at an accelerated rate. Upon completion of their four-year undergraduate program, students can complete their MBA in two semesters. Undergraduate students will complete 6 credit hours of senior permission courses from their core curriculum. These senior permission courses will contribute to the student's graduate coursework. The student will then take two semesters at 12 credit hours each to complete their MBA within two semesters without a concentration.

Graduate Certificates

A graduate certificate may be earned in the field of Accounting, Project Management, or Strategic Leadership. These certificates are stand-alone certificates and may not be earned concurrently with a master's degree in the same discipline or track. Students who begin a certificate program and wish to switch to a master's program must make application to the master's program through the Graduate Admissions Office and submit all documentation for full admission. Classes may not be transferred in for the certificate programs, and students must complete the required twelve (12) hours through Missouri Baptist University.

Students returning to pursue a master's degree after earning a certificate may transfer up to six (6) hours from their certificate program into the master's program. Six (6) alternative hours will replace completed core classes. The student and advisor will decide on appropriate classes with the approval of the Dean of the College of Business & Entrepreneurship.

The graduate certificates require a cumulative grade point average of 3.0 on a 4.0 scale to be granted.

Programs of Study

Master

Business Administration, MBA

Graduate Certificate

Graduate Certificate in Accounting, GCA

Graduate Certificate in Project Management, GCPMG

Graduate Certificate in Strategic Leadership, GCSL

Business Administration, MBA

CIP Code: 52.0201

The MBA now offers optional concentrations in addition to the core requirements. Additional information regarding the Master of Business Administration program can be found on the School of Accounting, Business Administration, & Technology page.

Required Courses

Required Core

ACCT 503 - Managerial Accounting Semester Hours: Three
 BCIS 403/503 - Management Applications of Information Technology Semester Hours: Three †
 BUSN 503 - Executive Communications and Business Literacy Semester Hours: Three *
 BUSN 513 - Legal and Ethical Environment of Business Semester Hours: Three
 BUSN 523 - Financial Management Semester Hours: Three
 BUSN 533 - International Business Semester Hours: Three
 ECON 503 - Business Economics Semester Hours: Three
 MGPS 403/503 - Organizational Behavior and Leadership Semester Hours: Three †
 MRKT 503 - Current Issues in Marketing Semester Hours: Three

Total: 27 Hours

Strategic Management and Implementation Course

Students must earn a grade of B or better in this course to fulfill graduation requirements.

BUSN 583 - Strategic Management and Implementation Semester Hours: Three

Total: 3 Hours

Concentrations

Students must complete all nine hours in order to finish the concentration area; however, students are not required to complete a concentration areas in order to finish the MBA program.

Students pursuing a concentration will complete a total of thirty-nine hours upon completion of their program.

Accounting

Prerequisite courses may be required to pursue this concentration.

ACCT 533 - Financial Reporting and Analysis Semester Hours: Three

ACCT 553 - Advanced Tax Accounting Semester Hours: Three

ACCT 573 - Accounting Research Semester Hours: Three

Total: 9 Hours

Healthcare Management

HCMG 513 - Healthcare Law and Ethics Semester Hours: Three

RNMS 413/513 - Organizational and Systems Leadership Semester Hours: Three

NUEL 543 - Human Resource Management Semester Hours: Three

Total: 9 Hours

Human Resource Management

HRMG 513 - Employment Law Semester Hours: Three

HRMG 533 - Talent Training and Development Semester Hours: Three

MGMT 533 - Human Resource Management Semester Hours: Three

Total: 9 Hours

Marketing

MRKT 413/513 - Digital and Social Media Marketing Semester Hours: Three

MRKT 523 - Marketing Analytics Semester Hours: Three

MRKT 563 - Innovations in Advertising and Marketing Leadership Semester Hours: Three

Total: 9 Hours

Project Management

MGMT 543 - Integration Management Semester Hours: Three

MGMT 553 - Microsoft Project Semester Hours: Three

MGMT 563 - Project Management Semester Hours: Three

Total: 9 Hours

Sport Management

PHED 413/513 - Sport Facility Management Semester Hours: Three †

SMGT 423/523 - Sport Law Semester Hours: Three †

SMGT 463/563 - Sport Finance Semester Hours: Three †

Total: 9 Hours

Sport Marketing

SMGT 573 - Sport Public Relations Semester Hours: Three

SMKT 523 - Sport and Social Media Semester Hours: Three

SMKT 533 - Sport Entrepreneurship Semester Hours: Three

Total: 9 Hours

Strategic Leadership

MGMT 513 - Leading Change in Organizations Semester Hours: Three

MGMT 523 - Managerial Decision Making Semester Hours: Three

MGMT 533 - Human Resource Management Semester Hours: Three

Total: 9 Hours

Total: 30-39 Hours

Note

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

† Must be completed at the 500-level to be applicable toward the Master of Business Administration program.

Graduate Certificate in Accounting, GCA

CIP Code: 52.0301

In order to pursue the Graduate Certificate in Accounting degree, the student must have completed their undergraduate degree in Accounting or completed the following undergraduate accounting courses: ACCT 213, ACCT 223, ACCT 313, ACCT 323, and ACCT 413. These courses total to an additional fifteen (15) credit hours in addition to the requirements listed below.

Additional information regarding graduate certificates can be found on the School of Accounting, Business Administration, & Technology page.

Required Courses

ACCT 503 - Managerial Accounting Semester Hours: Three
ACCT 533 - Financial Reporting and Analysis Semester Hours: Three
ACCT 553 - Advanced Tax Accounting Semester Hours: Three
ACCT 573 - Accounting Research Semester Hours: Three

Total: 12 Hours

Graduate Certificate in Project Management, GCPMG

CIP Code: 52.0211

Additional information regarding graduate certificates can be found on the School of Accounting, Business Administration, & Technology page.

Required Courses

BCIS 403/503 - Management Applications of Information Technology Semester Hours: Three
MGMT 543 - Integration Management Semester Hours: Three
MGMT 553 - Microsoft Project Semester Hours: Three
MGMT 563 - Project Management Semester Hours: Three

Total: 12 Hours

Graduate Certificate in Strategic Leadership, GCSL

CIP Code: 52.0213

Additional information regarding graduate certificates can be found on the School of Accounting, Business Administration, & Technology page.

Required Courses

BUSN 503 - Executive Communications and Business Literacy Semester Hours: Three
MGMT 513 - Leading Change in Organizations Semester Hours: Three
MGMT 523 - Managerial Decision Making Semester Hours: Three
MGMT 533 - Human Resource Management Semester Hours: Three

Total: 12 Hours

School of Management & Marketing

Mission Statement

The School of Management & Marketing programs prepare students to explore and develop competencies to meet future business challenges and opportunities in a biblical, Christ-centered context. Being a student in the School of Management & Marketing means learning vital skills for the real-world marketplace, understanding the foundational practices, and learning about current technologies. A School of Management & Marketing student experiences real-world research and projects.

Master of Science in Sport Management

Mission Statement: The Master of Science in Sport Management degree is designed to prepare students for various careers in the sport management field. Students in this program investigate the psycho-social, ethical, economic, legal, and political factors affecting the management and administration of sport organizations. The application of management principles to the sport industry distinguishes this program from others offered. Through the practical application of the program's theoretical underpinnings, sport management majors learn about communication, finance, law, organizational management, personnel, and marketing from a Christian worldview.

Students will be required to choose one of two concentration tracks: Fitness Management or Sport Marketing. The Fitness Management track will allow students with an interest in the fitness industry to develop a working knowledge in the areas of program planning and development. The concentration will prepare students to organize and administer fitness-related programs and manage fitness/rehabilitation facilities and health clubs, sport recreation services, and other related services. The Sport Marketing track will allow students to gain knowledge into understanding the foundations of marketing practice, while learning about current technologies. The concentration will provide students with skills to effectively manage in a wide range of sport-related enterprises including interscholastic athletics, intercollegiate athletics, amateur and professional sports, sports-marketing firms, special-event management, and facility management.

While the Master of Science degree in Sport Management can be completed entirely online, a number of face-to-face courses within both programs are available on the main MBU campus. Students accepted into the Sport Management program are able to complete their program requirements and graduate within one year or can choose to enroll in fewer classes and thereby complete their degree over a longer period of time.

Students who have previously earned a Master of Science in Fitness Management degree from Missouri Baptist University may apply seven (7) credit hours toward a subsequent Master of Science in Sport Management degree. Students must complete an additional 24 credit hours to earn a subsequent Master of Science in Sport Management.

Summary of the MSSM Degree Process

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

1. The student must develop a comprehensive plan of study with the Graduate Advisor, including choosing a concentration track.
2. The student must complete all coursework included in the plan of study.
3. the student must complete a capstone project.
4. An Application for Graduation, signed by the student and the Graduate Advisor, must be filed with the Graduate Office and the Records Office in the semester prior to the term in which the student intends to graduate.

5. Students must pay the required graduation fee. All graduate candidates for graduation during the academic year - Fall, Winter Term, Spring, and Summer - are encouraged to attend the commencement exercises held at the close of the Spring Semester. Graduate students must have all work completed or be registered in all final summer courses in order to participate in the ceremony. Students must notify the Vice President for Graduate Affairs & Professional Studies and the Director of Records if they choose not to participate. Students must pay the graduation fee whether they attend commencement or not.
6. All graduate students must have a 3.0 cumulative grade point average in order to graduate from the program.

Transfer Students and Transfer Credit

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

Students entering Master of Science in Sport Management degree programs may transfer up to six (6) graduate credits into the Missouri Baptist University Graduate Studies Program from another regionally accredited college or university. The total hours transferred to Missouri Baptist, including courses from other programs while enrolled, may not exceed six (6) hours. However, no transfer credits will be accepted into the Certificate in Exercise Science or Certificate in Sport Management programs. The University only recognizes institutions accredited by the current edition of *Accredited Institutions of Postsecondary Education* published by the CHEA and the American Council on Education.

Directed Studies: Courses in the MSSM program are not offered as directed studies, but SMGT 403/503 can be taken as a replacement for a core sport management course up to two times by permission of the Dean of the College of Business & Entrepreneurship.

Capstone Requirement: SMGT 576 serves as the culminating activity for graduate students in the MSSM degree program. A professional portfolio will be included as a requirement for this course. The capstone course must be completed through Missouri Baptist University.

Graduate Certificates

Graduate Certificates may be earned in the fields of Fitness Management, Healthcare Management, Human Resource Management, Marketing, Sport Management, and Sport Marketing. These certificates are stand-alone certificates and may not be earned concurrently with a master's degree in the same discipline or track. Students who begin a certificate program and wish to switch to a master's program must make application to the master's program through the Graduate Admissions Office and submit all documentation for full admission. Classes may not be transferred in for the certificate programs, and students must complete the required twelve (12) hours through Missouri Baptist University.

Students returning to pursue a master's degree after earning a certificate may transfer up to six (6) hours from their certificate program into the master's program. Six (6) alternative hours will replace completed certificate classes. The student and advisor will decide on appropriate classes with the approval of the Dean of the College of Business & Entrepreneurship.

The graduate certificates require a cumulative grade point average of 3.0 on a 4.0 scale to be granted.

Programs of Study

Master

Sport Management, MSSM

Graduate Certificate

Graduate Certificate in Fitness Management, GCFM

Graduate Certificate in Healthcare Management, GCHCM

Graduate Certificate in Human Resource Management, GCHRM

Graduate Certificate in Marketing

Graduate Certificate in Sport Management, GCSM

Graduate Certificate in Sport Marketing, GCMK

Sport Management, MSSM

CIP Code: 31.0504

Additional information regarding the Master of Science in Sport Management program can be found on the School of Management & Marketing page.

Required Core

SMGT 501 - Orientation Semester Hours: One

SMGT 513 - Research Methods Semester Hours: Three

SMGT 423/523 - Sport Law Semester Hours: Three *

SMGT 463/563 - Sport Finance Semester Hours: Three *

OR

SMKT 533 - Sport Entrepreneurship Semester Hours: Three

SMGT 573 - Sport Public Relations Semester Hours: Three

SMGT 583 - Leadership and Management in Sport Semester Hours: Three

SMKT 543 - Sport Ethics Semester Hours: Three

Total: 19 Hours

Capstone Requirement

SMGT 576 - Internship in Sport Management/ Fitness Management Semester Hours: Six

OR

SMGT 583D - Thesis Defense Semester Hours: Three

AND

SMGT 583T - Thesis Proposal and Research Semester Hours: Three

Total: 6 Hours

Concentration Tracks

Students must choose to pursue one track: Fitness Management or Sport Marketing.

Fitness Management Track

EXSC 403/503 - Exercise Psychology Semester Hours: Three *

EXSC 453/553 - Fitness Management Semester Hours: Three *

EXSC 483/583 - Principles of Human Performance Semester Hours: Three *

OR

KHSC 413/513 - Exercise Testing and Prescription for Special Populations Semester Hours: Three *

Total: 9 Hours

Sport Marketing Track

SMGT 543 - Advanced Sport Marketing Semester Hours: Three

SMKT 523 - Sport and Social Media Semester Hours: Three

SMKT 533 - Sport Entrepreneurship Semester Hours: Three

OR

PHED 413/513 - Sport Facility Management Semester Hours: Three *

Total: 9 Hours

Total: 34 Hours

Note:

SMGT 403/503 can be taken as a replacement for a sport management course up to two times. By permission of the Dean of the College of Business & Entrepreneurship only.
**Must be completed at the 500-level to be applicable toward the Master of Science in Sport Management program.*

Graduate Certificate in Fitness Management, GCFM

CIP Code: 31.0504

Additional information regarding graduate certificates can be found on the School of Management & Marketing page.

All courses included in the Graduate Certificate in Fitness Management must be completed at the graduate level in order to complete the graduate certificate.

Required Courses

EXSC 453/553 - Fitness Management Semester Hours: Three

KHSC 413/513 - Exercise Testing and Prescription for Special Populations Semester Hours: Three

SMGT 463/563 - Sport Finance Semester Hours: Three

OR

SMKT 533 - Sport Entrepreneurship Semester Hours: Three

SMGT 543 - Advanced Sport Marketing Semester Hours: Three

Total: 12 Hours

Graduate Certificate in Healthcare Management, GCHCM

CIP Code: 51.0701

Required Courses

BUSN 503 - Executive Communications and Business Literacy Semester Hours: Three

HCMG 513 - Healthcare Law and Ethics Semester Hours: Three

RNMS 413/513 - Organizational and Systems Leadership Semester Hours: Three

NUEL 543 - Human Resource Management Semester Hours: Three

Total: 12 Hours

Notes:

Students who begin a certificate program and wish to switch to a master's program must make application to the master's program through the Graduate Admissions Office and submit all documentation for full admission.

The Graduate Certificate in Healthcare Management has a 3.0 minimum cumulative GPA requirement.

Graduate Certificate in Human Resource Management, GCHRM

CIP Code: 52.0201

Required Courses

BUSN 503 - Executive Communications and Business Literacy Semester Hours: Three

HRMG 513 - Employment Law Semester Hours: Three

HRMG 533 - Talent Training and Development Semester Hours: Three

MGMT 533 - Human Resource Management Semester Hours: Three

Total: 12 Hours

Notes:

Students who begin a certificate program and wish to switch to a master's program must make application to the master's program through the Graduate Admissions Office and submit all documentation for full admission.

The Graduate Certificate in Human Resource Management has a 3.0 minimum cumulative GPA requirement.

Graduate Certificate in Marketing, GCMK

CIP Code: 52.1401

Required Courses

BUSN 503 - Executive Communications and Business Literacy Semester Hours: Three

MRKT 413/513 - Digital and Social Media Marketing Semester Hours: Three

MRKT 523 - Marketing Analytics Semester Hours: Three

MRKT 563 - Innovations in Advertising and Marketing Leadership Semester Hours: Three

Total: 12 Hours

Note(s)

Students who begin a certificate program and wish to switch to a master's program must make application to the master's program through the Graduate Admissions Office and submit all documentation for full admission.

The Graduate Certificate in Marketing has a 3.0 minimum cumulative GPA requirement.

Graduate Certificate in Sport Management, GCSM

CIP Code: 31.0504

Additional information regarding graduate certificates can be found on the School of Management & Marketing page.

Required Courses

EXSC 403/503 - Exercise Psychology Semester Hours: Three

OR

SMKT 543 - Sport Ethics Semester Hours: Three

PHED 413/513 - Sport Facility Management Semester Hours: Three

OR

SMKT 523 - Sport and Social Media Semester Hours: Three

SMGT 423/523 - Sport Law Semester Hours: Three

SMGT 463/563 - Sport Finance Semester Hours: Three

OR

SMKT 533 - Sport Entrepreneurship Semester Hours: Three

Total: 12 Hours

Graduate Certificate in Sport Marketing, GCMK

CIP Code: 31.0504

Additional information regarding graduate certificates can be found on the School of Management & Marketing page.

Required Courses

PHED 413/513 - Sport Facility Management Semester Hours: Three

OR

SMKT 523 - Sport and Social Media Semester Hours: Three

SMGT 463/563 - Sport Finance Semester Hours: Three

OR

SMKT 533 - Sport Entrepreneurship Semester Hours: Three

SMGT 543 - Advanced Sport Marketing Semester Hours: Three

SMGT 573 - Sport Public Relations Semester Hours: Three

Total: 12 Hours

College of Education

Mission Statement

The College of Education at Missouri Baptist University strives to develop educators, counselors, and educational leaders who will become positive change agents in a global and culturally diverse society by acting as creative, collaborative, and reflective problem solvers; by enhancing the lives of those around them intellectually, spiritually, and physically; and by significantly influencing those lives through the integration of their academic excellence, Christian faith, and call to service.

Overview

The College of Education contains the School of Counseling, the School of Educational Leadership, and the School of Teacher Education.

CERTIFICATION OPTIONS AVAILABLE						
Certification	Subject Area	Concentration/Endorsement	Grade Level	Undergraduate	Graduate	Stand Alone/Add-on
Early Childhood (PK-3)			Birth-Grade 3	X	X	SA/AO
Elementary (1-6)			1-6	X	X	SA/AO
Middle School (5-9)	Business Education		5-9	X	X	SA/AO
	Language Arts		5-9	X	X	SA/AO
	Social Studies		5-9	X	X	SA/AO
	Mathematics		5-9	X	X	SA/AO
	Science		5-9	X	X	SA/AO
	Speech/Theatre		5-9	X	X	SA/AO
Secondary	Biology		9-12	X	X	SA/AO
	Business Education		9-12	X	X	SA/AO
	Chemistry		9-12	X	X	SA
	Driver Education 1		9-12	X	X	AO
	English		9-12	X	X	SA/AO
	Mathematics		9-12	X	X	SA/AO
	Marketing Education		9-12	X	X	AO (with Business Education)
	Social Sciences		9-12	X	X	SA/AO
	Speech/Theatre		9-12	X	X	SA/AO
K-12	Health		K-12	X	X	SA/AO
	Music	Vocal Instrumental	K-12	X	X	SA

	Physical Education		K-12	X	X	SA/AO
	Library Media Specialist 2		K-12		X	SA
	Special Reading 3		K-12		X	AO
Special Education	Early Childhood		Birth-Grade 3	X	X	SA/AO
	Cross-Categorical Disabilities	Mild/Moderate	K-12	X	X	SA/AO
Student Services	Counselor (non-certification)		K-12		X	SA
	Counselor		K-12		X	SA
	Psychological Examiner 4		K-12		X	AO
Administration	School Leader 5		K-12		X	SA
	Special Education Director 6		K-12		X	SA/AO
	Superintendent ⁷		K-12		X	SA

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

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

³ A valid Missouri teacher's certificate in another elementary, middle, or secondary teaching field, two (2) years of classroom teaching experience, passing score on Missouri Content Assessment #079 - Special Reading, and recommendation from an educator preparation program are required.

⁴ A valid Missouri teacher's certificate or student services certificate is required.

⁵ A valid Missouri teacher's certificate plus three (3) years of classroom teaching experience are required.

⁶ Certification in special education or student services, a Master of Educational Administration degree, and a minimum of three (3) years teaching experience in special education or student services are required.

⁷ A minimum of three (3) years of experience as a building- or district-level administrator at a public or accredited non-public school is required.

School of Counseling

Mission Statement

Missouri Baptist University's Graduate Program in Counselor Education exists to train graduate-level counselors through rigorous academic and hands-on clinical instruction. We seek to develop conscientious, professional, and highly skilled counselors who promote and facilitate the personal growth, development, and empowerment of those clients/students they serve. The

Graduate School of Counseling is rooted in our Christian faith that calls us to love God and love one another.

Master of Arts in Clinical Mental Health Counseling - CACREP Accredited

Clinical Mental Health Counseling Program Goals

The goals of the Clinical Mental Health Counseling program at Missouri Baptist University are to:

1. Prepare passionate, effective counselors who are rooted in ethical standards of practice.
2. Develop counselors with strong clinical and interpersonal skills who can meet the needs of a diverse client population by displaying an attitude of openness to those who are different from themselves.
3. Produce counselors who strongly identify with the counseling profession.
4. Prepare counselors to work in collaboration with other professionals within a comprehensive program addressing mental health issues.

Clinical Mental Health Counseling Program Objectives

1. Developing counseling professionals will learn and demonstrate the foundational knowledge necessary to be an effective counselor.
2. Developing counseling professionals will learn and demonstrate effective counseling techniques through successful completion of counseling labs, practicum, and internships.
3. Developing counseling professionals will demonstrate the ability to clinically conceptualize client/student problems and apply concepts from the eight common core areas of the curriculum.
4. Developing counseling professionals will demonstrate the ability to implement effective, evidence-based theories and interventions for individuals, families, and groups.
5. Developing counseling professionals will demonstrate professional dispositions of self-awareness, ethical awareness, respect for others, emotional congruence, valuing diversity, and openness.

Candidates who complete the Master of Arts in Clinical Mental Health Counseling (MA-CMHC) degree will acquire the knowledge, skills, and personal attributes necessary to become clinical mental health counselors. To achieve this objective, the MA-CMHC degree is a CACREP accredited program and meets standards to address the following eight competency areas:

1. **Professional Orientation and Identity** – Students will develop an understanding of the history and philosophy of counseling. Students will demonstrate knowledge of the counselor's roles and responsibilities including the importance of advocating for clients and the profession. Students will demonstrate both knowledge and practice of ethical guidelines of the counseling profession.
2. **Social and Cultural Diversity** – Students will develop an awareness of and appreciation for working with diverse clients. Identity development, social and cultural influences on behavior and the counselor's role in eliminating barriers and prejudices will be demonstrated.
3. **Human Growth and Development** – Students will develop an understanding of human developmental processes including physical, cognitive, and socioemotional development. Students will demonstrate the important role that theory plays in understanding human development and apply theory to contemporary issues such as addiction, crisis/ trauma, and promoting resiliency.
4. **Career Development** – Students will develop an understanding of career development and its impact on mental health. Students will demonstrate an understanding of career development theories and assessing a client's abilities, interest, values, and personality.
5. **Helping Relationships** – Students will demonstrate an understanding of the theories and models of counseling, which includes the ability to conceptualize clients, use ethical and

culturally relevant strategies for developing rapport, developing measurable outcomes for clients, and evaluate client progress.

6. **Group Work** – Students will develop an understanding of group theory, group development, group dynamics, and group counseling models, interventions, and skills. Students will demonstrate group counseling skills and theory application in an experiential lab.
7. **Assessments** – Students will develop knowledge and skills of assessments and assessment techniques. Students will demonstrate knowledge and skill of individual and group appraisal strategies and focus on the ethical and cultural considerations of selecting, evaluating and administering assessments as a counselor.
8. **Research and Program Evaluation** – Students will develop an understanding of research methods, statistical analysis, needs assessment, and program evaluation. Students will demonstrate the ability to read, critique, and evaluate professional research. Students will complete a research project during their program of study.

Overview

The Clinical Mental Health Counseling degree is designed for those students who wish to pursue a career as a counselor in a clinical setting and not as a certified school counselor. This program meets the academic requirements for licensure as a mental health Licensed Professional Counselor (LPC) in the state of Missouri. Candidates must also meet additional state requirements beyond the master's degree for counselor licensure including: 1) weekly supervision of 3000 hours of counseling and 2) jurisprudence exam, and successful completion of the National Counselor Exam (NCE).

The State of Missouri licensure office requires that candidates have good moral character. A criminal record can be defined as, but not limited to: immoral sexual acts; sexual abuse; use, possession, or the sale of narcotics, etc. If you have a concern about your background experiences, please contact the Committee for Professional Counselors for licensure.

Criteria for Full Admission to the Clinical Mental Health Counseling Program

Applications for the Master of Arts in counseling programs are accepted throughout the year. Students are admitted to the program for the summer, fall, and spring terms. Courses follow a semester format. Admission to the Counselor Education program is selective. The minimum admissions requirements include:

1. A bachelor's degree from an accredited institution
2. An undergraduate GPA of 2.75 or higher, or 3.00 for the last 60-hours of their undergraduate or graduate program
3. Application materials must include the following:
 - Completed online application
 - Official transcripts from all post-secondary institutions attended
 - Submission of Essay/Personal Statement (See the Application Procedures – Master's Degrees section of this Graduate Bulletin for detailed instructions)
 - Submission of a current resume or CV
4. Post-master's Certification (PMC) considerations must have a master's degree in counseling from a CACREP accredited institution and/or MBU. Based on transcript evaluation by the Counselor Education faculty, students will need to complete coursework and/or a minimum of six internship hours at MBU in order to fulfill the requirements of the add-on certification or licensure. PMC students must also meet GPA requirements and MBU admission requirements in order to be considered for enrollment in courses.
5. Once all materials are received and reviewed, students who desire full acceptance into the Counselor Education program are required to attend an oral interview with Counselor Education faculty. This interview must take place prior to the student's first full semester of classwork. Following each student interview, Counseling Faculty will determine whether an applicant has passed the interview and inform Graduate Admissions whether the applicant is recommended for admission to the program. If the Counseling Faculty recommends that an

applicant should not be fully admitted, the applicant may be admitted on probationary status and the Remediation Policy will take effect.

Transfer Students and Transfer Credit

Transfer credits must have been earned within seven (7) years prior to entry into the Graduate Studies Program. Students may not take courses from other graduate programs while enrolled at Missouri Baptist without written approval from the Vice President of Graduate Affairs.

Courses to be transferred must have similar content to those offered at MBU and must have been earned at a nationally or regionally accredited institution.* Only graduate level courses in which a student earned a grade of "B" (3.0) or better will be considered for transfer. The Counselor Education program at MBU will only allow a maximum of nine (9) credit hours to be transferred. All transfer credits must be approved by the Core Counselor Education Faculty.

Candidates must submit a Course Transfer Request Form for consideration by the Core Counselor Education Faculty after official transcripts have been received by the Graduate Admissions Office. Notification will be made via email once a decision regarding the transfer request has been determined.

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

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

Digital Asynchronous Courses: Students pursuing a Master of Arts in Clinical Mental Health Counseling degree are permitted by the Missouri Committee for Professional Counselors to take an asynchronous course(s) if the coursework is a part of a CACREP accredited program.

Digital Synchronous Courses

Students enrolled in the Master of Arts in Clinical Mental Health Counseling at MBU may be enrolled in courses that require in-class participation via interactive video conferencing. Live Stream courses are synchronous (real-time) classes that meet via an online meeting platform that enables students and the instructor to interact through webcam and audio. This format enables an instructor to conduct a course on MBU's Main campus and stream a live feed to individuals enrolled in a Live Stream course. In many cases, students can connect via Live Stream from home or another location. Students participate in class via webcam and audio and are part of the interactive course discussion. Students at the Main campus will see a live video of all students who "stream" into the course, allowing for collaboration among all students, whether physically present in class or connecting to class via webcam. Students who wish to participate in a Live Stream course must sign a form indicating that they have access to the required technologies, and that they understand Live Stream course requirements, conduct, and etiquette.

Digital Synchronous Course Technology Requirements

1. A reliable high-speed internet connection is required for students to participate in this class.
2. Students must have a working webcam AND audio. This equipment is built in to many computers/laptops. If a computer does not have a webcam, one may be purchased relatively inexpensively at a tech store or online.
3. Students are required to have a headset with microphone. These may be purchased at tech stores or online. Wired or wireless technologies are acceptable.
4. Students who do not have ready access to the required technologies and are unable to remedy the situation will be asked to drop the course.

Digital Synchronous Course Conduct and Etiquette

1. Students are expected to be logged in to the class on time. This is the equivalent to being "in your seat" and ready to learn in a traditional course.
2. Follow the instructions outlined on the course's Canvas page to access the course audio/video feed.
3. Once logged into the class, webcam and speakers must be turned on, but the microphone should be disabled.
4. The microphone should be enabled only when it is your turn to speak. (If the microphone is "on" and picks up on the speaker sounds from your computer, it will create a reverberation loop that is very distracting to classmates.)
5. The instructor will discuss specifics about how to participate in the course during the first night of class.
6. Students must make sure that they are in a quiet area, with minimal audio and visual distractions (in other words, dress appropriately for class, maintain a professional disposition throughout the class time, keep family members/pets/friends/ etc. in another room, avoid making distracting movements on-camera or off-camera, and make sure that what's viewable in your web-feed is appropriate for your instructors and classmates to see).
7. Students are not allowed to Live Stream while driving.
8. If students are disconnected from the course, follow the instructor's protocol for reconnecting.
9. Students should always have a phone available to text the instructor to let him or her know if they have been disconnected and are unable to reconnect.
10. In the event students miss class and/or are unable to reestablish a connection, they may be required to view a recording of the class and submit work to compensate for missed participation points.
11. Students need to familiarize themselves with their technology prior to the first day of class and are responsible for their own technical equipment. Missouri Baptist University is only responsible for equipment used by the Main campus instructor.
12. If students experience difficulties participating in a course in accordance with the conduct and etiquette policies established by the University, they may be asked not to enroll in a Live Stream course in the future.

Additional Fees and Course Requirements

Upon admission into the Counseling program, students will be enrolled in a course that is utilized by the School of Counseling to track student progress throughout their program, facilitate field experience placement and supervision, and monitor student compliance with state certification and licensure requirements. This course gives students access to their online student Tevera account. The course associated with the initial access of the Tevera account is:

- COUN 0000

Students are required to register for a Tevera account within 30-days of enrollment in the counseling program.

Additionally, participation in the Counseling program requires students to maintain a professional counselor membership and professional liability insurance throughout the duration of the Counseling Program.

In order to apply for certain courses, students must complete and submit specific applications to the Counselor Education Clinical Director of Field Experience prior to enrollment. These applicants are submitted through Tevera. Hard copies of the application can be found in the Practicum-Internship Handbook, which can be found in the Counseling Student shell on Canvas. Courses that require applications include:

- COUN 5253
- COUN 5343
- COUN 5353

- COUN 5461, COUN 5462, or COUN 5463 (for students needing additional semesters to complete their practicum and internship requirements)

Applications for these courses must be submitted by the deadline prior to the semester in which the student plans to take each course. Students who do not submit their applications by the deadline cannot enroll and will have to wait until the following semester to complete the course. Application deadlines are as follows:

- Fall Semester: August 1
- Spring Semester: November 1

In addition to applications, students will be responsible for additional fees during the course of their degree program. These fees include the following:

Tevera Fee	\$220.00
Professional Membership Fee	Varies
Professional Liability Insurance	Varies
Practicum Fee	\$133.00
Internship Fee	\$400.00
CPCE Exam or NCE Exam (required for CMHC students)	\$75.00 - Internet-based testing (IBT) on campus (CPCE) \$150.00 - Computer-based testing (CBT) off campus (CPCE) \$275 (NCE)

Exit Exam

Students pursuing a Master of Arts in Clinical Mental Health Counseling degree must successfully pass the Counselor Preparation Comprehensive Examination (CPCE) or the National Counselor Examination (NCE).

Counselor Preparation Comprehensive Examination (CPCE)

The CPCE has 160 questions with 20 questions in each of the eight content areas. Three of the 20 questions for each area are developmental/ experimental so the highest possible score on the exam is 136. To pass this exam, students must obtain a score of 1/4 standard deviation below the mean rounded to the next whole number or obtaining a raw score of 9/17 in each of the eight core competency areas. Students are encouraged to take the CPCE during the first month of their final semester. This will allow students multiple opportunities to take the exam.

National Counselor Examination (NCE)

The NCE is a 200-item multiple-choice examination designed to assess knowledge, skills and abilities determined to be important for providing effective counseling services. The NCE is a requirement for counselor licensure in many states including Missouri. It is also one of two examination options for the National Certified Counselor (NCC) certification. The exam covers the eight CACREP Curriculum Education Standards and six work domains described by the National Board for Certified Counselors. The NCE is graded as a pass-fail examination.

For students who complete the CPCE, once students have successfully completed and obtained a passing score, it is their responsibility to contact MBU's Records Office at recordsoffice@mobap.edu to alert this office of their test completion and score. After receiving official notification from the testing organization, the Records Office will confirm the student has passed the exam and remove any holds related to test completion. CPCE test results are sent directly to MBU at no additional cost to the student.

For students who complete the NCE, once students have successfully completed and obtained a passing score, it is their responsibility to contact the Center for Credentialing and Education (CCE) to request that an official confirmation of successful test completion be sent to MBU

(students can find additional directions for completing this step under the University and Program Policy Updates module of the Counseling Program: Student Shell). After receiving official notification from the testing organization, the Records Office will confirm the student has passed the exam and remove any holds related to test completion. Test results from the NCE are not sent directly to MBU. There is an additional \$65 fee to have scores from the NCE sent to MBU.

Students will not be cleared for graduation until their passing CPCE or NCE score is verified by the Records office.

Summary of the MA in Clinical Mental Health Counseling Degree Process

To earn the M.A. degree, a student must complete each of the following steps:

1. The student must develop a comprehensive plan of study with the Graduate Advisor.
2. The student must complete all coursework included in the plan of study.
3. The student must complete the required internships.
4. The student must achieve a passing score on the CPCE.
5. All graduate students must have a 3.0 cumulative grade point average in order to graduate from the program.
6. An Application for Graduation, signed by the student, Graduate Advisor, and Vice President of Graduate Affairs, must be filed with the Graduate Office and the Records Office. Students must pay the required graduation fee. All graduate candidates for graduation during an academic year – Fall, Spring, and Summer – are encouraged to attend the commencement exercises which are held at the close of the Spring Semester. Students must pay the graduation fee whether they attend commencement or not.

Licensure: The Missouri Committee for Professional Counselors issues counseling licenses at two levels. Candidates can be licensed as a Provisional Licensed Professional Counselor (PLPC) as soon as they have completed their education, passed the National Counselor Exam, and submitted the appropriate paperwork to the board. In order to attain full licensure as an LPC, candidates will also need to meet experience requirements. For an overview of requirements see <http://pr.mo.gov/boards/counselors/lpcslidesgeneralwebsite.pdf>.

Education

In order to obtain a provisional license, candidates must have a master's degree in counseling, counseling psychology, clinical psychology, school psychology, or counseling and guidance. The degree must include coursework in each of the following areas:

- Helping relationships
- Human growth and development
- Counseling theory
- Individual appraisal
- Career development
- Social and cultural foundations
- Research methods
- Group dynamics
- Professional orientation
- Diagnosis
- Licensing Exam

National Counselor Examination (NCE): In order to apply for licensure in Missouri, candidates must take the National Counselor Examination (NCE) through the National Board for Certified Counselors. This exam is required to obtain a provisional license. Candidates can download a registration form from National Board of Certified Counselors (NBCC) website <http://www.nbcc.org/>. The form will need to be signed in ink. A \$275 fee and an official sealed transcript that shows the date the master's degree was conferred must accompany the registration form.

Jurisprudence Exam: Candidates will also need to take a jurisprudence exam (a test of Missouri laws and regulations). This is open book and administered via Internet at www.i-counseling.net. This is not a requirement for provisional status, but candidates will need to complete it before applying for LPC status. Candidates will pay the \$45 fee electronically when they take the test. The exam is untimed, but it is advisable to spend some time reviewing the laws and regulations beforehand at <http://pr.mo.gov/boards/counselors/31461.pdf>.

Supervised Practice (State of Missouri)

Provisional Licensed Professional Counselors (PLPC) are required to work under supervision for a minimum of 24 months. During this time, they must work at least 3,000 hours, spending at least 1,200 hours providing direct client care. (The remaining hours may be spent in other counseling-related activities like developing treatment plans, documenting cases, and attending seminars.)

All hours must be completed post-master's degree. Candidates who work part-time may take longer than two years to accrue their 3,000 hours, but they are expected to meet the experience requirement within five years. Candidates must work at least 15 hours a week while accruing experience. While working as a PLPC, they will be supervised by a Licensed Professional Counselor or by a psychiatrist or psychologist. The clinical supervisor does not necessarily have to be an administrator at the candidate's workplace. If it is someone from outside, though, there needs to be a formal contract. Candidates can obtain a model contract from the state board. Before candidates can obtain their provisional license, they will need to register a supervision plan. If it is necessary to make changes to the supervisory plan, the candidate must file them with the committee. Candidates should have an hour of weekly face-to-face supervision. No more than half of supervision hours may be group supervision (See: Post Degree Experience (PDF)). Candidates will be evaluated by their clinical supervisor(s), and the supervisor's final evaluation will be sent to the committee. Candidates may begin counting their experience when their registration and fee are received by the committee, which will be the official start date.

The Licensure Application Process

Candidates do not have to submit an application for provisional status, but candidates need to provide supplemental materials. The committee needs to approve supervision. They also need to receive NCE results, documentation of education, and criminal background check results. Registration of supervision costs \$75. Candidates who are in-state applicants should have fingerprinting done by L-1 Enrollment Services Division. An appointment must be scheduled in advance. The board reports that the actual fingerprinting process takes approximately ten minutes. Send a copy of the receipt to the Missouri Committee for Professional Counselors. There is a \$100 application fee for LPC status. Candidates can expect to pay other associated fees as they complete and document requirements.

The address to send the application for LPC status is:

Missouri Committee for Professional Counselors
3605 Missouri Boulevard, P.O. Box 1335
Jefferson City, MO 65102

Master of Arts in School Counseling

This program is **not** CACREP accredited.

School Counseling Program Goals

The goals of the School Counseling program at Missouri Baptist University are to:

1. Prepare passionate, effective school counselors who are rooted in ethical standards of practice.
2. Develop school counselors with strong interpersonal skills who can meet the needs of a diverse student population by displaying an attitude of openness to those who are different from themselves.
3. Produce counselors who strongly identify with the school counseling profession.

4. Prepare school counselors to work in collaboration with other professionals within a comprehensive program.

School Counseling Program Objectives

1. Developing counseling professionals will learn and demonstrate the foundational knowledge necessary to be an effective school counselor.
2. Developing counseling professionals will learn and demonstrate effective counseling techniques through successful completion of counseling labs, practicum, and internships.
3. Developing counseling professionals will demonstrate the ability to conceptualize student problems and apply concepts and interventions from the core areas of the curriculum.
4. Developing counseling professionals will demonstrate the ability to implement effective, evidence-based theories and interventions for individuals, families, and groups.
5. Developing counseling professionals will demonstrate professional dispositions of self-awareness, ethical awareness, respect for others, emotional congruence, valuing diversity, and openness.

Candidates who complete the Master of Arts degree in School Counseling will acquire the knowledge, skills, and personal attributes necessary to become school counselors. In order to achieve this objective, the School Counseling program is aligned with the Missouri School Counselor Standards and the American School Counselor Association's Mindsets and Behaviors.

Standard 1: Student Development

The School Counselor Candidate utilizes his/her skills and knowledge of student development and behavior to promote the mental health and well-being of all students by facilitating their academic, career, and social/emotional development.

- Quality Indicator 1 - Human Growth and Development: The School Counselor Candidate demonstrates knowledge of human development and personality, and how these domains affect learners and applies this knowledge in his/her work with learners.
- Quality Indicator 2 - Counseling Theories and Interventions: The School Counselor Candidate knows and understands established and emerging counseling theories and applies knowledge of techniques and strategies for innovative and differentiated interventions.
- Quality Indicator 3 - Helping Relationships: The School Counselor Candidate establishes helping relationships with students through individual counseling, group work, classroom counseling, and mental health and well-being activities within the school counseling program.
- Quality Indicator 4 - Social and Cultural Diversity: The School Counselor Candidate demonstrates knowledge and understanding of how social and cultural diversity affects learning and development within the context of a global society and a diverse community of families through lesson plans, counseling activities, and interactions with students.
- Quality Indicator 5 - Appraisal of Student Growth and Achievement: The School Counselor Candidate knows and understands the principles of measurement and assessment, for both individual and group approaches, as they apply to the academic, career, and social/emotional development of all students through full implementation of a school counseling program and defines the counselor's role in assessment consistent with level of training, expertise, and a fully implemented school counseling program.
- Quality Indicator 6 - Career Development and Planning: The School Counselor Candidate demonstrates knowledge and understanding of career development and planning processes across the life span and assists all students with career awareness, exploration, decision-making, and planning.

Standard 2: School Counseling Program Implementation

The School Counselor Candidate collaborates with school and community members to plan, design, implement, evaluate and enhance the school and district-wide school counseling program to advance the academic, career, and social/emotional development of all students.

- Quality Indicator 1 - Structural Components: The School Counselor Candidate knows and understands the structural components of a fully implemented school counseling program, including a philosophy and definition, facilities, advisory council, resources, budget and staffing patterns.
- Quality Indicator 2 - School Counseling Program Components: The School Counselor Candidate knows, understands and implements the four program components of the district's school counseling program, providing all students with essential knowledge and skills defined by the Grade Level Expectations through the counseling curriculum, individual student planning, responsive services and system support.
- Quality Indicator 3 - Technology: The School Counselor Candidate integrates and utilizes technology for school counseling program delivery and management to promote the academic, career, and social/emotional development of all students.
- Quality Indicator 4 - School Counseling Program, Personnel, and Results Evaluation: The School Counselor Candidate knows, understands, and uses school counseling program, personnel, and results evaluation procedures to plan, design, implement, evaluate and enhance a school counseling program.

Standard 3: Professional Relationships

The School Counselor Candidate develops collaborative professional relationships throughout the school and community which support the school counseling program as well as the overall mission and improvement plans of the school and district.

- Quality Indicator 1 - Interpersonal Skills: The School Counselor Candidate promotes, models, and teaches interpersonal skills to enhance relationships with and among administrators, staff, students, families, community members, agency representatives, and other School Counselor Candidates to facilitate planning, implementing, maintaining, evaluating, and enhancing a school counseling program supportive of the academic, career, and social/emotional success of all students.
- Quality Indicator 2 - Collaboration: The School Counselor Candidate develops collaborative professional relationships with administrators, staff, students, families, community members, agency representatives, and other School Counselor Candidates in order to promote the academic, career, and social/emotional development success of all students.
- Quality Indicator 3 - Consultation Theories and Strategies: The School Counselor Candidate uses theories, models, and processes of consultation strategies to improve communication, develop and promote professional, family, and school relationships and coordinate school and community resources to promote the academic, career, and social/emotional development of all students.
- Quality Indicator 4 - School and Community Involvement: The School Counselor Candidate is actively involved in school and community initiatives that promote the academic, career, and social/emotional development of all students.

Standard 4: Leadership and Advocacy

The School Counselor Candidate serves as a change agent, demonstrating leadership, vision, collaboration, and advocacy for the on-going development of self, students, the school counseling program, and the school district.

- Quality Indicator 1 - Personal Well-Being: The School Counselor Candidate knows, understands, uses, and models techniques of self-care.
- Quality Indicator 2 - Leadership and Professionalism: The School Counselor Candidate knows, understands, models, and promotes personal leadership and professionalism.
- Quality Indicator 3 - Student Advocacy: The School Counselor Candidate knows and understands the advocacy processes needed to address individual, institutional and social factors that influence access, equity, and success for all students.
- Quality Indicator 4 - School Counseling Program Leadership: The School Counselor Candidate uses knowledge of school counseling program concepts to promote and enhance

the success of students and the school counseling program while contributing to school improvement.

- Quality Indicator 5 - School Climate and Culture: The School Counselor Candidate uses the school counseling program to contribute to the development of a positive and safe school climate and culture.

Standard 5: Ethical and Professional Conduct

The School Counselor Candidate knows, understands, and adheres to current ethical and professional standards and legal requirements.

- Quality Indicator 1 - Ethical Standards: The School Counselor Candidate knows, understands, and practices in accordance with ethical standards appropriate to the school counseling profession.
- Quality Indicator 2 - Professional Standards: The School Counselor Candidate knows, understands, and practices in accordance with standards associated with the counseling profession.
- Quality Indicator 3 - District and School Policies: The School Counselor Candidate knows, understands, and practices in accordance with local school policy and procedures.
- Quality Indicator 4 - Legal Requirements: The School Counselor Candidate practices in accordance with local, state, and federal statutory requirements and is familiar with legal resources.

Overview

The School Counseling program is designed to meet the certification requirements for the state of Missouri. (If the student is not already certified to teach in Missouri, an additional nine hours will be required to meet DESE requirements for certification.)

Students pursuing School Counseling must complete a Professional Counseling Portfolio, which meets the research and assessment requirements for the Master of Arts degree as an exit assessment. **The portfolio must be completed and scored before the degree is conferred.**

To be considered a program completer, students must complete all required coursework, pass all required assessments and graduate with the Master of Arts in School Counseling degree. In addition to the Professional Counseling Portfolio, required assessments include a passing score on the Missouri qualifying exam and a passing composite score on the MEES summative evaluation completed during the internship.

Background Checks: The State of Missouri requires that candidates be of good moral character in order to be certified. A criminal record can be defined as, but not limited to: immoral sexual acts; sexual abuse; use, possession, or the sale of narcotics, etc. If you have a concern about your background experiences, please contact the Department of Elementary and Secondary Education. A current FBI fingerprint background clearance (not older than one calendar year) is required for certification.

Criteria for Full Admission to the Counselor Education Program

Applications for the Master of Arts in School Counseling program are accepted throughout the year. Students are admitted to the program for the fall and spring terms. Courses follow a semester format. Admission to the School Counseling program is selective. The minimum admissions requirements include:

1. A bachelor's degree from an accredited institution
2. An undergraduate GPA of 2.75 or higher, or 3.00 for the last 60-hours of their undergraduate or graduate program
3. Application materials must include the following:
 - Completed online application
 - Official transcripts from all post-secondary institutions attended
 - Submission of Essay/Personal Statement (See the Application Procedures – Master's Degrees section of this Graduate Bulletin for detailed instructions)

4. Post-master's Certification (PMC) considerations must have a master's degree in counseling from MBU or another approved institution. Based on a transcript evaluation by the School of Counseling faculty, students will need to complete coursework including an internship at MBU in order to fulfill the requirements of the add-on certification (for those certified in K-8 or 7-12 seeking K-12 certification) or initial student services certification. PMC students must also meet GPA requirements and MBU admission requirements in order to be considered for enrollment in courses.

Transfer Students and Transfer Credit

Transfer credits must have been earned within seven (7) years prior to entry into the Graduate Studies Program. Students may not take courses from other graduate programs while enrolled at Missouri Baptist without written approval from the Vice President of Graduate Affairs.

Courses to be transferred must have similar content to those offered at MBU and must have been earned at a regionally accredited institution with either a state-approved school counseling program or a nationally accredited counseling program.* Only graduate-level courses in which a student earned a grade of "B" (3.0) or better will be considered for transfer. The School Counseling program at MBU will only allow a maximum of nine (9) credit hours to be transferred. All transfer credits must be approved by the School Counseling faculty.

Candidates must submit a Course Transfer Request Form for consideration by the School Counseling faculty after official transcripts have been received by the Graduate Admissions Office. Notification will be made via email once a decision regarding the transfer request has been determined.

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

Directed Studies: No directed studies are permitted in the Master of Arts degree in School Counseling.

Online Program: Students pursuing a Master of Arts in School Counseling will complete all coursework online-asynchronously, for most courses, or synchronously via Live Stream technology for practicums and internships.

Live Stream Courses

Only three courses in the Master of Arts degree in School Counseling will require participation in classes via interactive video conferencing: SCED 5253, SCED 5383, and SCED 5801 (for candidates who are already certified as a school counselor in either grades K-8 or 7-12 or who have completed a master's degree in School Counseling with an appropriate Elementary or Secondary School Counseling internship, minimum 200 clock hours, and wish to be certified as a K-12 school counselor). Live Stream courses are synchronous (real-time) classes that meet via an online meeting platform that enables students and the instructor to interact through webcam and audio. This format enables an instructor to stream a live feed of the course to individuals enrolled in the practicum or internship course. In many cases, students can connect via Live Stream from home or another location. Students participate in class via webcam and audio, and are part of the interactive course discussion, allowing for collaboration among all students. Students must sign a form indicating that they have access to the required technologies, and that they understand Live Stream course requirements, conduct, and etiquette.

Live Stream Course Technology Requirements

1. A reliable high-speed internet connection is required for students to participate in this class.
2. Students must have a working webcam AND audio. This equipment is built in to many computers/laptops. If a computer does not have a webcam, one may be purchased relatively inexpensively at a tech store or online.

3. Students are required to have a headset with microphone. These may be purchased at tech stores or online. Wired or wireless technologies are acceptable.
4. Students who do not have ready access to the required technologies and are unable to remedy the situation will be asked to drop the course.

Live Stream Course Conduct and Etiquette

1. Students are expected to be logged in to the class on time. This is the equivalent to being "in your seat" and ready to learn in a traditional course.
2. Follow the instructions outlined on the course's Canvas page to access the course audio/video feed.
3. Once logged into the class, webcam and speakers must be turned on, but the microphone should be disabled.
4. The microphone should be enabled only when it is your turn to speak. (If the microphone is "on" and picks up on the speaker sounds from your computer, it will create a reverberation loop that is very distracting to classmates.)
5. The instructor will discuss specifics about how to participate in the course during the first night of class.
6. Students must make sure that they are in a quiet area, with minimal audio and visual distractions (in other words, dress appropriately for class, maintain a professional disposition throughout the class time, keep family members/pets/friends/ etc. in another room, avoid making distracting movements on-camera or off-camera, and make sure that what's viewable in your web-feed is appropriate for your instructors and classmates to see).
7. Students are not allowed to Live Stream while driving.
8. If students are disconnected from the course, follow the instructor's protocol for reconnecting.
9. Students should always have a phone available to text the instructor to let him or her know if they have been disconnected and are unable to reconnect.
10. In the event students miss class and/or are unable to reestablish a connection, they may be required to view a recording of the class and submit work to compensate for missed participation points.
11. Students need to familiarize themselves with their technology prior to the first day of class and are responsible for their own technical equipment. Missouri Baptist University is only responsible for equipment used by the Main campus instructor.
12. If students experience difficulties participating in a course in accordance with the conduct and etiquette policies established by the University, they may be asked not to enroll in a Live Stream course in the future.

Additional Fees and Course Requirements

Upon completion of the first semester in the Counseling program, students will be enrolled in a course that is utilized by the School of Counseling to track student progress throughout their program, facilitate field experience placement and supervision, and monitor student compliance with state certification and licensure requirements. This course gives students access to their online student Tevera account. The course associated with the initial access of the Tevera account is:

- SCED 0000

Students are required to register for a Tevera account within 30-days of the beginning of their second semester in the counseling program.

Additionally, participation in the Counseling program requires students to maintain a professional counselor membership and professional liability insurance throughout the duration of the Counseling Program.

In order to apply for certain courses, students must complete and submit specific applications to the Counselor Education Clinical Director of Field Experience prior to enrollment. These

applications are found in the Practicum-Internship Handbook, which is dispersed midway through the first year of the program. Courses that require applications include:

- SCED 5253
- SCED 5383
- SCED 5801

Applications for these courses must be submitted by the deadline prior to the semester in which the student plans to take each course. Students who do not submit their applications by the deadline cannot enroll and will have to wait until the following semester to complete the course. Application deadlines are as follows:

- Fall Semester: August 1
- Spring Semester: November 1

In addition to applications, students will be responsible for additional fees during the course of their degree program. These fees include the following:

Tevera Fee	\$220.00
Professional Membership Fee	Varies
Professional Liability Insurance	Varies
Practicum Fee	\$133.00
Internship Fee	\$400.00
The Missouri qualifying exam (required for School Counseling students)	\$130.00

Exit Exam

Students pursuing a Master of Arts degree in School Counseling must pass the Missouri qualifying exam with a score of at least 220, the minimum passing score for certification. For more information, or to register for the Missouri qualifying exam, visit <https://praxis.ets.org> Candidates must also achieve a passing composite score on the Missouri Educator Evaluation System (MEES) summative evaluation in SCED 5383 to meet the performance assessment requirement for certification (or SCED 5801 for candidates who are already certified as a school counselor in either grades K-8 or 7-12 or who have completed a master's degree in School Counseling with an appropriate Elementary or Secondary School Counseling internship, minimum 200 clock hours, and wish to be certified as a K-12 school counselor).

Summary of the MA in School Counseling Degree Process

To earn the M.A. degree, a student must complete each of the following steps:

1. The student must develop a comprehensive plan of study with the Graduate Advisor.
2. The student must complete all coursework included in the plan of study.
3. The student must achieve a passing composite score on the MEES summative evaluation at the conclusion of the internship.
4. The student must achieve a passing score on the Missouri qualifying exam.
5. The student must pass their Professional Counseling Portfolio.
6. An Application for Graduation, signed by the student, Graduate Advisor, and Vice President of Graduate Affairs, must be filed with the Graduate Office and the Records Office. Students must pay the required graduation fee. All graduate candidates for graduation during an academic year – Fall, Spring, and Summer – are encouraged to attend the commencement exercises which are held at the close of the Spring Semester. Students must pay the graduation fee whether they attend commencement or not.
7. All graduate students must have a 3.0 cumulative grade point average in order to graduate from the program.

Certification in a State Other Than Missouri: The M.A. degree in School Counseling leads to initial student services certification in the state of Missouri. If certification in another state is

desired, candidates must check with that state to determine if additional certification requirements are mandated. Missouri certification may or may not be reciprocal with another state. It is the responsibility of candidates to determine if there will be additional requirements for their state. All students must be considered program completers in the state of Missouri, which means that all course requirements must be met and the professional counselor portfolio, the Missouri qualifying exam, and composite score on the Missouri Educator Evaluation System (MEES) summative evaluation must be passed, before recommendation paperwork for out-of-state certification will be processed.

Graduate Certificates

Graduate Certificates may be earned in the fields of Play Therapy and School Psychological Examiner (program specific information regarding the Graduate Certificate in Play Therapy and School Psychological Examiner can be found below). These certificates are stand-alone certificates and may not be earned concurrently with a master's degree in the same discipline or track. Students who begin a certificate program and wish to switch to a master's program must make application to the master's program through the Graduate Admissions Office and submit all documentation for full admission. Classes may not be transferred in for the certificate programs, and students must complete the required twelve (12) hours through Missouri Baptist University.

Students returning to pursue a master's degree after earning a certificate may transfer up to six (6) hours from their certificate program into the master's program. Six (6) alternative hours will replace completed core classes. The student and advisor will decide on appropriate classes with the approval of the Dean of the College of Education.

The graduate certificates require a cumulative grade point average of 3.0 on a 4.0 scale to be granted.

Graduate Certificate in Play Therapy

The MBU Play Therapy Program offers the complete 150 hours of play therapy training required for the Registered Play Therapist (RPT) and School-Based Registered Play Therapist (SB-RPT) credentials established by the Association of Play Therapy (APT) in seven 1-credit graduate classes. These classes take place over the course of two years to meet the APT's training standards. To complete the program in two years, students are recommended to take one class per semester (spring, summer, and fall) and take two special topics classes in their second spring semester. Students are recommended to complete the program in two to three years.

The MBU Play Therapy Program offers an integrative approach to play therapy training by providing students with live demonstrations of play therapy techniques by a Registered Play Therapist-Supervisor with children in the play therapy training lab, personal hands-on experience in the training lab under the instruction of a RPT-S instructor to develop skills, and education on play therapy history, theories, methods, skills, and special topics that meet the training criteria of the Association for Play Therapy training standards. Our program is geared towards developing well rounded play therapists through in-depth training and educational experience that meets the three phases of play therapy training established by APT. Students will also be paired with RPT-S's in their community to complete the supervision and play therapy experience component of the play therapy training process (this component is not covered under the tuition cost and is the student's responsibility to coordinate and complete).

MBU offers a fully functioning play therapy training lab for the play therapy program. Students can expect to witness play therapy firsthand from instructors and fellow students through the audio/visual equipment and two-way mirror provided by our space. The audio/visual equipment also allows for sessions to be recorded and reviewed later for additional training purposes.

Students will receive hands-on instruction and experience in the play therapy training lab throughout their program.

Classes

Classes will be offered on weeknights and Saturdays in eight-week segments every spring, summer, and fall semester. Students can successfully start the program during any semester and complete it in the two-year minimum training time. Students are recommended to complete the program in 2-3 years. The first three classes offered are foundations of play therapy with the remaining classes focusing on special topics of play therapy.

Graduate Certificate in School Psychological Examiner

Overview

The School Psychological Examiner Certification program is designed for counselors and educators who are involved in individual diagnostic assessment within a school setting. In order to be eligible for the School Psychological Examiner, the candidate must hold a valid Missouri professional teaching certificate or student services certificate of license to teach as an elementary or secondary school counselor. Completion of a master's degree in Counseling Psychology, Educational Psychology, Guidance and Counseling, or Education is a requirement for this student services certification. Candidates must complete a minimum of 18 hours of the state certification requirements at MBU in order to be eligible to earn this graduate certificate from MBU. Candidates must apply to the Missouri Department of Elementary and Secondary Education separately upon completion of all course requirements in order to be certified as a School Psychological Examiner in Missouri.

The certification may also be completed in conjunction with the Master of Arts in Teaching degree for those who do not already hold a master's degree or are interested in earning a second master's degree instead of a graduate certificate.

The program consists of 30 hours of graduate courses including a 150-hour Psychological Examiner Internship (EDPS 583). Students must have completed the course EDPS 453/553, or its equivalent, prior to entering the program. MBU students who have completed the Master of Arts degree in School Counseling program will be able to count SCED 5153, SCED 5223, and SCED 5263 toward completion of the program. MBU students who have completed the Master of Arts in School Counseling with a concentration in Clinical Mental Health Counseling program will be able to count COUN 5153, COUN 5203, COUN 5223, COUN 5263 toward completion of the program. Non-teacher graduates of either program will also be able to count EDSP 533 toward completion of the program. Students seeking Psychological Examiner Certification must maintain an overall grade point average of 3.0 in their coursework.

Candidates must already hold a master's degree in counseling psychology, educational psychology, school counseling, or education and must be certified as a teacher or school counselor to be admitted into this program.

Programs of Study

Master

Clinical Mental Health Counseling, MA
School Counseling, MA

Graduate Certificate

Graduate Certificate in Play Therapy, GCPT

Graduate Certificate in School Psychological Examiner, GCSPE

Certification

Provisional Counselor Certification

School Psychological Examiner Certification (Stand Alone)

Post-Master Certification

School Counselor (Grades K-12), PMC

School Counselor (Grades K-12), PMC (Certified)

School Counselor (Grades K-12), PMC (Not Yet Certified)

Clinical Mental Health Counseling, MA

CIP Code: 51.1508

This program is CACREP accredited.

Students pursuing a Master of Arts in Clinical Mental Health Counseling complete 48 counseling core credits plus an additional 12 credits for licensure (LPC) eligibility.

Additional information regarding the Master of Arts in Clinical Mental Health Counseling can be found on the School of Counseling page.

Required Mental Health Core

All students, regardless of degree program, are required to complete a 48-hour professional counseling core. Students seeking licensure as an LPC and/or certification as an elementary and secondary school counselor will complete additional requirements as detailed below.

COUN 0000 - Tevera Membership Semester Hours: Zero

COUN 5103 - Foundations of Clinical Mental Health Counseling (CMHC Only) Semester Hours: Three

COUN 5113 - Ethical, Legal, and Professional Issues in Counseling Semester Hours: Three

COUN 5133 - Counseling Theories Semester Hours: Three

COUN 5143 - Multicultural Counseling Semester Hours: Three

COUN 5153 - Advanced Human Development Semester Hours: Three

COUN 5163 - Counseling Skills & Techniques Semester Hours: Three

COUN 5223 - Assessment and Testing Semester Hours: Three

COUN 5243 - Substance Abuse Counseling Semester Hours: Three

COUN 5253 - Counseling Practicum Semester Hours: Three

COUN 5263 - Research and Program Evaluation in Counseling Settings Semester Hours: Three

COUN 5283 - Group Counseling Semester Hours: Three

COUN 5303 - Career Counseling Semester Hours: Three

COUN 5313 - Child and Adolescent Counseling Semester Hours: Three

COUN 5323 - Crisis, Trauma, and Disaster Counseling Semester Hours: Three

COUN 5343 - CMHC Internship I Semester Hours: Three (300 field experience hours)

COUN 5353 - CMHC Internship II Semester Hours: Three (300 field experience hours)

Total: 48 Hours

Clinical Mental Health Counseling Specialty Requirements

For LPC licensure eligibility.

COUN 5203 - Psychopathology Semester Hours: Three

COUN 5233 - Couples and Family Counseling Semester Hours: Three

COUN 5293 - Advanced Skills and Techniques Semester Hours: Three

COUN 5363 - Advanced Diagnosis and Treatment Planning Semester Hours: Three

Total: 12 Hours

Total: 60 Hours

Additional Clinical Mental Health Counseling Offerings

Field Experience courses for students who do not complete all 600 hours of required field experience in Internship I and II.

COUN 5461 - Internship III Semester Hours: One

COUN 5462 - Internship III Semester Hours: Two

COUN 5463 - Internship III Semester Hours: Three

School Counseling, MA

CIP Code: 51.1508

Additional information regarding the Master of Arts in School Counseling program can be found on the School of Counseling page.

Required Courses

GREC 500CE - Continuing Portfolio Development: MA - School Counseling Semester Hours: Zero

SCED 0000 - Tevera Membership Semester Hours: Zero

SCED 5113 - Ethical, Legal, and Professional Issues in Counseling Semester Hours: Three

SCED 5123 - Foundations of School Counseling Semester Hours: Three

SCED 5133 - Counseling Theories Semester Hours: Three

SCED 5143 - Multicultural Counseling Semester Hours: Three

SCED 5153 - Advanced Human Development Semester Hours: Three

SCED 5163 - Counseling Skills and Techniques Semester Hours: Three

SCED 5213 - School Counseling Program Implementation and Leadership Semester Hours: Three

SCED 5223 - Assessment and Testing Semester Hours: Three

SCED 5253 - School Counseling Practicum Semester Hours: Three

SCED 5263 - Research and Program Evaluation in Counseling Settings Semester Hours: Three

SCED 5283 - Group Counseling Semester Hours: Three

SCED 5303 - Career Counseling Semester Hours: Three

SCED 5313 - Child and Adolescent Counseling Semester Hours: Three

SCED 5323 - Crisis and Substance Abuse Counseling Semester Hours: Three

SCED 5383 - School Counseling Internship Semester Hours: Three

Total: 45 Hours

Note

Additional Requirements for K-12 School Counseling Certification Eligibility

Students must hold a valid educator's certificate from the state of Missouri and/or have completed the following courses (or equivalents) in their undergraduate or graduate training. If students have not completed these courses, they will be required to do so as part of the MA-SC and to be eligible for school counselor certification.

EDPS 453/553 - The Exceptional Child Semester Hours: Three

EDSP 433/533 - Introduction and Methods of Teaching and Inclusion for Students with Cross-Categorical Disabilities and Field Experience Semester Hours: Three

ETOP 423/523 - Classroom and Behavior Management Semester Hours: Three

OR

ETOP 553 - Developing Responsible Learners Semester Hours: Three

Total: 9 Hours

Additional School Counseling Offerings

Internship courses for students who need additional internship hours for K-12 School Counselor Certification.

SCED 5801 - School Counseling Internship Certification Only Course Semester Hours: One

Graduate Certificate in Play Therapy, GCPT

CIP Code: 51.2317

Additional information regarding graduate certificates can be found on the School of Counseling page.

Required Core Courses

COUN 5313 - Child and Adolescent Counseling Semester Hours: Three ** (for individuals enrolled in CMHC counseling program only)

OR

SCED 5313 - Child and Adolescent Counseling Semester Hours: Three ** (for individuals enrolled in School Counseling program only)

OR

PLTH 5501 - History and Theories of Play Therapy Semester Hours: One *

PLTH 5511 - Introduction to Play Therapy Skills and Methods Semester Hours: One *

PLTH 5521 - Sandtray Therapy Semester Hours: One *

Total: 3-5 Hours

Special Topics Courses

PLTH 5531 - Group and Family Play Therapy Semester Hours: One

PLTH 5541 - Trauma Focused Play Therapy Semester Hours: One

PLTH 5551 - Blended and Divorced Family Play Therapy Semester Hours: One

PLTH 5561 - Attachment Play Therapy Semester Hours: One

Total: 4 Hours

Total: 7 Hours

Note

**Program students must complete the core classes of PLTH 5501, PLTH 5511, and PLTH 5521 before progressing to special topics courses. Students not seeking program completion must provide proof (transcript or certificate) of completion of an Introduction to Play Therapy Theories and Skills course before allowed to enroll in special topics courses.*

***SCED 5313 or COUN 5313 may be counted toward one credit hour of instruction in the Play Therapy Program, in place of PLTH 5501. The play therapy hours of instruction accrued within this course will focus on the history and foundations of play therapy theory and practice, historically significant seminal theories, and more recent theories that have contributed to the development of play therapy. Students will identify and begin to develop their personal play therapy theory. The hours of play therapy instruction accrued in this course meets the prerequisite requirements of PLTH 5501 for the progression to the special topics courses in the Play Therapy Program: PLTH 5531, PLTH 5541, PLTH 5551, and PLTH 5561.*

Graduate Certificate in School Psychological Examiner, GCSPE

CIP Code: 13.1199

Additional information regarding graduate certificates can be found on the School of Counseling page.

Prerequisite Course

EDPS 453/553 - The Exceptional Child Semester Hours: Three

Total: 3 Hours

Required Courses

PSYC 553 - Advanced Human Development Semester Hours: Three *

OR

COUN 5153 - Advanced Human Development Semester Hours: Three * (for individuals enrolled in CMHC counseling program only)

OR

SCED 5153 - Advanced Human Development Semester Hours: Three * (for individuals enrolled in School Counseling program only)

EDPS 503 - Advanced Theories of Learning and Personality Semester Hours: Three

GRE 543 - Methods of Inquiry I Semester Hours: Three *

OR

COUN 5263 - Research and Program Evaluation in Counseling Settings Semester Hours: Three (for individuals enrolled in CMHC counseling program only)

OR

SCED 5263 - Research and Program Evaluation in Counseling Settings Semester Hours: Three (for individuals enrolled in School Counseling program only)

EDSP 433/533 - Introduction and Methods of Teaching and Inclusion for Students with Cross-Categorical Disabilities and Field Experience Semester Hours: Three * 1

EDPS 533 - Personality Assessment of Children, Adolescents, and Adults Semester Hours: Three

EDPS 543 - Psychological Tests and Measures Semester Hours: Three

PSYC 563 - Psychology of Normal and Abnormal Personality Semester Hours: Three

OR

COUN 5203 - Psychopathology Semester Hours: Three 2 (for individuals enrolled in CMHC counseling program only)

EDSP 463/563 - Individual Diagnostic Assessment Semester Hours: Three 3

OR

COUN 5223 - Assessment and Testing Semester Hours: Three * (for individuals enrolled in CMHC counseling program only)

OR

SCED 5223 - Assessment and Testing Semester Hours: Three * (for individuals enrolled in School Counseling program only)

EDPS 573 - Intelligence Testing Semester Hours: Three **†

EDPS 583 - Psychological Examiner Internship Semester Hours: Three (minimum of 150 hours)

Total: 30 Hours

Total: 30-33 Hours

Note

**Course included in the Missouri Baptist University Master of Arts degree in School Counseling or Clinical Mental Health Counseling or the previous Master of Arts in Counseling program.*

***Prerequisites: PSYC 553, COUN 5153, or SCED 5153; EDPS 503, GRE 543, EDSP 433/533, EDPS 543; PSYC 563 or COUN 5203; and EDSP 463/563, COUN 5223, or SCED 5223. Students must have successfully completed all of the prerequisites for this course in order to be allowed to enroll.*

1Course required for non-teacher candidates in School Counseling.

2Course required for MA degree in Clinical Mental Health Counseling.

3Must be completed at the 500-level to be applicable toward the Psychological Examiner Certification.

†Grade of B required to enroll in EDPS 583.

A minimum of 18 hours, including EDPS 583 must be completed at MBU.

Provisional Counselor Certification

School Counseling candidates who are certified teachers and have completed the 21 hours of coursework listed below that have been approved by the Department of Elementary and Secondary Education are eligible to receive Provisional Counselor Certification in the state of Missouri to practice as a school counselor if they have been hired by a school district at least half-time as a school counselor.

School Counseling candidates who are not certified teachers are required to take an additional 12 hours of teacher education courses to be eligible for a provisional counseling certificate.

Required Courses

SCED 5113 - Ethical, Legal, and Professional Issues in Counseling Semester Hours: Three

SCED 5123 - Foundations of School Counseling Semester Hours: Three

SCED 5133 - Counseling Theories Semester Hours: Three

SCED 5163 - Counseling Skills and Techniques Semester Hours: Three

SCED 5213 - School Counseling Program Implementation and Leadership Semester Hours: Three

SCED 5223 - Assessment and Testing Semester Hours: Three

SCED 5283 - Group Counseling Semester Hours: Three

Total: 21 Hours

Additional Courses Required for Non-Teacher Candidates

EDPS 453/553 - The Exceptional Child Semester Hours: Three

EDSP 433/533 - Introduction and Methods of Teaching and Inclusion for Students with Cross-Categorical Disabilities and Field Experience Semester Hours: Three

ETOP 423/523 - Classroom and Behavior Management Semester Hours: Three

OR

ETOP 553 - Developing Responsible Learners Semester Hours: Three

SCED 5153 - Advanced Human Development Semester Hours: Three

Total: 12 Hours

School Psychological Examiner Certification (Stand Alone)

CIP Code: 13.1199

The School Psychological Examiner Certification program is designed for counselors and educators who are involved in individual diagnostic assessment within a school setting.

In order to be eligible for the School Psychological Examiner program, the candidate must hold a valid Missouri professional teaching certificate or student services certificate of license to teach as an elementary or secondary school counselor. Completion of a master's degree in Counseling Psychology, Educational Psychology, Guidance and Counseling, or Education is a requirement for this student services certification.

The certification may also be completed in conjunction with the Master of Arts in Teaching degree for those who do not already hold a master's degree in one of the above fields or who are interested in completing a second master's degree.

The program consists of 30 hours of graduate courses including a 150-hour Psychological Examiner Internship (EDPS 583). Students must have completed the course EDPS 453/553 The Exceptional Child, or its equivalent, prior to entering the program. MBU students who have completed the Master of Arts degree in School Counseling program will be able to count SCED 5153, SCED 5223, and SCED 5263 toward completion of the program. MBU students who have completed the Master of Arts in Clinical Mental Health Counseling program will be able to count COUN 5153, COUN 5203, COUN 5223, and COUN 5236 toward completion of the program. Non-teacher graduates of the School Counseling program will also be able to count EDSP 533 toward completion of the program. Students seeking Psychological Examiner Certification must maintain an overall grade point average of 3.0 in their coursework.

Prerequisite Course

EDPS 453/553 - The Exceptional Child Semester Hours: Three

Required Courses

PSYC 553 - Advanced Human Development Semester Hours: Three *

OR

COUN 5153 - Advanced Human Development Semester Hours: Three * (for individuals enrolled in CMHC program)

OR

SCED 5153 - Advanced Human Development Semester Hours: Three * (for individuals enrolled in School Counseling program)

EDPS 503 - Advanced Theories of Learning and Personality Semester Hours: Three

GRED 543 - Methods of Inquiry I Semester Hours: Three *

OR

COUN 5263 - Research and Program Evaluation in Counseling Settings Semester Hours: Three * (for individuals enrolled in CMHC program)

OR

SCED 5263 - Research and Program Evaluation in Counseling Settings Semester Hours: Three * (for individuals enrolled in School Counseling program)

EDSP 433/533 - Introduction and Methods of Teaching and Inclusion for Students with Cross-Categorical Disabilities and Field Experience Semester Hours: Three * 1

EDPS 543 - Psychological Tests and Measures Semester Hours: Three

PSYC 563 - Psychology of Normal and Abnormal Personality Semester Hours: Three

OR

COUN 5203 - Psychopathology Semester Hours: Three 2 * (for individuals enrolled in CMHC program)

EDSP 463/563 - Individual Diagnostic Assessment Semester Hours: Three 3 *

OR

COUN 5223 - Assessment and Testing Semester Hours: Three * (for individuals enrolled in CMHC program)

OR

SCED 5223 - Assessment and Testing Semester Hours: Three * (for individuals enrolled in School Counseling program)

EDPS 573 - Intelligence Testing Semester Hours: Three **†

EDPS 533 - Personality Assessment of Children, Adolescents, and Adults Semester Hours: Three

EDPS 583 - Psychological Examiner Internship Semester Hours: Three (minimum of 150 hours)

Note(s)

*Course included in the Missouri Baptist University Master of Arts degree in School Counseling or School Counseling with a concentration in Clinical Mental Health Counseling or the previous Master of Arts in Counseling program

1 Course required for non-teacher candidates in School Counseling or the previous School Counseling with a concentration in Clinical Mental Health Counseling

2 Course required for MA degree in Clinical Mental Health Counseling

3 Must be completed at the 500-level to be applicable toward the Psychological Examiner Certification

**Prerequisites: PSYC 553 or COUN 5153 or SCED 5153, EDPS 503, GRED 543 or COUN 5263 or SCED 5263, EDSP 433/533, EDPS 543, PSYC 563 or COUN 5203, and EDSP 563 or COUN 5223 or SCED 5223. Students must have successfully completed all of the prerequisites for this course in order to be allowed to enroll.

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

Total: 30-33 Hours

School Counselor (Grades K-12), PMC

For candidates who have not completed a School Counseling program.

This post-master's certification program (PMC) is specifically for candidates who have earned a master's degree without a major emphasis in School Counseling and wish to return to complete a program to acquire School Counselor K-12 Certification.

1. The candidate must have earned a master's degree without a major emphasis in School Counseling. Courses to be transferred must have similar content to those offered at MBU and must have been earned at a regionally accredited institution with either a state-approved school counseling program or a nationally accredited counseling program.
2. Candidates will be required to complete all course work for School Counselor K-12 certification as outlined on MBU's **current** DESE approved program matrix (a transcript review will determine additional courses required to meet current certification requirements).
3. Candidates will be required to complete and pass the current state required content assessment [Missouri Content Assessment (MoCA) 056 – Counselor].
4. Candidates must achieve a passing evaluation on their Professional Counseling Portfolio.
5. Candidates will be required to achieve a passing composite score on the MEES (Missouri Educator Evaluation System) summative evaluation completed during the internship.
6. Candidates seeking School Counselor K-12 certification must maintain an overall grade point average of 3.0 in their coursework.

Candidates who have earned the Master of Arts degree in Clinical Mental Health Counseling (CACREP) at MBU will need to complete the following courses.

- GRED 500CE - Continuing Portfolio Development: MA - School Counseling
- SCED 0000 - Tevera Membership
- SCED 5123 - Foundations of School Counseling
- SCED 5213 - School Counseling Program Implementation and Leadership
- SCED 5383 - School Counseling Internship (300 field experience hours)

Course requirements for those who have earned a degree from another university or who earned a Master of Arts in Counseling degree (non-CACREP) from MBU will be determined by transcript evaluation.

Candidates who are not certified teachers must complete the following additional course requirements:

- EDPS 453/553 - The Exceptional Child
 - EDSP 433/533 - Introduction and Methods of Teaching and Inclusion for Students with Cross-Categorical Disabilities and Field Experience
 - ETOP 553 - Developing Responsible Learners or ETOP 423/523 - Classroom and Behavior Management
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School Counselor (Grades K-12), PMC (Certified)

For candidates with current Elementary or Secondary School Counselor Certification in Missouri.

This post-master's certification program (PMC) is specifically for candidates who currently hold a K-8 or 7-12 School Counselor certificate and are returning to complete the requirements for the School Counselor K-12 certificate.

1. The candidate must have earned a master's degree with a major emphasis in School Counseling. Courses to be transferred must have similar content to those offered at MBU and must have been earned at a regionally accredited institution with either a state-approved school counseling program or a nationally accredited counseling program.
2. Candidates will be required to complete all course work for School Counselor K-12 certification as outlined on MBU's **current** DESE approved program matrix (a transcript review will determine additional courses required to meet current certification requirements).
3. The candidate must hold a valid Missouri Elementary Counselor K-8 or Secondary Counselor 7-12 certificate.
4. Candidates will be required to complete the courses listed below.
5. Candidates will be required to achieve a passing composite score on the MEES (Missouri Educator Evaluation System) summative evaluation completed during the internship.
6. Candidates seeking School Counselor K-12 Add-On certification must maintain an overall grade point average of 3.0 in their coursework.

Candidates must complete the following:

- SCED 5801 - School Counseling Internship Certification Only Course
 - Additional courses identified by transcript review as necessary to satisfy the requirements outlined in the current DESE approved program matrix.
-

School Counselor (Grades K-12), PMC (Not Yet Certified)

For candidates without Elementary or Secondary Counselor Certification in Missouri.

This post-master's certification program (PMC) is specifically for candidates who have earned a master's degree with a major emphasis in School Counseling but have NOT yet received certification in either Elementary Counselor K-8 or Secondary Counselor 7-12 and wish to return to complete a program to acquire School Counselor K-12 Certification.

1. The candidate must have earned a master's degree with a major emphasis in School Counseling. Courses to be transferred must have similar content to those offered at MBU and must have been earned at a regionally accredited institution with either a state-approved school counseling program or a nationally accredited counseling program.
 2. Candidates will be required to complete all course work for School Counselor K-12 certification as outlined on MBU's **current** DESE approved program matrix (a transcript review will determine additional courses required to meet current certification requirements).
 3. Candidates will be required to complete and pass the current state required content assessment [Missouri Content Assessment (MoCA) 056 – Counselor].
 4. Candidates must achieve a passing evaluation on their Professional Counseling Portfolio.
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5. Candidates needing to complete additional internship hours will be required to achieve a passing composite score on the MEES (Missouri Educator Evaluation System) summative evaluation completed during the internship.
6. Candidates seeking School Counselor K-12 certification must maintain an overall grade point average of 3.0 in their coursework.
7. Candidates who are not certified teachers must complete the following additional course requirements:
 - EDPS 453/553 - The Exceptional Child
 - EDSP 433/533 - Introduction and Methods of Teaching and Inclusion for Students with Cross-Categorical Disabilities and Field Experience
 - ETOP 553 - Developing Responsible Learners or ETOP 423/523 - Classroom and Behavior Management

School of Educational Leadership

Mission Statement

Missouri Baptist University's School of Educational Leadership endeavors to cultivate aspiring educational leaders to become champions of positive change within local, national, and international organizations. Our leaders will develop and sustain systems to ensure collaboration, reflective practices, cultural diversity, and continuous improvement. The School of Educational Leadership is rooted in academic excellence guided by our Christian world view.

Doctor of Education - Higher Education Leadership

Mission Statement: The Ed.D. in Higher Education Leadership (HEL) program is an outgrowth of Missouri Baptist University's mission of "preparing students to serve in a global and culturally diverse society" and the College of Education's mission of developing "reflective, problem-solving professional educators of excellence." The Ed.D. program is a natural extension of academic programs, projects, and community activities that are already in progress.

Overview: The Ed.D. program in Higher Education Leadership (HEL) focuses on the knowledge and practical skills needed for effective instructional and administrative leadership in the higher education setting. The program addresses the issues of concern for educational leaders, including the instructional leadership needed to work toward the elimination of achievement gaps and the administrative leadership required to focus on student learning outcomes. Students in the program engage in course-embedded field-based inquiry, internships, and applied doctoral research to investigate these issues. Students conduct applied research in an attempt to solve practical problems in the higher education arena. Research includes assessment of student learning outcomes, evaluation of programs and services, identification of community educational needs, and other investigations providing information higher education leaders need in the decision-making process.

Primary Audience: The primary audience for the Ed.D. in HEL consists of educational professionals who aspire to be or who are already serving as vice presidents, deans, department chairs, faculty, and administrative staff, although there may be some interest from other staff as well. These individuals must have completed a master's degree.

Program Themes

The Ed.D. in HEL program emphasizes the needs of leaders within the following themes:

- Leadership in higher education teaching and learning (as a lens through which decisions are made and problems are solved).
- Applied field research (a component of individual courses as well as the culminating dissertation).
- Diversity (diverse experiences working with diverse populations).
- Technology (the sophisticated use of all forms of technology in data collection and analysis in research and in delivery of instruction).
- Service to the community (following the mission of the University "to prepare students to serve in a global and culturally diverse society").
- Reflective practice (the core of the College of Education's Conceptual Framework).

These themes reflect the goals of the Ed.D. in HEL program. The program prepares leaders who are aware of increased diversity in classrooms, of greater expectations for student learning, and of new opportunities to use technology.

Objectives

Students in the Ed.D. in HEL program will:

- Demonstrate the ability to engage in original, field-based inquiry and research related to pedagogy, pedagogical content knowledge, and/or strategies for improving teaching and learning in complex and diverse settings.
- Engage in moral and ethical decision-making using analytical and interdisciplinary methods for assessing the complicated financial, political, and cultural issues and dilemmas facing higher education.
- Demonstrate the ability to use sophisticated technological tools for the collection and evaluation of data to make strategic decisions and changes in policies and processes related to teaching and learning.
- Demonstrate critical reflection in analyzing multi-faceted problems at the higher education level and developing creative solutions for resolving these problems.
- Demonstrate leadership skills in assessment, problem-solving, and both short-term and long-term strategic planning related to teaching and learning.

Continuous Enrollment: Students will enter the Ed.D. in HEL program as a cohort group and move through the program with their assigned group. Students will enroll in each 12-week term until the end of the coursework and the end of the dissertation.

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

Residency: Students are required to attend one 3-day professional residency on Missouri Baptist University's main campus in St. Louis, MO. The purpose of the residency is to provide doctoral students with supported and continued participation with cohort members and faculty in activities that drive intellectual and creative inquiry. An expected outcome of the residency is that students will acquire new skills and knowledge to refine their dissertation design, strengthen their research techniques, and develop their leadership principles.

Assessment: Assessment of the growth of the Ed.D. in HEL student will be ongoing, multi-faceted, and in the form of course-embedded assessments and Doctoral Dissertation/Oral Defense requirements.

Course-Embedded Assessments: Assessments embedded in the Ed.D. courses include case studies, surveys, professor-made examinations, and projects as well as formative and summative evaluations. These will be based on both program and course objectives and will be reflected in the syllabi of the courses.

Dissertation

Students must complete a dissertation using either quantitative, qualitative, or mixed methods research. Requirements include, but are not limited to, the following:

- An "original" research design and proposal related to a problem in the area of Higher Education Leadership.
- A comprehensive review of seminal historic and current literature on the problem, beginning with a broad background of research and culminating with literature that most specifically relates to the proposal.
- A high level of conceptual complexity and critical analysis of the problem

- A scholarly quantitative, qualitative, or mixed research project approved by the student's Doctoral Dissertation Committee, the Pre-Proposal Defense Coaches, and the Institutional Review Board (IRB) and conducted appropriately.
- Appropriate interpretation of research findings and conclusions drawn from those findings.
- Articulation and defense of the dissertation in an open presentation before the Doctoral Dissertation Committee, faculty, and other graduate students.
- Publication of the dissertation through ProQuest.

The Doctoral Dissertation is normally expected to be at least 100 pages with no less than 50 references, unless otherwise directed by the Doctoral Dissertation Committee. The writing style of the American Psychological Association (APA), Seventh Edition, will be followed. The research study must include a well-formulated statement of the rationale for the study and research methodology; a thorough and analytic review of related research; a concise explanation of the research design; and appropriate analysis of results and conclusions.

If students are not able to complete the dissertation within the coursework, students will be given two free research terms that run consecutively. If the dissertation is still not completed after the two free research terms, the student will enroll in a zero credit hour extension each quarter with a fee equivalent to one credit hour.

Doctoral Dissertation Committee: The Dissertation Committee approves the dissertation proposal and the Pre-Proposal Defense Form before it goes to the Pre-Proposal Defense Coaches and the IRB application before it goes to the IRB and assists the student in the research and writing of the study. The committee consists of two members: a committee chair and one committee member. The chair of the committee should be selected from the listing of Graduate Faculty designated as eligible to chair committees. Selection of the chair is an interactive process involving both the student and desired chair from among faculty with compatible research interests and experience. Formal dialogue about the student's study can begin as soon as the chair has been approved by the Vice President for Graduate Affairs or his/her designee. The full committee is selected by the end of the third quarter. The committee members will have completed an earned Ed.D. or Ph.D. One external committee member may be selected, assuming such individuals meet the requirements for working with doctoral-level students. The committee chair and committee member must be approved in advance by the Vice President for Graduate Affairs or his/her designee. Normally, the student's study has received approval of the committee and the IRB no later than the end of the sixth quarter in the program. Specific analysis and data collection on the study, beyond definition, development of the proposed research design, and the review and analysis of relevant historic and contemporary research and scholarship, may **NOT** begin until the IRB has approved the research study.

Institutional Review Board (IRB) Approval: The IRB consists of faculty and qualified staff from MBU's graduate program. This board is responsible for ensuring that all MBU research complies with University and federal guidelines. The IRB reviews all proposed research studies in the Ed.D. program for compliance with the ethical standards of human research. IRB approval is required **before** collection of **any** data.

Doctoral Dissertation and Oral Defense Requirements

The Doctoral Dissertation demonstrates the student's ability to engage in independent research by identifying a significant problem or question, developing a sophisticated methodology for analyzing the problem, and subsequently identifying the findings and drawing conclusions related to leadership.

After completing the dissertation, submitting the final written paper, and gaining final approval of the study from the dissertation committee, and final readers, the student will defend the research study and conclusions before the dissertation committee, faculty, and other graduate students. The oral defense will be scored based on the following expectations:

- The breadth and depth of the review of literature related to the study

- The validity of the methodology used in the study
- The level of critical reasoning used in drawing the conclusions of the research
- The complexity of arguments used to defend the study
- The impact of the study on the field of higher education leadership.

Based on the oral defense, additional revisions to the study may be required, and the chair of the committee will provide stipulations for the suggested changes. If the oral defense is approved, the Committee signs the Oral Defense Report. If the oral defense is not approved, the student will continue to work with the Committee and may schedule a second and final Oral Defense. The student has six months from when they receive final approval to schedule and successfully complete the oral defense. The final approved draft will be submitted to the Vice President for Graduate Affairs for final administrative approval, and, if approved, the student will receive notification from the Ed.D. office indicating completion of the Ed.D. program. The student will then prepare the dissertation for publication.

Summary of the Ed.D - Higher Education Leadership Degree Process

To earn the Ed.D. degree in HEL, a student must complete each of the following steps:

1. The student must follow a comprehensive plan of study assigned by the Doctor of Education Office.
2. The student must complete all coursework included in the plan of study.
3. The student must successfully present his/her doctoral dissertation to colleagues and faculty as scheduled.
4. An Application for Graduation, signed by the student, Director of Ed.D. program, and Vice President for Graduate Affairs, must be filed with the Graduate Office and the Records Office in the semester prior to the term in which the student intends to graduate. For doctoral students to be considered eligible to participate in commencement ceremonies, the student must submit the committee approved final dissertation to the Ed.D. office by January 31, to start the final steps of the dissertation.
5. Students must pay the required graduation fee. Students are encouraged to participate in the graduation ceremony. Students must notify the Vice President for Graduate Affairs and the Director of Records if they choose not to participate. Students must pay the graduation fee whether or not they attend commencement.
6. All graduate students must have a 3.0 cumulative grade point average in order to graduate from the program.

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

Directed Studies: Courses in the Doctor of Education program are not available by directed study, as specified in the course description.

Grade Requirements: Doctoral level graduate students must earn a grade of B or better in doctoral level courses in order to continue in the Doctor of Education program. A student who receives a grade lower than B will be asked to withdraw from the doctoral program. Research Requirements must comply with each course syllabus expectation along with the University's Institutional Review Board (IRB).

Program Requirements: The Ed.D. program in HEL requires a total of 42 hours beyond the master's degree.

Doctor of Education - Leadership in Teaching and Learning

Mission Statement: The Ed.D. in Leadership in Teaching and Learning (LTL) program is an outgrowth of Missouri Baptist University's (MBU) mission of "preparing students to serve in a global and culturally diverse society" and the College of Education's mission to develop "reflective, problem-solving professional educators of excellence." The Ed.D. program is a natural extension of academic programs, projects, and community activities that are already in progress. The added dimension of the educational doctorate is to build a "culture of applied research" to serve the PK-12 community, locally, nationally, and internationally. The emphasis will be on creating climates that will help administrators and faculty make changes in the context of teaching, learning, and leadership.

Overview

The Doctor of Education (Ed.D.) in Leadership in Teaching and Learning (LTL) program is a practical degree program that builds on an earned Specialist Degree or its equivalent. It is designed to meet the needs of professional administrators and leaders in areas such as curriculum and instruction at the PK-Grade 12 district level. The program emphasizes the development of leadership in teaching and learning strategies that assist schools in promoting a culture of learning, inquiry, innovation, continuous improvement, and equity. The focus on leadership in teaching and learning in this program places achievement in the broader context of scholarship and lifelong learning.

The added dimension of the educational doctorate is to build a "culture of applied research" which will continue to serve the PK-Grade 12 and higher educational community.

Primary Audience: The primary audience for the Ed.D. in LTL program consists of educational professionals who aspire to be or who are already serving as superintendents, assistant superintendents, college instructors, and curriculum coordinators, although there may be some interest from building-level administrators, leaders, and teacher leaders as well. To be considered for admission, applicants must have completed an Ed.S. degree or the equivalent in postmaster's level study.

Program Themes

The Ed.D. program emphasizes the needs of leaders within the following themes:

- **Leadership in Teaching and Learning** - used as a lens through which decisions are made and problems are solved
- **Applied Field Research** - a component of individual courses as well as the dissertation
- **Diversity** - diverse experiences working with diverse populations
- **Service to the Community** - following the mission of MBU to "prepare students to serve in a global and culturally diverse society"
- **Reflective Practice** - the core of the College of Education's Conceptual Framework
- These themes reflect the focus of the Ed.D. in LTL program to prepare today's leaders in the areas of visionary leadership, instructional leadership, managerial leadership, relational leadership, and innovative leadership.

Objectives

Students in the Ed.D. program will:

- Demonstrate the ability to engage in original, field-based inquiry and research related to pedagogy, pedagogical content knowledge, and/or district-wide strategies for improving teaching and learning in complex and diverse settings.
- Engage in moral and ethical decision-making using analytical and interdisciplinary methods for assessing the complicated financial, political, and cultural issues and dilemmas facing public and private school systems.

- Demonstrate the ability to use sophisticated technological tools for the collection and evaluation of data to make strategic decisions and changes in policies and processes related to teaching and learning.
- Demonstrate critical reflection in analyzing multi-faceted problems at the district and state level and developing creative solutions for resolving these problems.
- Demonstrate leadership skills in assessment, problem-solving, and both short-term and long-term strategic planning related to teaching and learning.

Continuous Enrollment: Students will enter the Ed.D. in LTL program as a cohort group and move through the program with their assigned group. Students will enroll in each 12-week term until the end of the coursework and completion of the dissertation.

Dissertation Continuation - GRED 770: Should students not complete their dissertation by the end of the coursework, they will be required to enroll in a zero credit hour extension each quarter with a fee the equivalent of one credit hour until the final approval of the dissertation. This enrollment will satisfy the continuous enrollment policy.

Please reference the Ed.D. Handbook for more specific information. The Ed.D. Handbook can be found at <https://www.mobap.edu/academics/current-doctoral-students/>.

Course Load and Timeline: The load for students enrolled in the Ed.D. program will be one three-hour course every twelve weeks or a total of 12 credit hours by the end of the first year. The timeline for completion of the program for most students is projected to be two years, although some students may take longer to complete the doctoral dissertation. Students who take longer than two years will be required to enroll in a zero credit hour extension each quarter with a fee the equivalent to one credit hour. It is expected that students will begin the process for completion of the doctoral dissertation with the appointment of a Dissertation Committee Chair in the third quarter.

Research Methods Classes

GRED 753 and GRED 763 prepare students for the Doctoral Dissertation with an understanding of both quantitative and qualitative research methods.

- In Methods of Inquiry II (GRED 753), students develop a working knowledge of (a) the key statistical techniques required for various research designs, (b) the interpretation and reporting of research findings, and (c) the necessary analysis required for completing a research project.
- In Methods of Inquiry III (GRED 763), students practice formulating qualitative questions related to problems in the field of education and identify appropriate qualitative procedures. Students construct data collection protocols for interviews and observations, design surveys, practice document analysis, and apply coding and classification techniques for organizing and interpreting data.

It is expected that individuals completing the Ed.D. in LTL program will continue to engage in applied research at the district level as leaders in the process of teaching and learning.

Assessment: Assessment of the growth of the Ed.D. in LTL student will be ongoing, multi-faceted, and in the form of course-embedded assessments/assignments, the dissertation proposal, the pre-proposal defense, the IRB application, and the successful dissertation defense.

Course-Embedded Assessments: Assessments embedded in the Ed.D. courses include case studies, surveys, faculty-made examinations, course papers, and projects as well as formative and summative evaluations. These will be based on both program and course objectives and will be reflected in course syllabi.

Dissertation

Students must complete a six-hour dissertation course (GRED 786) using either quantitative, qualitative, or mixed methods research. Requirements include, but are not limited to, the following:

- An original research design and proposal related to a problem within the student's respected field;
- A comprehensive review of seminal historic and current literature on the problem, beginning with a broad background of research and culminating with literature that most specifically relates to the proposal;
- A high level of conceptual complexity and critical analysis of the problem;
- A scholarly quantitative, qualitative, or mixed research project approved by the student's Doctoral Dissertation Committee, the Pre-Proposal Defense Coaches, and the Institutional Review Board (IRB) and conducted appropriately;
- Appropriate interpretation of research findings and conclusions drawn from those findings;
- Articulation and defense of the dissertation in an open presentation before the Doctoral Dissertation Committee, faculty, and other graduate students; and
- Publication of the dissertation.

Please reference the Ed.D. Handbook for more specific information. The Ed.D. Handbook can be found at <https://www.mobap.edu/academics/current-doctoral-students/>.

Doctoral Dissertation Committee: The function of the Dissertation Committee is to guide and advise students through the process of writing their dissertation. The Leadership in Teaching and Learning Doctoral Dissertation Committee consists of three members: Chair, Second member, and Third Member.

The Dissertation Committee serves as a support to students as well as a bridge between the institution's expectations and the student's work. Committee members work with institutional support staff and faculty directly to offer feedback and suggestions, as MBU is committed to a student-centered dissertation model.

Please reference the Ed.D. Handbook for more specific information. The Ed.D. Handbook can be found at <https://www.mobap.edu/academics/current-doctoral-students/>.

Institutional Review Board (IRB) Approval: The IRB consists of faculty and qualified staff from MBU's graduate program. This board is responsible for ensuring that all MBU research complies with University and federal guidelines. The IRB reviews all proposed research studies in the Ed.D. in LTL program for compliance with the ethical standards of human research. Prior to collecting any data, the student must receive approval from IRB.

Please reference the Ed.D. Handbook for more specific information. The Ed.D. Handbook can be found at <https://www.mobap.edu/academics/current-doctoral-students/>.

Doctoral Dissertation and Oral Defense Requirements

The Doctoral Dissertation demonstrates the student's ability to conceptualize and engage in independent research by identifying a significant problem and related question(s), developing a sophisticated methodology for analyzing the problem, and subsequently identifying the findings and drawing conclusions related to the results of the study.

After completing the dissertation, submitting the final written paper, and gaining final approval of the study from the Dissertation Committee and final readers, the student will satisfactorily defend the research study and conclusions during a formal oral defense, before the dissertation committee, faculty, other graduate students, and guests. The oral defense will be scored based on the following expectations:

- The breadth and depth of the review of literature related to the study
- The validity of the methodology used in the study

- The level of critical reasoning used in drawing the conclusions of the research
- The complexity of arguments used to defend the study
- The impact of the study on the field of leadership in teaching and learning

Additional revisions to the study may be required, and the chair of the committee will provide stipulations for the suggested changes. If the oral defense is approved, the Dissertation Committee signs the Oral Defense Report. If the oral defense is not approved, the student will continue to work with the Dissertation Committee and may schedule a second and final oral defense. The student has six months from when they receive final approval to schedule and successfully complete the oral defense. The final approved draft will be submitted to the Vice President for Graduate Affairs for the final administrative approval, and, if approved, the student will receive notification from the Ed.D. office.

Summary of the Doctor of Education Degree Process

To earn the Ed.D. degree in Leadership in Teaching and Learning, a student must complete each of the following steps:

1. Dissertation Committee Selection and Approval
2. Pre-Proposal Form and Defense
3. Proposal Submission and Approval (Chapters 1-3)
4. Institutional Review Board Application and Approval
5. Committee Approval of Chapters 1-5
6. MBU Expert and Final Reader
7. Oral Defense
8. Final Submission
9. Polishing and Publication

Please reference the Ed.D. Handbook for more specific information. The Ed.D. Handbook can be found at <https://www.mobap.edu/academics/current-doctoral-students/>.

Transfer Students and Transfer Credit: Credits will not be considered for transfer into the Ed.D. program in Leadership in Teaching and Learning, with the exception of the Statistics and Methods I course.

Directed Studies: Courses in the Doctor of Education program are not available by directed study, as specified in the course description.

Grade Requirements

Doctoral level graduate students must earn a grade of B or better in doctoral level courses and maintain a 3.0 cumulative GPA in order to continue in the Doctor of Education program. A student who receives a grade lower than B will be asked to withdraw from the doctoral program. A student who receives a grade of XF or F in any class will be asked to withdraw from his/her graduate program.

Research Requirements must comply with each course syllabus expectation along with the University's Institutional Review Board (IRB).

Doctor of Education Degree Requirements: The Ed.D. program in Leadership in Teaching and Learning requires a total of 24 credit hours beyond the Ed.S., or its equivalent. The courses are built upon the curriculum of a 30-credit hour Ed.S. program. GRED 703 (3 credit hours), or its equivalent, is a requirement for the Ed.D. program. Most students will be able to satisfy the requirement for GRED 703 with previous coursework taken within the last seven years.

Doctor of Education - Leadership in Teaching and Learning (ABD)

This program allows professional administrators and curriculum and instruction leaders and teacher leaders at the PK-Grade 12 district level who reached All-But-Degree (ABD) status to complete their Ed.D. This advanced degree builds on an earned Educational Specialist Degree, or its equivalent, and previous Ed.D. coursework to meet the needs of professional administrators and leaders in areas such as curriculum and instruction at the PK-Grade 12 district level. The ABD program emphasizes the development of leadership in teaching and learning strategies that assist schools in promoting a culture of learning, inquiry, innovation, continuous improvement, and equity. The focus on leadership in this program places achievement in the broader context of scholarship and lifelong learning. For specific coursework requirements, see the specific program page listed below under "Programs of Study."

Prerequisites

- Students must have completed an Educational Specialist degree with a minimum GPA of 3.25.
- Students must currently hold a minimum GPA of 3.0 with all coursework transferring from an accredited doctoral program.

Students will have two twelve-week quarters to finish the dissertation with no tuition assigned. Should students not complete their dissertation by the end of the coursework, they will be required to enroll in a zero credit hour extension (GRED 770) each quarter with a fee the equivalent of one credit hour until the final approval of the dissertation. This enrollment will satisfy the continuous enrollment policy.

Residency Requirements: Students will participate in a 1 day residency at the start of the program.

Grade Requirements

Doctoral level graduate students must earn a grade of B or better in doctoral level courses and maintain a 3.0 cumulative GPA in order to continue in the ABD program. Transfer courses used to meet the prerequisite requirements for completion of the ABD program must also bear a grade of B or better. A student who receives a grade lower than B will be asked to withdraw from the doctoral program. A student who receives a grade of XF or F in any class will be asked to withdraw from his/her graduate program.

Research Requirements must comply with each course syllabus expectation along with the University's Institutional Review Board (IRB).

Educational Specialist - Curriculum & Instruction

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

Overview

The Educational Specialist (Ed.S.) program is intended for professionals in public or private schools who are seeking instructional leadership roles at the district level.

The Curriculum and Instruction concentration is designed for master teachers or curriculum coordinators who wish to serve as exemplars of instructional strategies and learning processes.

Each Ed.S. degree candidate is required to develop a comprehensive plan of study indicating timelines and required courses with the Graduate Advisor. The worksheet for the plan of study is available in the Graduate Advisor's office and must be completed and approved at the beginning of the student's program. The plan of study should be reviewed periodically with a Graduate Advisor to ensure that the student is meeting desired academic goals.

Online Program: The Curriculum & Instruction concentration of the Ed.S. degree is offered primarily as an online program, although it may be offered face-to-face for the predetermined cohort.

Summary of the Ed.S. - Curriculum & Instruction Degree Process

To earn the Ed.S. degree, a student must complete each of the following steps:

1. The student must develop a comprehensive plan of study with the Graduate Advisor.
2. The student must complete all coursework included in the plan of study.
3. The student must complete 90 clock hours of internship.
4. An Application for Graduation, signed by the student, Graduate Advisor, and Vice President for Graduate Studies, must be filed with the Graduate Office and the Records Office in the semester prior to the term in which the student intends to graduate.
5. Students must pay the required graduation fee. All graduate candidates for graduation during an academic year – Summer (previous year) Fall/Winter Term, and Spring – are encouraged to attend the commencement exercises which are held at the close of the Spring Semester. Graduate students must have all work completed and a degree conferred in order to participate in the ceremony. Students must notify the Vice President for Graduate Studies and the Director of Records if they choose not to participate. Students must pay the graduation fee whether or not they attend commencement.
6. Specialist students must have a cumulative grade point average of 3.0 or better in specialist coursework in order to earn an Educational Specialist degree.

Transfer Students and Transfer Credit

A total of six (6) hours may be transferred into the Ed.S. program from other accredited Educational Specialist programs. These credits must have been earned within seven (7) years prior to entry into the Graduate Studies Program from another regionally accredited college or university.

Transfer credits must be approved by Graduate Admissions or Advising and the Director of Educational Administration and must have grades of A, B, S, CR, or P. Students may not take courses from other graduate programs while enrolled at Missouri Baptist without written approval from the Vice President for Graduate Studies. The total hours transferred to Missouri Baptist may not exceed six (6).

Directed Studies: Qualified students are permitted to engage in directed studies under graduate faculty supervision. Under this arrangement, students are enabled to explore subjects in depth, or examine new areas of study, beyond the opportunity afforded by the University's curriculum. In some cases, catalog courses may be offered as directed studies. Graduate students may not earn more than six (6) credit hours of directed study in their master's program unless special permission is received in writing from the Vice President for Graduate Affairs. Certain courses may not be taken by directed study, as specified in the course description. Directed study forms are available in the Records Office and approval must be obtained from the student's Graduate Advisor, the instructor of the course, Dean, and Vice President for Graduate Affairs before the beginning of each term. The student and graduate faculty are expected to present the following items as part of the directed study: objectives, detailed description of the study, procedures for student-instructor interaction, method of evaluation, and anticipated resources needed for the study, or a course syllabus may be attached to the directed study form.

Grade Requirements: Specialist-level graduate students must earn a grade of B or better in specialist-level courses in order to continue in the Educational Specialist program.

Research Requirements: All students pursuing the Educational Specialist Curriculum and Instruction track are required to take GRED 653CI and GRED 673CI. Students will complete a 90 clock hour internship (EDUC 630) and demonstrate scholarship through the development and completion of a professional portfolio. The portfolio must be completed and scored before the degree is conferred.

Workshop Graduate Credit: No graduate credit earned in workshops or professional development seminars may be applied toward the Educational Specialist degree.

Credit for Prior Learning for Completion of National Board Certified Teachers (NBCT)

Portfolio: Students applying for the Educational Specialist degree with a concentration in Curriculum and Instruction may be eligible to receive three (3) hours of advanced credit-for-prior learning for completing NBCT requirements. The Dean of the College of Education will review the substance of the NBCT portfolio content and determine whether it matches any current course content. There must be a clear correspondence between the content of the portfolio and an existing course in the Ed.S. program before credit is granted. Students must pay the regular credit-for-prior learning evaluation fees before credit is granted.

Educational Specialist - Superintendent

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

Overview: The Educational Specialist (Ed.S.) - Superintendent program is intended for K-Grade 12 educational professionals in public or private schools who are seeking administrative positions at the district level. The Superintendent program meets the competency requirements of the Missouri Department of Elementary and Secondary Education (MoDESE) for certification as a School Superintendent. Individuals serving in Assistant Superintendent or Superintendent positions at public K-Grade 12 schools in the state of Missouri must be certified at the superintendent level. The Ed.S. - Superintendent program prepares aspiring superintendents to become effective leaders through the development of visionary, instructional, managerial, relational, and innovative leadership skills and competencies for the purpose of effectively serving within a diverse school community. Each Ed.S. - Superintendent degree candidate is required to develop a comprehensive plan of study indicating timelines and required courses with the Graduate Advisor. The worksheet for the plan of study is available in the Graduate Advisor's office and must be completed and approved at the beginning of the student's program. The plan of study should be reviewed periodically with a Graduate Advisor to ensure that the student is meeting desired academic goals.

Summary of the Ed.S. - Superintendent Degree Process

To earn the Ed.S. degree, a student must complete each of the following steps*:

1. The student must develop a comprehensive plan of study with the Graduate Advisor once they have completed the application and admission process. Admission to the Ed.S. Superintendent program requires current Principal certification in the state of Missouri.
2. The student must complete all coursework included in the plan of study.
3. An Application for Graduation, signed by the student, Graduate Advisor, and Vice President for Graduate Studies, must be filed with the Graduate Office and the Records Office in the semester prior to the term in which the student intends to graduate.
4. The student must complete and document 300 clock hours of approved superintendent level internship experiences.

5. Students must pay the required graduation fee. All graduate candidates for graduation during an academic year – Fall, Winter Term, Spring, and Summer – are encouraged to attend the commencement exercises which are held at the close of the Spring Semester. Graduate students must have all work completed and a degree conferred or must be enrolled in all final courses to participate in the ceremony. Students must notify the Vice President for Graduate Studies and the Director of Records if they choose not to participate. Students must pay the graduation fee whether or not they attend commencement.
6. All graduate students must have a 3.0 cumulative grade point average to graduate from the program.

*Upon program completion the aspiring superintendent/student must meet all requirements set forth by MoDESE and then apply to MoDESE for credentialing through the MoDESE web applications portal. Requirements can be dynamic and are mandated by MoDESE and not the university.

Transfer Students and Transfer Credit

A total of six (6) hours may be transferred into the Ed.S. - Superintendent program from other accredited Educational Specialist programs. These credits must have been earned within seven (7) years prior to entry into the current Graduate Studies Program from another regionally accredited college or university or completed prior at MBU.

Transfer credits must be approved by Graduate Admissions or Advising and the Associate Dean of the School of Educational Leadership and must have grades of A, B, S, CR, or P. Students may not take courses from other graduate programs while enrolled at Missouri Baptist without written approval from the Vice President for Graduate Affairs. The total hours transferred to Missouri Baptist may not exceed six (6).

Grade Requirements: Specialist-level graduate students must earn a grade of B or better in specialist-level courses to continue in the Educational Specialist - Superintendent program. Specialist students must have a cumulative grade point average of 3.0 or better in specialist coursework to earn an Educational Specialist - Superintendent degree.

Research Requirements: All students pursuing the Educational Specialist - Superintendent program are required to take GRED 653S and GRED 673S. Students must complete the required 300 superintendent level internship hours during their program and demonstrate scholarship through the development and completion of a district level performance/research project.

Workshop Graduate Credit: No graduate credit earned in workshops or professional development seminars may be applied toward the Educational Specialist - Superintendent degree.

Exit Examination

Students in the Ed.S. - Superintendent program must complete a performance-based action research project prior to graduation. For certification at the superintendent level, MoDESE also requires students to pass the required Missouri assessments.

Note: For certification in the state of Missouri, the Missouri Department of Elementary and Secondary Education (MoDESE) requires that each graduate of the Superintendent Educational Specialist program demonstrate basic competencies by achieving passing score(s) as determined by the State Board of Education on current content and/or performance assessments.

Master of Educational Administration - School Leader K-12

Overview

The Master of Educational Administration (MEA) is a 30-hour program that meets the Missouri Department of Elementary and Secondary Education (DESE) requirements for certification as a K-12 building level administrator (school leader). The MEA program is offered through two fluid delivery systems: face-to-face and online. Students in the MEA program must complete 300 clock hours of internship in Missouri public or accredited private K-12 schools under the direction and counsel of practicing building administrators and Missouri Baptist University supervisors. The courses in the MEA K-12 program are designed so that students achieve competency as outlined in the Missouri Leader Development System (MLDS) domains and competencies and are aligned to the Professional Standards for Educational Leaders (PSEL). Verification for meeting these competencies must be documented by passing the MPEA School Leaders Performance Assessment, a performance assessment designed for school leaders completing their clinical experience. For certification in the state of Missouri, the Missouri Department of Elementary and Secondary Education (MoDESE) requires that each graduate of the Masters in Educational Administration program demonstrate basic competencies by achieving passing score(s) as determined by the State Board of Education on current content assessment(s) and have three years of documented and approved teaching experience prior to being recommended for certification as a principal.

Summary of the MEA - School Leader K-12 Degree Process

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

1. The student must develop a comprehensive plan of study with the Graduate Advisor.
2. The student must complete all coursework included in the plan of study.
3. The student must complete 300 clock hours of K-12 internship.
4. An Application for Graduation, signed by the student, Graduate Advisor, and Vice President for Graduate Studies, must be filed with the Graduate Office and the Records Office in the semester prior to the term in which the student intends to graduate.
5. Students must pay the required graduation fee. All graduate candidates for graduation during an academic year – Fall, Winter, Spring, and Summer – are encouraged to attend the commencement exercises which are held at the close of the Spring Semester. Graduate students must have all work completed and a degree conferred or must be enrolled in all final courses to participate in the ceremony. Students must notify the Vice President for Graduate Studies and the Director of Records if they choose not to participate. Students must pay the graduation fee whether or not they attend commencement.
6. All graduate students must have a 3.0 cumulative grade point average in order to graduate from the program.

Transfer Students and Transfer Credit

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

Students entering the Master of Educational Administration (MEA) may transfer up to nine (9) graduate credits into the Missouri Baptist University Graduate Studies Program from another regionally accredited college or university; however, students must complete a minimum of 24 credits toward the MEA degree at MBU. Students transferring in nine (9) graduate credits will need to complete an approved elective.

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

Directed Studies: Qualified students are permitted to engage in directed studies under graduate faculty supervision. Under this arrangement, students are enabled to explore subjects in depth, or examine new areas of study, beyond the opportunity afforded by the University's curriculum. In some cases, catalog courses may be offered as directed studies. Graduate students may not earn more than six (6) credit hours of directed study in their master's program unless special permission is received in writing from the Vice President for Graduate Studies. Certain courses may not be taken by directed study, as specified in the course description. Directed study forms are available in the Records Office and approval must be obtained from the student's Graduate Advisor, the instructor of the course, Dean, and Vice President for Graduate Studies before the beginning of each term. The student and graduate faculty are expected to present the following items as part of the directed study: objectives, detailed description of the study, procedures for student-instructor interaction, method of evaluation, and anticipated resources needed for the study, or a course syllabus may be attached to the directed study form.

Exit Exam: While not required for graduation, students must pass Praxis 5412 Educational Leadership: Administration and Supervision, beginning July 1, 2024 (the Missouri Content Assessment for Building Level Administrator passed on or before June 23, 2024, will continue to be accepted to fulfill the content assessment requirement) and the MPEA School Leaders Performance Assessment, a performance assessment designed for school leaders completing their clinical experience, in order to be eligible for certification. The MPEA School Leaders Performance Assessment is embedded into EDAD 573 Capstone.

Note: For certification in the state of Missouri, the Department of Elementary and Secondary Education (DESE) requires that each graduate of the Master of Educational Administration (MEA) program demonstrate basic competencies by achieving a passing score, as determined by the State Board of Education, for the Missouri Content Assessment for Building-Level Administrator. MBU's current program course requirements found in the University's Graduate Bulletin reflect MoDESE's current requirements. Students completing the MEA program are strongly encouraged to readily:(a) take the content assessment for Building-Level Administrator and (b) apply for certification through the MoDESE web applications portal. Candidates who do not take and pass the current assessment and/or do not apply for certification upon program completion may be impacted by future changes to certification requirements implemented by MoDESE, which may result in additional course or assessment requirements.

Master of Educational Administration Degree Requirements: Candidates for School Leader (K-12) must have a minimum of three (3) years of successful teaching experience approved by the Missouri Department of Elementary and Secondary Education (MoDESE) for certification.

Master of Educational Administration - Special Education Director K-12

Overview

The Master of Educational Administration (MEA) is a 30-hour program that meets the Missouri Department of Elementary and Secondary Education (DESE) requirements for certification as an elementary (K-8) or high school (7-12) building level administrator (school leader). The MEA program is offered through two fluid delivery systems: face-to-face and online. Students in the MEA program must complete 300 clock hours of internship in Missouri public or accredited private K-12 schools under the direction and counsel of practicing building administrators and Missouri Baptist University supervisors. The courses in the MEA K-12 program are designed so

that students achieve competency as outlined in the Missouri Leader Development System (MLDS) domains and competencies and are aligned to the Professional Standards for Educational Leaders (PSEL). Verification for meeting these standards must be documented by passing the MPEA School Leaders Performance Assessment, a performance assessment designed for school leaders completing their clinical experience. Students must also pass the content assessment for Building-Level Administrator and have three years of documented and approved special education teaching experience prior to being recommended for certification as a principal. The Special Education Director Certification contains current principal requirements and certification prior to obtaining the Special Education Director Certification.

Summary of the Master's Degree Process

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

1. The student must develop a comprehensive plan of study with the Graduate Advisor.
2. The student must complete all coursework included in the plan of study.
3. The student must complete 300 clock hours of K-12 internship.
4. An Application for Graduation, signed by the student, Graduate Advisor, and Vice President for Graduate Studies, must be filed with the Graduate Office and the Records Office in the semester prior to the term in which the student intends to graduate.
5. Students must pay the required graduation fee. All graduate candidates for graduation during an academic year – Fall, Winter, Spring, and Summer – are encouraged to attend the commencement exercises which are held at the close of the Spring Semester. Graduate students must have all work completed and a degree conferred or must be enrolled in all final courses to participate in the ceremony. Students must notify the Vice President for Graduate Studies and the Director of Records if they choose not to participate. Students must pay the graduation fee whether or not they attend commencement.
6. All graduate students must have a 3.0 cumulative grade point average in order to graduate from the program.

Transfer Students and Transfer Credit

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

Students entering the Master of Educational Administration (MEA) may transfer up to nine (9) graduate credits into the Missouri Baptist University Graduate Studies Program from another regionally accredited college or university; however, students must complete a minimum of 24 credits toward the MEA degree at MBU. Students transferring in nine (9) graduate credits will need to complete an approved elective unless they are pursuing Special Education Director certification with the MEA.

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

Directed Studies: Qualified students are permitted to engage in directed studies under graduate faculty supervision. Under this arrangement, students are enabled to explore subjects in depth, or examine new areas of study, beyond the opportunity afforded by the University's curriculum. In some cases, catalog courses may be offered as directed studies. Graduate students may not earn more than six (6) credit hours of directed study in their master's program unless special permission is received in writing from the Vice President for Graduate Studies. Certain courses may not be taken by directed study, as specified in the course description. Directed study forms are available in the Records Office and approval must be obtained from the student's Graduate Advisor, the instructor of the course, Dean, and Vice President for Graduate Studies before the beginning of each term. The student and graduate faculty are expected to present the following

items as part of the directed study: objectives, detailed description of the study, procedures for student-instructor interaction, method of evaluation, and anticipated resources needed for the study, or a course syllabus may be attached to the directed study form.

Exit Exam: While not required for graduation, students must pass the current Missouri content assessment for Building Level Administrator and the MPEA School Leaders Performance Assessment, a performance assessment designed for school leaders completing their clinical experience, in order to be eligible for certification. The MPEA School Leaders Performance Assessment is embedded into EDAD 573 Capstone.

Note: For certification in the state of Missouri, the Department of Elementary and Secondary Education (MoDESE) requires that each graduate of the Master of Educational Administration (MEA) program demonstrate basic competencies by achieving a passing score, as determined by the State Board of Education, for the current Missouri content assessment for Building Level Administrator. MBU's current program course requirements found in the University's Graduate Bulletin reflect DESE's current requirements. Students completing the MEA program are strongly encouraged to readily: (a) take the content assessment for Building-Level Administrator and (b) apply for certification through the MoDESE web applications portal. Candidates who do not take and pass the current assessment and/or do not apply for certification upon program completion may be impacted by future changes to certification requirements implemented by MoDESE, which may result in additional course or assessment requirements.

Special Education Director K-12 Degree Requirements: Candidates for Special Education Director (K-12) must have a minimum of two (2) years special education or student services experience (elementary counselor, secondary counselor, school psychological examiner, school psychologist, speech pathologist, adult education supervisor, career education counselor, or career education placement coordinator) approved by DESE for certification.

Master of Educational Technology

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

Overview

The Master of Educational Technology (MET) is a 30-hour degree program designed for educators interested in learning more about the integration of new technologies to enhance the teaching and learning process. This program is designed for K-12 educators, technical and community college instructors, administrators, library media specialists, and technology leaders who wish to keep abreast of new innovations in educational technology. Emerging technologies, digital citizenship, differentiating instruction with technology resources, and online collaboration are just a few of the foundational components of the MET program. An interactive approach is used in all MET courses. The program of study is aligned with the ISTE International Society for Technology in Education (ISTE) Standards for Educators. To demonstrate competency in the ISTE Standards for Educators, learners will create an ePortfolio to demonstrate mastery of each of the seven standards and their indicators. In addition, learners will complete an action research project. The MET program is offered as an Online Program (OLP) and students are not required to hold teacher certification to obtain the MET degree. No state certification will be obtained through the completion of the MET degree.

Summary of the MET Degree Process

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

1. The student must develop a comprehensive plan of study with the Graduate Advisor.

2. The student must complete all coursework included in the plan of study.
3. The student must complete a project/internship.
4. An Application for Graduation, signed by the student, Graduate Advisor, and Vice President for Graduate Studies, must be filed with the Graduate Office and the Records Office in the semester prior to the term in which the student intends to graduate.
5. Students must pay the required graduation fee. All graduate candidates for graduation during an academic year – Fall, Winter, Spring, and Summer – are encouraged to attend the commencement exercises which are held at the close of the Spring Semester. Graduate students must have all work completed and a degree conferred or must be enrolled in all final courses to participate in the ceremony. Students must notify the Vice President for Graduate Studies and the Director of Records if they choose not to participate. Students must pay the graduation fee whether or not they attend commencement.
6. All graduate students must have a 3.0 cumulative grade point average in order to graduate from the program.

Transfer Students and Transfer Credit

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

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

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

Directed Studies: Qualified students are permitted to engage in directed studies under graduate faculty supervision. Under this arrangement, students are enabled to explore subjects in depth, or examine new areas of study, beyond the opportunity afforded by the University's curriculum. In some cases, catalog courses may be offered as directed studies. Graduate students may not earn more than six (6) credit hours of directed study in their master's program unless special permission is received in writing from the Vice President for Graduate Studies. Certain courses may not be taken by directed study, as specified in the course description. Directed study forms are available in the Records Office and approval must be obtained from the student's Graduate Advisor, the instructor of the course, Dean, and Vice President for Graduate Studies before the beginning of each term. The student and graduate faculty are expected to present the following items as part of the directed study: objectives, detailed description of the study, procedures for student-instructor interaction, method of evaluation, and anticipated resources needed for the study, or a course syllabus may be attached to the directed study form.

Exit Exam: The MET degree does not require an exit exam.

Master of Science in Education - Curriculum & Instruction

Mission Statement: The School of Education at Missouri Baptist University seeks to develop reflective, problem-solving, professional educators of excellence from a Christian perspective; to enhance the lives of students in the classroom intellectually, spiritually, physically, and socially; and to significantly influence students through the demonstrated integration of Christian faith

and learning in the classroom, so that they may become positive change agents in a globally and culturally diverse society.

Overview

The Master of Science in Education (MSE) degree in Curriculum and Instruction offers students the opportunity to enhance not only their comprehension and understanding of curriculum and instruction, but also, to develop the professional technological skills required for success in today's educational environment. Many classes are offered face-to-face as well as online. Students pursuing the MSE in Curriculum and Instruction will have the option of completing the program online or through a hybrid approach that blends both online and classroom instruction. Students who have previously earned a Master of Science in Education: Curriculum and Instruction degree from Missouri Baptist University may not pursue a subsequent Master of Arts in Teaching degree. Students who have previously earned a Master of Arts in Teaching degree from Missouri Baptist University may not pursue a subsequent Master of Science in Education: Curriculum and Instruction degree. Students who have earned a Master's Degree in Education from another college or university will have their transcript evaluated on a course by course basis to determine eligibility for a subsequent degree at Missouri Baptist University.

Summary of the MSE - Curriculum & Instruction Degree Process

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

1. The student must develop a comprehensive plan of study with the Graduate Advisor.
2. The student must complete all coursework included in the plan of study.
3. An Application for Graduation, signed by the student, Graduate Advisor, and Vice President for Graduate Studies, must be filed with the Graduate Office and the Records Office in the semester prior to the term in which the student intends to graduate.
4. Students must pay the required graduation fee. All graduate candidates for graduation during an academic year – Fall, Winter, Spring, and Summer – are encouraged to attend the commencement exercises which are held at the close of the Spring Semester. Graduate students must have all work completed and a degree conferred or must be enrolled in all final courses to participate in the ceremony. Students must notify the Vice President for Graduate Studies and the Director of Records if they choose not to participate. Students must pay the graduation fee whether or not they attend commencement.
5. All graduate students must have a 3.0 cumulative grade point average in order to graduate from the program.

Transfer Students and Transfer Credit

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

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

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

Directed Studies

Qualified students are permitted to engage in directed studies under graduate faculty supervision. Under this arrangement, students are enabled to explore subjects in depth, or examine new areas of study, beyond the opportunity afforded by the University's curriculum. In some cases, catalog courses may be offered as directed studies. Graduate students may not

earn more than six (6) credit hours of directed study in their master's program unless special permission is received in writing from the Vice President for Graduate Studies. Certain courses may not be taken by directed study, as specified in the course description.

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

Exit Exam: The MSE degree does not require an exit exam.

Master of Science in Higher Education Leadership

Mission Statement: The online Master of Science in Higher Education Leadership (MSHEL) is designed to prepare professionals working in middle-management positions in colleges, universities, and other postsecondary institutions with the foundational scholarship, education, and experience needed to enhance their career in this dynamic and growing field. Students who pursue graduate work in the field of higher education come from diverse educational backgrounds, but all have the same goal of building a career in leadership positions at the collegiate level: student affairs, academic affairs, fundraising, admissions, financial aid, athletics, residential life, advising services, and more.

Graduate Certificate in Educational Technology for K-12 Schools

This certificate can be completed as a stand-alone credential or as an addition to other degree programs offered by MBU's School of Education. All courses in the certificate programs are offered online in an 8-week format. Each certificate can be completed in as little as two semesters of continuous enrollment. This certificate signifies that students have a strong foundation in theories and practices of technology integration in K-12 educational settings. All courses in this program are aligned with the International Society for Technology in Education (ISTE) Standards for Educators.

Up to six (6) credit hours completed as part of the Graduate Certificate in Teaching Online may be applied to a Master of Educational Technology degree.

Bachelor's degree is required. Teacher certification is recommended but not required.

Graduate Certificate in Teaching Online

This certificate can be completed as a stand-alone credential or as an addition to other degree programs offered by MBU's School of Education. All courses in the certificate programs are offered online in an 8-week format. Each certificate can be completed in as little as two semesters of continuous enrollment. This certificate focuses on developing key skills and strategies for teaching in online environments across all educational levels and provides hands-on experience with the development of instructional content and learning activities within a learning management system (LMS). All courses in this program are aligned with the International Society for Technology in Education (ISTE) Standards for Educators.

Up to six (6) credit hours completed as part of the Graduate Certificate in Teaching Online may be applied to a Master of Educational Technology degree.

Bachelor's degree required. Teacher certification is recommended but not required.

Professional Elective Program (PEP)

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

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

Programs of Study

Doctor of Education

Higher Education Leadership, Ed.D.
Leadership in Teaching and Learning, Ed.D.
Leadership in Teaching and Learning, Ed.D. (ABD)

Educational Specialist

Curriculum & Instruction, Ed.S.
Superintendent, Ed.S.

Master

School Leader K-12, MEA
Special Education Director K-12, MEA
Educational Technology, MET
Curriculum & Instruction, MSE
Higher Education Leadership, MSHEL

Graduate Certificate

Graduate Certificate in Educational Technology for K-12 Schools, GCET
Graduate Certificate in Teaching Online, GCTO

Post-Baccalaureate Certification

School Leader (Grades K-12) Certification - Student Currently Certified
School Leader (Grades K-12) Certification - Student Not Yet Certified

Higher Education Leadership, Ed.D.

CIP Code: 13.9999

Additional information regarding the Doctor of Education - Higher Education Leadership program can be found on the School of Educational Leadership page.

Required Courses

EDAD 733 - Higher Education Finance Semester Hours: Three
EDAD 763 - Enrollment Management in Higher Education Semester Hours: Three
HEDD 703 - Dissertation Seminar Semester Hours: Three
HEDD 723 - Higher Education Leadership and Strategic Planning Semester Hours: Three
HEDD 743 - American Higher Education Semester Hours: Three
HEDD 753 - Higher Education Law and Ethics Semester Hours: Three
HEDD 763 - Critical Issues in Higher Education and Diversity Semester Hours: Three
HEDD 783 - College Student Development Semester Hours: Three
HERM 723 - Research I: Introduction to Scholarly Inquiry Semester Hours: Three
HERM 733 - Research II: Survey of Methodology and Design Semester Hours: Three
HERM 743 - Research III: Application of Methods Semester Hours: Three
HERM 753 - Research IV: Research Hours and Pre-Proposal Defense Capstone Semester Hours: Three
HERM 763 - Research V: Research Hours and Final Dissertation Capstone Semester Hours: Three
HERM 783 - Research VI: Research Hours and Final Dissertation Capstone Semester Hours: Three

Total: 42 Hours

Leadership in Teaching and Learning, Ed.D.

CIP Code: 13.0406

The Ed.D. program in Leadership in Teaching and Learning requires a total of 24 credit hours beyond the Ed.S., or its equivalent. The courses are built upon the curriculum of a 30-credit hour Ed.S. program. GRED 703 (3 credit hours), or its equivalent, is a requirement for the Ed.D. program. Most students will be able to satisfy the requirement for GRED 703 with previous coursework taken within the last seven years.

Additional information regarding the Doctor of Education - Leadership in Teaching and Learning program can be found on the School of Educational Leadership page.

Required Courses

EDAD 743 - Introduction to the Dissertation Semester Hours: Three **
EDUC 723 - Transformational Theories and Applications Semester Hours: Three *
EDUC 733 - Leading Teaching and Learning in Diverse and Emerging Educational Settings Semester Hours: Three
GRED 703 - Statistics and Methods Semester Hours: Three †
GRED 753 - Methods of Inquiry II: Quantitative Analysis Semester Hours: Three
GRED 763 - Methods of Inquiry III: Qualitative Analysis Semester Hours: Three
GRED 786 - Doctoral Dissertation Semester Hours: Six

Total: 24 Hours

**Online Course.*

***Offered on Main Campus only.*

†Most students will be able to satisfy the requirement for Methods of Inquiry I with previous coursework.

Leadership in Teaching and Learning, Ed.D. (ABD)

CIP Code: 13.0406

Additional information regarding the Doctor of Education - Leadership in Teaching and Learning (ABD) program can be found on the School of Educational Leadership page.

Prerequisites

Students must have completed an Educational Specialist degree with a minimum GPA of 3.25.

Students must currently hold a minimum GPA of 3.0 with all coursework transferring from an accredited doctoral program.

Students must have completed and will transfer in at least twelve (12) credit hours of relevant coursework.*

Students must have completed GRED 703 - Statistics and Methods within the last 10 years.*

*These courses must be approved by the Vice President of Graduate Affairs and Professional Studies and the Dean of the College of Education for the ABD to Ed.D. program.

Grade Requirements

Doctoral level graduate students must earn a grade of B or better in doctoral level courses and maintain a 3.0 cumulative GPA in order to continue in the ABD program. Transfer courses used to meet the prerequisite requirements for completion of the ABD program must also bear a grade of B or better. A student who receives a grade lower than B will be asked to withdraw from the doctoral program. A student who receives a grade of XF or F in any class will be asked to withdraw from his/her graduate program.

Research Requirements must comply with each course syllabus expectation along with the University's Institutional Review Board (IRB).

Required Courses

Students will only take nine (9) credit hours with MBU. The remaining fifteen (15) credit hours will be transferred to MBU for degree conferral.

12 Credit Hours of Relevant Coursework (*Approved per prerequisite listed above*)*

GRED 703 - Statistics and Methods Semester Hours: Three (*Approved MBU equivalent per prerequisite listed above*) *

GRED 753 - Methods of Inquiry II: Quantitative Analysis Semester Hours: *Three*

GRED 763 - Methods of Inquiry III: Qualitative Analysis Semester Hours: *Three*

GRED 773 - Doctoral Dissertation ABD in Leadership in Teaching and Learning Semester Hours: *Three*

Total: 24 Hours

* Courses required to transfer into the ABD program.

Curriculum & Instruction, Ed.S.

CIP Code: 13.0301

Additional information regarding the Educational Specialist - Curriculum & Instruction program can be found on the School of Educational Leadership page.

Required Courses

ECTA 643CI - Advanced Curriculum Design, Evaluation and Field Experience Semester Hours: Three
EDUC 603CI - Professional Seminar in Education Semester Hours: Three
EDUC 613CI - Learning Innovations for Continuous School Improvement and Field Experience Semester Hours: Three
EDUC 623CI - Differentiated Instruction Semester Hours: Three
EDUC 630 - Educational Specialist in Curriculum and Instruction Internship Semester Hours: Zero
EDUC 663CI - The Supervisory Process Semester Hours: Three
EDUC 673CI - Teachers as Leaders and Field Experience Semester Hours: Three
EDUC 683CI - Ethical Issues for School Leaders Semester Hours: Three
ETOP 623CI - Organizational Leadership, Governance, and Field Experience Semester Hours: Three
GRED 653CI - Data Analysis for Decision-Making Semester Hours: Three
GRED 673CI - Professional Portfolio and Field Experience: C&I Semester Hours: Three

Total: 30 Hours

Superintendent, Ed.S.

CIP Code: 13.0411

Candidates for Superintendent (K-12) must have a minimum of three (3) years of experience as a building- or district-level administrator at a public or accredited non-public school approved by the Missouri Department of Elementary and Secondary Education (MoDESE) for certification. Additional information regarding the Ed.S. - Superintendent program can be found on the School of Educational Leadership page.

Required Courses

EDAD 613S - School-Community Relations and Field Experience Semester Hours: Three
EDAD 633S - District Financial Management and Field Experience Semester Hours: Three
EDAD 643S - Facilities Planning and Management and Field Experience Semester Hours: Three
EDAD 653S - Personnel Management and Field Experience Semester Hours: Three
EDAS SUPT - Superintendent Capstone Performance Exam Semester Hours: Zero
EDUC 613S - Learning Innovations for Continuous School Improvement and Field Experience Semester Hours: Three
EDUC 640S - Educational Specialist - Superintendent Internship Semester Hours: Zero
EDUC 683S - Ethical Issues for School Leaders and Field Experience Semester Hours: Three
ETOP 623S - Organizational Leadership, Governance, and Field Experience Semester Hours: Three
ETOP 663S - Advanced School Law and Field Experience Semester Hours: Three
GRED 653S - Data Analysis for Decision-Making and Field Experience Semester Hours: Three
GRED 673S - Superintendent Capstone Semester Hours: Three

Total: 30 Hours

School Leader K-12, MEA

CIP Code: 13.0401

Additional information regarding the Master of Educational Administration - School Leader K-12 program can be found on the School of Educational Leadership page.

Required Courses

Candidates for School Leader (K-12) must have a minimum of three (3) years of successful teaching experience approved by the Missouri Department of Elementary and Secondary Education (DESE) for certification.

EDAD 503 - Introduction to Educational Administration Communications Semester Hours: Three

EDAD 513 - Foundations of Educational Administration Semester Hours: Three

EDAD 523 - Data Analytics and Technology for Administrators Semester Hours: Three

ETOP 563 - Legal Issues in Regular and Special Education Semester Hours: Three

ETOP 583 - Perspectives on Diversity in Education Semester Hours: Three

EDAD 533 - Basic Finance and Facilities Management: Seminar and Field Experience Semester Hours: Three

EDAD 573 - Education Administration Capstone Semester Hours: Three *

EDUC 530 - Master of Educational Administration Internship K-12 Semester Hours: Zero **

GRE 543 - Methods of Inquiry I Semester Hours: Three †

SLAD 523 - Curriculum Construction and Design for Educational Administration K-12: Seminar and Field Experience Semester Hours: Three

SLAD 533 - The Role of Educational Administrator as Supervisor K-12: Seminar and Field Experience Semester Hours: Three

Total: 30 Hours

Note

**EDAS MPEA/MPEAR, MPEA Performance Assessment for Administrators is a zero credit hour co-requisite to EDAD 573 Education Administration Capstone. Passing score for EDAS MPEA/MPEAR is not required for graduation. It is required for Certification from DESE.*

***EDUC 530 Building Level Administrator Internship is a zero credit hour course that is a co-requisite for the MEA student throughout the program for the maintenance their ongoing compilation of field/internship hours (300 total) which culminate as a requirement in EDAD 573 Education Administration Capstone. This is required for graduation.*

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

Note: EDPS 453/553 The Exceptional Child is a DESE requirement for all Educational Administration majors for certification.

Special Education Director K-12, MEA

CIP Code: 13.0402

Candidates for Special Education Director (K-12) must have a minimum of three (3) years special education or student services experience (elementary counselor, secondary counselor, school psychological examiner, school psychologist, speech pathologist, adult education supervisor, career education counselor, or career education placement coordinator) approved by DESE for certification.

Additional information regarding the Master of Educational Administration - Special Education Director K-12 program can be found on the School of Educational Leadership page.

Required Courses

EDAD 503 - Introduction to Educational Administration Communications Semester Hours: Three

EDAD 513 - Foundations of Educational Administration Semester Hours: Three

EDAD 523 - Data Analytics and Technology for Administrators Semester Hours: Three

EDAD 533 - Basic Finance and Facilities Management: Seminar and Field Experience Semester Hours: Three

EDAD 573 - Education Administration Capstone Semester Hours: Three

ETOP 563 - Legal Issues in Regular and Special Education Semester Hours: Three

ETOP 583 - Perspectives on Diversity in Education Semester Hours: Three

GREB 543 - Methods of Inquiry I Semester Hours: Three †

Total: 24 Hours

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

Special Education Director Core

EDSP 433/533 - Introduction and Methods of Teaching and Inclusion for Students with Cross-Categorical Disabilities and Field Experience Semester Hours: Three *

EDSP 583 - Special Education Administration and Field Experience Semester Hours: Three

SLAD 533 - The Role of Educational Administrator as Supervisor K-12: Seminar and Field Experience Semester Hours: Three

Total: 9 Hours

Total: 33 Hours

** Must be completed at the 500-level to be applicable toward the Master of Educational Administration program.*

Students who have received credit for EDSP 534 may apply the credit toward the Master of Educational Administration program.

Note: EDPS 453/553 is a DESE requirement for all Educational Administration majors for certification.

Additional Courses for Certification

These courses are not a requirement for the MEA degree; however, successful completion of one or the other are required for certification purposes.

EDAS MPEA - MPEA Performance Assessment for Building Level Administrators Semester Hours: Zero

OR

EDAS MPEAR - MPEA Performance Assessment for Administrators Semester Hours: Zero

Educational Technology, MET

CIP Code: 13.0501

Additional information regarding the Master of Educational Technology program can be found on the School of Educational Leadership page.

This program has been discontinued per the Addendum published on July 1, 2024. For more information on changes to the Graduate Bulletin, please see the Addendum page.

Required Core Courses

EDET 523 - Digital Citizenship Semester Hours: Three

EDET 543 - Online Applications for Collaboration Semester Hours: Three

EDET 553 - Differentiating Instruction with Technology Semester Hours: Three

EDET 563 - Web-Based Design, Implementation, and Assessment Semester Hours: Three

EDET 573 - Methods of Using Technology to Enhance Literacy Semester Hours: Three

EDUC 573 - Applications of Technology Semester Hours: Three

ETOP 583 - Perspectives on Diversity in Education Semester Hours: Three

GRED 543 - Methods of Inquiry I Semester Hours: Three †

Total: 24 Hours

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

Elective Course

Students must choose one course from the following:

ECTA 523 - Integration of Curriculum, Instruction, and Assessment Semester Hours: Three

ECTA 533 - Curriculum Mapping Semester Hours: Three

EDTR 413/513 - Trauma Informed Classroom I Semester Hours: Three

EDTR 423/523 - Trauma Informed Classroom II: The Impact and Effects of Trauma Semester Hours: Three

ETOP 503 - Current Influences in Education Semester Hours: Three

ETOP 543AI - Specialized Topics in Educational Technology: Artificial Intelligence Semester Hours: Three

ETOP 553 - Developing Responsible Learners Semester Hours: Three

ETTP 543 - Specialized Topics in Educational Technology Semester Hours: Three

Total: 3 Hours

Capstone Requirement

EDET 593 - Capstone: E-Portfolio Semester Hours: Three

Total: 3 Hours

Total: 30 Hours

Curriculum & Instruction, MSE

CIP Code: 13.0301

Additional information regarding the Master of Science in Education - Curriculum & Instruction program can be found on the School of Educational Leadership page.

This program has undergone a restructure since initial publication and is no longer available as listed below. For information on the restructure of the MSE program, please see the Addendum page.

Curriculum & Instruction Core

ECTA 523 - Integration of Curriculum, Instruction, and Assessment Semester Hours: Three

ECTA 533 - Curriculum Mapping Semester Hours: Three

EDUC 500 - Continuing Portfolio Development: MSE Semester Hours: Zero

EDUC 501 - Orientation: Curriculum and Instruction Semester Hours: One

EDUC 573 - Applications of Technology Semester Hours: Three

GRED 543 - Methods of Inquiry I Semester Hours: Three †

ETOP 503 - Current Influences in Education Semester Hours: Three

ETOP 553 - Developing Responsible Learners Semester Hours: Three

ETOP 563 - Legal Issues in Regular and Special Education Semester Hours: Three

ETOP 583 - Perspectives on Diversity in Education Semester Hours: Three

Total: 25 Hours

Electives

Students must select at least two elective courses (6 hours) from the following:

- ECSP 413/513 - Teaching Young Children with Disabilities: Seminar and Field Experience
Semester Hours: Three *
- EDEN 453/553 - Teaching Language Arts and Composition in Grades 5-12: Seminar and Field Experience Semester Hours: Three *
- EDEN 463/563 - Teaching Literature Within the Curriculum Semester Hours: Three *
- EDET 543 - Online Applications for Collaboration Semester Hours: Three
- EDET 553 - Differentiating Instruction with Technology Semester Hours: Three
- EDET 563 - Web-Based Design, Implementation, and Assessment Semester Hours: Three
- EDET 573 - Methods of Using Technology to Enhance Literacy Semester Hours: Three
- EDMS 433/533 - Teaching Social Science for Middle/ Secondary: Seminar and Field Experience
Semester Hours: Three *
- EDMS 473/573 - Teaching Mathematics for Middle/ Secondary: Seminar and Field Experience
Semester Hours: Three *
- EDMS 483/583 - Teaching Science for Middle Secondary: Seminar and Field Experience
Semester Hours: Three *
- EDTR 413/513 - Trauma Informed Classroom I Semester Hours: Three
- EDRD 501/502/503 - Specialized Topics in Literacy Instruction Semester Hours: ["Variable"]
- EDSP 403/503 - Introduction to Autism: Evident Practices in Teaching and Interventions
Semester Hours: Three *
- EDSP 453/553 - Teaching Remedial Math K-12: Seminar and Field Experience Semester Hours:
Three *
- ETOP 543AI - Specialized Topics in Educational Technology: Artificial Intelligence Semester
Hours: Three
- ETTP 543 - Specialized Topics in Educational Technology Semester Hours: Three
- LIBR 553 - Curriculum and the Library Media Center Semester Hours: Three
- LIBR 563 - Library Services for Children and Youth Semester Hours: Three

Total: 6 Hours

Total: 31 Hours

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

**Must be completed at the 500-level to be applicable toward the Master of Science in Education program.*

Higher Education Leadership, MSHEL

CIP Code: 13.0301

Additional information regarding the Master of Science in Higher Education Leadership program can be found on the School of Educational Leadership page.

Required Courses

- GREED 543 - Methods of Inquiry I Semester Hours: Three
- HELM 503 - Historical Foundations of Higher Education Semester Hours: Three
- HELM 513 - College Student Development Semester Hours: Three
- HELM 523 - Student Affairs Administration in Higher Education Semester Hours: Three
- HELM 533 - Legal and Ethical Issues in Higher Education Semester Hours: Three
- HELM 543 - Finance in Higher Education Semester Hours: Three
- HELM 553 - Enrollment Management Semester Hours: Three

HELM 563 - Governance and Administration in Higher Education Semester Hours: Three

HELM 583 - Diversity in Higher Education Semester Hours: Three

HELM 573 - Crisis Management on the College Campus Semester Hours: Three

Total: 30 Hours

Graduate Certificate in Educational Technology for K-12 Schools, GCET

CIP Code: 13.0501

Additional information regarding the Graduate Certificate in Educational Technology for K-12 Schools can be found on the School of Educational Leadership page.

Required Courses

EDET 523 - Digital Citizenship Semester Hours: Three

EDET 553 - Differentiating Instruction with Technology Semester Hours: Three

EDET 573 - Methods of Using Technology to Enhance Literacy Semester Hours: Three

EDUC 573 - Applications of Technology Semester Hours: Three

Total: 12 Hours

Graduate Certificate in Teaching Online, GCTO

CIP Code: 13.1211

Additional information regarding the Graduate Certificate in Teaching Online can be found on the School of Educational Leadership page.

Required Courses

EDET 523 - Digital Citizenship Semester Hours: Three

OR

EDET 553 - Differentiating Instruction with Technology Semester Hours: Three

EDET 543 - Online Applications for Collaboration Semester Hours: Three

EDET 563 - Web-Based Design, Implementation, and Assessment Semester Hours: Three

EDUC 573 - Applications of Technology Semester Hours: Three

Total: 12 Hours

School Leader (Grades K-12) Certification - Student Currently Certified

CIP Code: 13.0401

For candidates with current Prior Elementary or Secondary Principal DESE Certification. This Post-Master Certification Program (PMC) is specifically for candidates who are returning to complete the requirements for the School Leader K-12 Certification AND already have a current Elementary or Secondary Principal Certification.

1. *Students will be required to complete all course work for School Leader K-12 certification as outlined on MBU's current DESE approved program matrix (a transcript*

review of courses will determine if additional courses are required to meet current degree/course requirements).

- 2. The student must have completed a Master of Education Administration degree.*
- 3. The student must hold a valid Missouri professional Elementary or Secondary Principal Certificate.*
- 4. Students will be required to complete the courses listed below.*
- 5. Students seeking School Leader K-12 Add-On certification in addition to a prior Principal Certification must maintain an overall grade point average of 3.0 in their coursework.*

Prerequisites:

- Completed an MEA degree with either Elementary (K-8) or Secondary (7-12) Principal.*
- Hold a current Missouri professional Elementary or Secondary Principal Certificate.*

Required Courses

SLAD 523 - Curriculum Construction and Design for Educational Administration K-12: Seminar and Field Experience Semester Hours: Three

SLAD 533 - The Role of Educational Administrator as Supervisor K-12: Seminar and Field Experience Semester Hours: Three

ELAD 571 - Master of Educational Administration - Elementary Internship Semester Hours: One
OR

ESAD 571 - Master of Educational Administration - Secondary Internship Semester Hours: One

Total: 7 Hours

School Leader (Grades K-12) Certification - Student Not Yet Certified

CIP Code: 13.0401

For candidates without Prior Elementary or Secondary Principal DESE Certification.

This Post-Master Certification Program (PMC) is specifically for candidates who have completed a prior Master of Education Administration (MEA) program but have NOT yet received a certification in either elementary or secondary Principal and wish to return to complete a program to acquire a School Leader K-12 Certification.

- 1. Students will be required to complete all course work for School Leader K-12 certification as outlined on MBU's current DESE approved program matrix (a transcript review of courses will determine if additional courses are required to meet current degree/course requirements).*
- 2. Students must hold a current Missouri teaching certificate and have a minimum of three years of teaching experience prior to requesting a School Leader K-12 certificate.*
- 3. Students will be required to complete the courses listed below.*
- 4. Students will be required to successfully complete and pass the state required MPEA assessment prior to requesting a School Leader K-12 certificate.*
- 5. Students will be required to complete and pass the current Missouri Content Assessment (MoCA) prior to requesting a School Leader K-12 certificate.*
- 6. Students seeking School Leader K-12 certification must maintain an overall grade point average of 3.0 in their coursework.*

Prerequisite:

- Completed an MEA degree with either Elementary (K-8) or Secondary (7-12) Principal.*

Required Courses

SLAD 523 - Curriculum Construction and Design for Educational Administration K-12: Seminar and Field Experience Semester Hours: Three

SLAD 533 - The Role of Educational Administrator as Supervisor K-12: Seminar and Field Experience Semester Hours: Three

ELAD 571 - Master of Educational Administration - Elementary Internship Semester Hours: One

OR

ESAD 571 - Master of Educational Administration - Secondary Internship Semester Hours: One

Total: 7 Hours

School of Teacher Education

Mission Statement

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

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

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

Missouri Baptist University prepares licensure candidates who:

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

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

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

This program fosters in students a reflective and problem-solving heuristic (model) so that Missouri Baptist University graduates are able to make informed decisions as professional educators. The program consists of a planned, integrated system (pattern) of coursework and authentic learning (field) experiences designed to enable the student to acquire a strong knowledge base and core of subject competencies, as well as to develop constructive social and personal attitudes to serve as a reflective professional in the education field. To that end, all students seeking state certification within the School of Teacher Education at Missouri Baptist University are expected to know and to be able to demonstrate their competency.

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

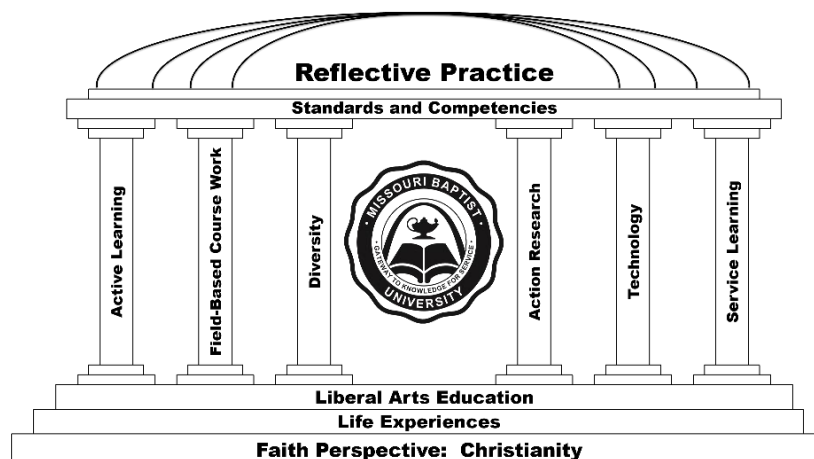
1. Content Knowledge Aligned with Appropriate Instruction
2. Student Learning, Growth, and Development
3. Curriculum Implementation
4. Critical Thinking
5. Positive Classroom Environment
6. Effective Communication
7. Student Assessment and Data Analysis
8. Professionalism
9. Professional Collaboration

Those seeking initial certification as a Library Media Specialist must demonstrate their competency in the seven (7) Missouri Standards for School Librarians as adopted by the Missouri State Board of Education:

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

More detailed information concerning the Professional Development Folio requirements will be presented in EDUC 200 Continuing Portfolio Development for Teacher Candidates. Students will enroll in this course concurrently with EDUC 201 Professional Growth and Folio Development I in the second semester of the sophomore year or first semester of enrollment for students transferring with junior standing or better. Additional resources will be available in Canvas.

Conceptual Framework



Programs Offered in the School of Teacher Education

The undergraduate degree programs offered by the School of Teacher Education, with the exception of Child Development and Studies in Teaching and Learning, are designed to meet Missouri State Teacher Certification requirements. The Child Development major is intended for those individuals who desire to work in settings not requiring state teacher certification, such as daycare centers and non-public preschools. Studies in Teaching and Learning is available for students who are not in a position to complete certification but are otherwise ready to graduate. An undergraduate Trauma Informed Educator Certificate is also available.

The Master of Arts in Teaching degree is available with initial post-baccalaureate certification or add-on certification options. The Trauma Informed Educator Certificate and Graduate Certificate in Library Media Specialist are also offered at the graduate level.

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

Early Childhood	Birth-Grade 3
Elementary	Grades 1-6
Middle School	Grades 5-9
Secondary	Grades 9-12
K-12	Kindergarten-Grade 12
Special Education: Early Childhood	Birth-Grade 3
Cross-Categorical Disabilities Mild to Moderate	Kindergarten-Grade 12
Driver Education*	Grades 9-12
Special Reading*	Kindergarten-Grade 12

**Requires initial certification in another field*

At the middle school level, certification is offered in the following areas of concentration: Business Education, Language Arts, Mathematics, General Science, Social Science, and Speech/Theatre. At the secondary level, certification is offered in Biology, Business Education, Chemistry, English, Marketing Education, Mathematics, Social Science, and Speech/Theatre. At the K-12 level, certification is offered in the following areas: Health, Music (vocal or instrumental), Physical Education, and Library Media Specialist (available at the graduate-level only). Special education certifications include Early Childhood (birth-grade 3) and Cross-Categorical Disabilities Mild to Moderate (K-12). Driver Education and Special Reading (graduate only) are programs which require previous Missouri certification in another field. The Special Reading certificate also requires two years of teaching experience and recommendation from an educator preparation program.

Educator Preparation Assessments

Students will be required to complete any new assessments that are implemented during the course of their certification program as required by the Missouri Department of Elementary and Secondary Education (DESE).

The **Praxis** exam will replace the Missouri Content Assessments (MoCA) as the content area exams required for certification beginning July 1, 2024. However MoCA exams passed as of June 23, 2024, will continue to be valid. The one exception to this is the Elementary Multi-Content exam. If only one subtest of the EMC MoCA has been passed by June 23, 2024 then a

candidate for certification in Elementary Education will have to pass the entire Praxis Elementary Education battery of tests.

Candidates for certification must also achieve a passing composite score on their **Missouri Educator Evaluation System (MEES)** summative evaluation from their cooperating teacher and field supervisor completed during student teaching (or in conjunction with EDCL 4700 CPL Student Teaching MEES Evaluation for students petitioning for credit for prior learning) before being recommended for certification.

Watermark

The Missouri Baptist University School of Teacher Education (SOTE) utilizes Watermark software in its initial teacher certification programs. Watermark is used by initial certification candidates throughout their education coursework. **A one-time course registration** for EDAS WM7 Watermark 7-Year License provides a **7-year license to Watermark** and is required of all initial certification students. This software provides a centralized system for the following:

- Field Experience and student teaching observations/evaluations
- Professional disposition evaluations (as part of education coursework)
- Professional Development Folios
- Managing and organizing coursework and key assignments across multiple courses
- Storing academic files and work samples

Candidates purchase the 7-year license by being registered in the course EDAS WM7 during the semester of their first education course.

Teacher Education Admission Procedures:

All candidates for Missouri State Teacher Certification must be formally admitted into the Teacher Education program at Missouri Baptist University. This process begins with the Teacher Education Admission Packet (TEAP) completed in conjunction with EDUC 201 - Professional Growth and Folio Development I. No student will be allowed to student teach unless he or she has been formally admitted into the Teacher Education program. Candidates must be formally admitted in order to enroll in EDUC 401 Professional Growth and Folio Development II and EDCL 411/511 Teaching Field Experience II.

The Teacher Education Admission Packet includes the Teacher Education Program Release/Waiver Form, Application for Admission to the Teacher Education Program, Initial Certification Dispositions Usage and Purpose Agreement, Teacher Education Timeline Acknowledgment Form, and Self-Assessment of Diversity Proficiencies (Admission), along with submission of an autobiographical sketch.* While a specific general education assessment is no longer required for admission, candidates will need to submit any ACT, SAT, MoGEA, Paraprofessional, or ParaPro Assessment scores with their TEAP.

GPA Requirements for admission to the Teacher Education Program, approval to student teach, and recommendation for certification:

- 2.500 overall GPA (including all coursework from all colleges and universities attended) **
- 3.000 content area GPA with no grade lower than C for those pursuing middle, secondary, or K-12 content area certification **
- 3.000 professional education GPA with no grade lower than C for those pursuing middle, secondary, or K-12 content area certification (B or better for Gateway courses) **
- 3.000 program GPA (all courses in major) with no grade lower than C for those pursuing certification in early childhood, elementary, or special education (B or better for Gateway courses) **

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

- EDUC 200 Continuing Portfolio Development/Teacher Candidates (Must be enrolled concurrently with EDUC 201 Professional Growth and Folio Development I)
- EDUC 201 Professional Growth and Folio Development I (Must be taken by the second semester of the sophomore year or first semester of enrollment for students transferring with a class rank of junior or higher) †
- EDUC 203 Teaching in a Diverse Society †
- EDCL 211 Teaching Field Experience † ‡
- EDUC 210 Field Experience I Seminar (must be taken concurrently with EDCL 211 Teaching Field Experience) †
- EDUC 303 Methods of Teaching and Differentiated Instruction†
- ECTA 323 Curriculum, Assessment, and Data-based Decision Making
- EDUC 373 Technology and Instrumental Media † (OR EDUC 573 Applications of Technology for graduate students †)
- EDPS 383 Psychology of Teaching and Learning †
- PSYC 313 Human Growth and Development (OR PSYC 553 Advanced Human Development for graduate students)

In accordance with School of Teacher Education policies, students who are not admitted to the Teacher Education Program are not permitted to register for 400/500-level education classes without written approval from the Associate Dean of the School of Teacher Education (or designee) as noted on the Teacher Education Program Admission Probation Form.**

†Requires enrollment in EDAS WM7 Watermark 7-Year License as co-requisite/pre-requisite

‡ Students who transfer in a course for EDCL 211 Teaching Field Experience I with a grade of B or better, but who do not have a MEES evaluation (or equivalent), must take EDCL 220 Transfer Field Experience. Students who transfer in a course for EDCL 211 with a grade of C or lower must take EDCL 211 Teaching Field Experience I at MBU.

**This document will be reviewed for mechanical errors (grammar, punctuation, spelling, formatting, etc.) as well as content. The TEAP will not be considered complete until final recommended revisions have been made and accepted at the time of the admission interview.*

***Candidates who have not met the GPA requirements for admission – or who have not achieved a B or better on the Gateway courses EDUC 201, EDCL 211 (or CR on EDCL 220), and/or EDUC 303) – may also be permitted to take education courses at the 400-level provided they have completed a Teacher Education Program Admission Probation Form and have been approved to continue by the Associate Dean of the School of Teacher Education. Approval to continue on probation for either the general education assessment measure or either the GPA or Gateway course grade issues must be approved on a semester-by-semester basis.*

All candidates must be fully admitted before they will be allowed to register for EDCL 411/511 Teaching Field Experience II and EDUC 401 Professional Development Folio II.

School of Teacher Education Gateway Courses

- EDUC 201 Professional Growth and Folio Development I
- EDCL 211 Teaching Field Experience I
- EDCL 220 (required for students transferring in a course equivalent to EDCL 211 with a grade of B or better but without a MEES evaluation or equivalent from a cooperating teacher or field supervisor) *
- EDUC 303 Methods of Teaching and Differentiated Instruction
- EDUC 401 Professional Growth and Folio Development II
- EDCL 411/511 Teaching Field Experience II

A grade of B or better is required for these courses with the opportunity to repeat the course once to achieve the minimum grade.

**Since EDCL 220 is a zero-credit course, the grading scale to achieve a CR in EDCL 220 will be aligned with a grade of B for EDCL 211.*

General Certification Requirements

1. A baccalaureate degree from a regionally accredited college or university¹;
2. Must have the recommendation of the designated certification official from a baccalaureate or higher-level educator preparation program approved by DESE;
3. Must possess a grade point average of 3.00 or higher in professional education and the specific content area for which certification is sought (with no grades below a "C" in professional education or content area requirements);
4. Must pass the content area test(s) and performance assessment designated by the State Board of Education with a score equal to or greater than the Missouri qualifying score*;
5. Completion of professional requirements, as determined by the recommending college or university, which may exceed the minimum requirements established by DESE; and
6. Individuals who are not U.S. citizens must complete coursework in the following:
 - English Composition, two (2) courses, each a minimum of two (2) semester hours;
 - U.S. History, three (3) semester hours; and
 - U.S. Government, three (3) semester hours.

DESE also requires specific coursework to be completed for each subject area and level, which is subject to change. Such changes supersede published catalog requirements. Current requirements may be found in the University Catalog on their corresponding Program of Study page. Additionally, 4-year plans are accessible through academic advisors. To ensure that all state certification requirements are being met, candidates are required to have a graduation certification check completed in the Teacher Education Office during their junior year or following their interview for admission.

**DESE requires a passing score on the state mandated content assessments(s) in the certification area(s) being sought before recommendation for certification.*

DESE requirements are subject to change. Candidates must meet all course, GPA, and assessment requirements in effect at the time that recommendation for certification is made.

¹If a baccalaureate degree from a foreign country has been officially documented as equivalent to a U.S. baccalaureate degree, then it can be accepted to fulfill the minimum degree requirement for certification. An official credentialing agency report that verifies the equivalence of the coursework to U.S. credits is required. Missouri Baptist University requires that students have this evaluation done through the following agency, which is approved by DESE:

World Education Services, Inc.
 Bowling Green Station
 Post Office Box 5087
 New York, New York 10274-5087
 Phone: 212-966-6311
 Fax: 212-739-6100
 Fee: \$160.00 (course-by-course evaluation and grade point average)
 Contact the agency for instructions before sending documents.
www.wes.org

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

There is a fee for this evaluation. Students may obtain an application for evaluation of transcripts either by contacting the service listed above or through the Missouri Baptist University

International Student Services Office by calling (314) 744-5301. Official transcripts, the application, and the fee must be submitted to the above address. If required, this request must be made immediately after application for admission to Missouri Baptist University so that results will be received in time for registration. Once the baccalaureate degree is verified, then a student is able to pursue certification as a graduate student.

Program Completion Requirements for Initial Teacher Certification

(required for both degree-seeking and certification-only students)

1. Successful completion of the Professional Development Folio the semester prior to student teaching.
2. Successful completion of certification program required coursework.
3. An overall cumulative grade point average of at least 2.50 on a 4.0 scale, including a minimum 3.0 GPA within the content area with no grade lower than a C and a minimum 3.0 GPA in professional education courses with no grade lower than a C (for middle, secondary, and K-12 content programs), or a program (all courses in the major) GPA of 3.00 with no grade lower than a C for early childhood, elementary, and special education certifications.
4. A passing score on the state mandated content assessment(s) in the certification area(s) being sought
5. Successful completion of Student Teaching, which includes the following:
 - Satisfactory Formative Evaluations; and
 - A passing composite score on the Missouri Educator Evaluation System (MEES) summative performance evaluation.

Teacher Education Timeline

Task	Required Completion Timeline
Enroll in EDAS WM7 Watermark 7-year License	In conjunction with enrollment in first professional education course(s)
Enroll in EDUC 201 Professional Growth and Folio Development I and EDUC 200 Continuing Portfolio Development/Teacher Candidates (EDUC 201 is a Teacher Education Program Gateway Course and requires a grade of B or better for full admission to the Teacher Education Program. It may be repeated once.)	Must be enrolled in these classes in the second semester of the sophomore year or first semester of enrollment for students transferring with junior standing or better. EDUC 201 must be in progress or completed prior to first interview.
Complete autobiographical sketch and introduction to School of Teacher Education (SOTE) Professional Dispositions assessment instrument and review process, including signing Initial Certification Dispositions Usage and Purpose Agreement*	EDUC 201 Professional Growth and Folio Development I
Revisit SOTE Professional Dispositions assessment instrument and review process, including signing Initial Certification Dispositions Usage and Purpose Agreement*	Throughout program as needed
Complete EDUC 303 Methods of Teaching and Differentiated Instruction, including instructor and self SOTE Professional	All candidates except for Music Education majors should

<p>Dispositions assessment *</p> <p>(EDUC 303 is a Teacher Education Program Gateway Course and requires a grade of B or better for full admission to the Teacher Education Program. It may be repeated once.)</p>	<p>be enrolled in this class prior to first interview, completion preferred. As part of this course, candidates will complete their first dispositions self-assessment, have their instructor complete a dispositions assessment, and will have a meeting to review and compare those two results. (Music Education candidates will complete self-assessment in conjunction with MUED 313 Early Childhood/Elementary School Music Methods.)</p>
<p>Complete EDCL 211 Teaching Field Experience I, including Cooperating Teacher SOTE Professional Dispositions assessment*</p> <p>(EDCL 211 is a Teacher Education Program Gateway Course and requires a grade of B or better for full admission to the Teacher Education Program. It may be repeated once.)</p> <p>Students who transfer in a course equivalent to EDCL 211 who do not have a MEES evaluation (or equivalent) must take EDCL 220 Transfer Field Experience and earn a grade of CR. (EDCL 220 is a Teacher Education Program Gateway Course and requires a grade of CR for full admission to the Teacher Education Program. It may be repeated once.)</p>	<p>Complete at least two semesters prior to student teaching. (Music Education candidates enroll in EDCL 211 in conjunction with MUED 313.) As part of this course, the candidate's Cooperating Teacher will complete a dispositions assessment on the candidate, submitting it in Watermark as a course assignment.</p>
<p>Submit Teacher Education Admission Packet*</p>	<p>Complete prior to first interview in conjunction with EDUC 201</p>
<p>FIRST INTERVIEW: Approval for admission</p> <p>All items listed above must be completed before interview is scheduled.</p> <p>In addition, a 2.50 overall cumulative GPA as well as a content area GPA of 3.00 and professional education GPA of 3.00 are required for admission (with no grades below a "C" in professional education or content area requirements).</p>	<p>In conjunction with enrollment in EDUC 201 for all students:</p> <p>Candidates with less than a 2.50 overall cumulative GPA or less than a 3.00 in the content area or professional education must have an approved plan to raise GPA. The GPA requirement must be met to be fully admitted.</p> <p>Undergraduate degree-seeking students, who have not met the general education testing requirement for admission may be accepted for probationary admission only. The testing requirement must be met to be fully admitted.</p> <p>Students who have not achieved a final grade of B or</p>

	better in the Gateway courses EDUC 201, EDUC 303, and EDCL 211 (or a CR in EDCL 220) may be accepted for probationary admission only.
Faculty Vote and Formal Approval for Admission	An email will be sent to student with notice of formal faculty approval for admission
Graduation/Certification Check	When enrolled in EDUC 201 or first semester of junior year
Completed SOTE Professional Dispositions assessments to date are reviewed, with follow up as needed with the candidate for any identified areas of question/concern*	Required before candidate begins EDCL 411/511 Teaching Field Experience II. Candidate must be fully admitted to the Teacher Education Program to enroll in EDCL 411/511.
Complete EDCL 411/511 Teaching Field Experience II, including Cooperating Teacher and University Supervisor SOTE Professional Dispositions assessments.* (EDCL 411/511 is a Teacher Education Program Gateway Course and requires a grade of B or better to progress to the student teaching semester. It may be repeated once.)	Complete prior to student teaching, generally the semester before. (Music Education majors enroll in EDCL 411/511 the semester prior to student teaching.) As part of this course, the candidate's Cooperating Teacher and University Supervisor will each complete a dispositions assessment on the candidate as course assignments. Candidate must be fully admitted to the Teacher Education Program to enroll in EDCL 411/511.
Complete EDUC 401 Professional Growth and Folio Development II* (EDUC 401 is a Teacher Education Program Gateway Course and requires a grade of B or better to progress to the student teaching semester. It may be repeated once.)	Complete the semester prior to student teaching. Candidate must be fully admitted to the Teacher Education Program to enroll in this course.
Final Professional Development Folio Evaluation * Complete final draft of reflections for all 9 Missouri Teacher Standards (or all 7 Missouri Standards for School Librarians) in conjunction with EDUC 401 Professional Growth and Folio Development II.	The final Professional Development Folio Evaluation must be "Pass" or "Pass with Distinction" prior to the student teaching semester. Candidates must achieve a passing grade of CR in EDUC 200 Continuing Portfolio Development/Teacher Candidates for program completion.
FOLIO EXIT INTERVIEW: Approval for student teaching	At least one semester before student teaching in

	<p>conjunction with EDUC 401 Professional Growth and Folio Development II: For August (fall semester) student teaching, Folio exit interview are scheduled from mid-February through March. For January (spring semester) student teaching, Folio exit interview are scheduled from mid-September through October. Any request for Credit for Prior Learning (CPL) must be submitted no later than the time of the Folio exit interview.</p>
<p>Complete background check(s) and any additional district-specific requirement for student teaching placement</p>	<p>Family Care Safety Registry (FSCR) background check is a co-requisite for student teaching and is required for all candidates. See the handout School Districts That Require Additional Information for Student Teaching Placement for district-specific requirements Complete FBI Fingerprint Background Check before the end of student teaching semester (required by DESE for certification; see handout Help Guide for DESE's Online Certification System)</p>
<p>Placement Deadlines for Student Teaching</p>	<p>Must be fully admitted and have passed the Folio exit interview by April 1st for Fall placements or by November 1st for Spring placements. Placement requests will NOT be sent out until Folio exit interview has been passed. Any request for Credit for Prior Learning (CPL) must be approved by the above deadlines.</p>
<p>Take DESE required content assessments(s) for each area in which certification is being sought.</p>	<p>Complete prior to student teaching (Passing score required for conferral of professional education degrees and completion of</p>

	certification program requirements.)
Complete all coursework	Prior to student teaching (Students will not be allowed to student teach if all education courses have not been satisfactorily completed with a final grade of C or CR or better. Music Education majors must successfully pass the hearing for their Senior Recital before they can be approved for their Student Teaching semester and must complete the Senior Recital before beginning the Student Teaching semester.)
Enroll in EDUC 470 Student Teaching Professional Development Seminar and EDTR 413/513 Trauma Informed Classroom I with either Student Teaching or EDCL 4700 CPL Student Teaching MEES Evaluation, including Cooperating Teacher and University Supervisor Professional Dispositions assessment*	Final Semester
Achieve passing composite score on Missouri Educator Evaluation System (MEES) summative evaluation	Student Teaching or EDCL 4700 CPL Student Teaching MEES Evaluation (required for conferral of professional education degrees and completion of certification program requirements)
Create job profile using AppliTrack (district specific websites) Create job profile on Missouri REAP http://www.moreap.net/	When enrolled in EDUC 470 Student Teaching Professional Development Seminar
Application for Certification https://apps.dese.mo.gov/DESEApplicationsSignIn/Index	After successful completion of all coursework, including student teaching, and passing all required exit assessments
Commissioning Service	Held at the end of the Spring semester prior to Commencement.

****Related to School of Teacher Education Professional Dispositions Assessment***

The Missouri Baptist University (MBU) School of Teacher Education (SOTE) identifies specific professional dispositions, defined as categorized descriptions of teacher behavior that affect positive influence in the professional setting and promote gains in P-12 student learning. Initial teacher certification candidates are expected to meet proficiency expectations for each of these defined dispositions as part of program completion in the MBU SOTE. Candidates will complete dispositions assessments at specific checkpoints in coursework during their program to measure their progress toward proficiency. In addition, at any time a SOTE instructor may require completion of a dispositions assessment if a dispositions concern arises in his/her course, whether in the university setting or in practicum experiences.

If an instructor determines that a disposition is at the "Needs Improvement" level and requires further intervention, the candidate will be referred to the MBU SOTE Educator Review Committee (ERC), comprised of select SOTE administrators and faculty members, for intervention and/or remediation. The committee will recommend specific interventions intended to help the candidate achieve the expected targets and benchmarks. Intervention/remediation activities may include, but are not limited to, reduced course load, retake of same course, and guided study. Intervention/remediation may also require enrollment in a 0-6 credit hour SOTE course: EDCL 370-376 Professional Development. As acknowledged when candidates sign the SOTE Initial Certification Dispositions Usage and Purpose Agreement during their EDUC 201 Professional Growth and Folio Development I course, candidates are aware that their professional dispositions will be assessed throughout the teacher education program and will have a bearing on decisions made regarding eligibility to complete the program in a successful manner.

Background Checks for Field Experience and Student Teaching Placement

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

Family Care Safety Registry

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

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

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

First-time registrants:

- Upon entering the DHSS website, click the "Register Online" link and follow all instructions. A social security number and valid credit or debit card are required. "Under Type of Worker," click on "Voluntary."
- The registration cost of \$14.00 is the responsibility of the student requesting the background check. Debit and credit cards are the forms of payment accepted. There is a \$1.25 processing fee.
- If an emailed copy is requested, it will usually be sent within 15 minutes.
- It is the student's responsibility to submit a copy to the Teacher Education Office.
- This emailed notification should also be taken to the school where the student is observing.

If you are already registered:

- A person needs to register only one time. Click on the link, "Is A Person Already Registered?" and type in the Social Security number to verify that a person is registered with the Family Care Safety Registry.
- Requests for updated background screenings may be made by phone using the toll-free access line, 1-866-422-6872, between 8:00 a.m. and 3:00 p.m., Monday through Friday.
- If an emailed copy is requested, it will usually be sent within 15 minutes.
- It is the student's responsibility to submit a copy to the Teacher Education Office.
- This emailed notification should also be taken to the school where the student is observing.

*To expedite placement, all students should complete the background check process before the start of the semester in which they will be participating in a field experience or at the time of the Folio exit interview. Questions related to background checks for student teaching should be directed to the Teacher Certification and Compliance Liaison. If the background check is required for Field Experience I or II, please contact the Assistant to the Dean of the College of Education. If the background check is required for a course other than field experience or student teaching, please contact the instructor for that course.

Background Checks for Certification

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

To complete a criminal history check and clearance, candidates must first register with the Missouri Automated Criminal History Site (MACHS). MACHS is located at: www.machs.mo.gov. Those without access to the Internet may contact IDEMIA directly at 1-844-543-9712 to have a Fingerprint Services Representative conduct this registration on their behalf. The four-digit registration number to use for DESE, by those are not currently employed by a Missouri school district, is 2300. (Those who are employed, or are in the process of being hired, should contact the school district for the appropriate registration code.) An expanded number of fingerprint services sites and expanded hours of operation to include evening and weekend hours are available online at <https://www.identogo.com/>.

Fingerprints captured electronically are more accurate and the results can be expected within three weeks. The cost of electronic fingerprinting with IDEMIA is currently \$41.75. The results of the criminal history check and clearance are valid for one year after the clearance date posted on the DESE website. You can find more information on the fingerprint process at the following website: <http://www.dese.mo.gov/eq/cert/eq-cert-fingerprint-background.htm>.

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

Candidates will be responsible for the background check; DESE will not process the request for certification until the results of the Background Check are received. DESE anticipates the turn-around time will be three weeks from the time the fingerprints are captured. It is recommended that candidates wait to complete their background check until they have passed all exit assessments, since the background clearance is only effective for one calendar year.

Field Experience and Student Teacher Placement Practices

Students requesting field experience and student teacher placements through Missouri Baptist University are hereby advised of the following field experience and student teacher placement practices. The participant's understanding of and adherence to these practices will enhance the

placement process for the student, the school districts, and the School of Teacher Education (SOTE) staff responsible for securing the placements.

1. Preparation for Student Teaching begins long before students ever reach the "student teaching" semester. Students should be aware that school district administrators carefully review students' transcripts and philosophies of education as part of the placement process. A few school districts now have a minimum GPA requirement of 3.0-3.5 for student teaching candidates. Students' requests for student teacher placement have been denied as a result of even just a few D's and F's on their transcripts, even when those courses were repeated and/or if they did not apply to the students' education major. Students are highly encouraged to be responsible for maintaining academic excellence in all coursework. This is especially important for professional education, field experience, and major content area requirements (for K-12, middle, or secondary majors), as a cumulative 3.000 GPA in professional education courses and in content area courses is required for certification.
2. Missouri Baptist University strongly believes that the student teaching experience is vital to the student's authentic preparation for professional practice; therefore, students must be able to commit to student teaching for an entire school day, Monday-Friday, for a full semester. **Students seeking certification in a single content area will complete one full semester teaching experience. Students seeking certification at more than one level (K-12) or in more than one content area must student teach twelve weeks at one level or content area and four weeks at the other level or content area as approved by the Director of Field Experiences.** Students will be enrolled online in EDTR 413/513 Trauma Informed Classroom I concurrently with student teaching or CPL Student Teaching MEES Evaluation. All students are also expected to attend the Student Teaching Professional Development Day.
3. Students must be fully admitted to the Teacher Education Program [including submitting and having approval for all required documents for the Teacher Education Admission Packet, passing scores on all sections of the required general education assessment (undergraduate degree-seeking students only), **3.00 GPA in professional education and content areas** (or higher for those districts which require a higher GPA for student teacher placement), both interviews completed, and all probationary statuses from interviews cleared **by April 1 for Fall placements and by November 1 for Spring placements.** Failure to be fully approved for student teaching by these dates will result in the student's application for student teaching being moved to the following semester, which may delay the student's graduation date, and/or eligibility for teacher certification. These deadlines are crucial to give the SOTE staff appropriate time to request and confirm student teacher placements for students. For optimal placements, students are encouraged to complete all requirements to be approved for student teaching as early as possible in the semester prior to student teaching, as many districts reach their capacity for student teacher requests by mid-semester. [Certain districts and/or schools (including Parkway, Festus R-VI, and Hillsboro Primary) have established specific deadline dates for applications. Students should consult the School Districts That Require Additional Information for Student Teaching Placement for more information.] **Please be aware that Students must have an overall cumulative GPA of 2.50 as well as a content area GPA of 3.00 and a professional education GPA of 3.00 for middle, secondary, or K-12 content areas or a 3.00 program GPA for early childhood, elementary, or special education (with no grades below a "C") in order to be fully admitted and placed for student teaching.**
4. Students must complete Teaching Field Experience I and Teaching Field Experience II in two different districts. Early Childhood Stand-Alone candidates must complete one Field Experience in grades Pre-K/K and one Field Experience in grades 1-3. Elementary Education candidates must complete one Field Experience in grades 1-3 and one Field Experience in grades 4-6. Students seeking certification in both Early Childhood and Elementary Education should complete one Field Experience in Pre-K/K OR Grades 1-3 and one Field Experience in grades 4-6. Those seeking K-12 or dual certification should complete Field Experiences in Elem and MS/Sec. for K-12 certification and in appropriate grade levels/ subjects for each

area of dual certification. Students enrolled in EDCL 211 Teaching Field Experience I must be concurrently enrolled in EDUC 210 Field Experience I Seminar. Students enrolled in EDCL 411/511 must be concurrently enrolled in EDUC 410/510 Teaching Field Experience II Seminar. Successful completion of both seminar courses with a final grade of CR is required for degree completion and/or satisfaction of certification requirements. Candidates who transfer in a course equivalent to EDCL 211 Teaching Field Experience I will be required to enroll in EDCL 220 Transfer Field Experience concurrently with EDUC 201 Professional Growth and Folio Development I. Students may be exempt from EDCL 220 if they can produce documentation of a MEES evaluation or other cooperating teacher or university supervisor evaluation of a lesson or lessons they taught during their field experience course.

5. Students who will complete the traditional Field Experience II and student teaching must complete their student teaching in a district different from their Field Experience I and II placements. Students will be placed in the most highly diverse settings possible within MBU's geographic service area and should carefully plan Field Experience and Student Teaching assignments accordingly. Students will not be permitted to complete all of their Field Experience/ Student Teaching in the same district due to their children's enrollment in that district or non-academic contractual employment in that district (such as coaching, before or afterschool employment, bus driving duties, etc.). Students should consider these obligations and make preparations as needed well in advance of applying for student teaching, so that they are prepared for the various "life" adjustments that may be required during their student teaching experience. Students may ONLY complete all of their student teaching in the same district if they are employed by the district as a paraprofessional or on a Temporary Authorization or Provisional Certificate. In these cases, the student will be responsible for demonstrating sufficient experiences working with diverse populations. In rare cases, the SOTE staff may approve a student to complete his/her student teaching in the same district and/or same classroom ONLY if all other attempts to place the student elsewhere have failed. In such cases, the SOTE staff will first examine the diverse experiences the student has already accumulated to determine if the student has had sufficient opportunities to work with diverse populations. Therefore, it is vital that students carefully plan all field experiences prior to student teaching, both formal (Teaching Field Experience I and II) and informal (those field experiences embedded in another course), to include diverse populations so that alternative accommodations can be considered, if necessary, during student teaching.
6. Students who apply and are accepted to complete the School of Teacher Education Spartan Academy will complete Field Experience II and student teaching in the same district in consecutive semesters. SOTE Spartan Academy students will follow the calendar of the district rather than the Missouri Baptist University calendar and will commit to two full days per week for the field experience and the traditional five days per week during student teaching. Students will select from the approved partner schools as outlined in the SOTE Spartan Academy application.
7. Placement requests will be submitted to only ONE district at a time. Students should be aware that a verbal "approval" from a potential cooperating teacher for placement does not guarantee official approval of the placement from the principal or district central office. The SOTE staff is responsible for contacting the appropriate district personnel in writing to officially request student teacher placements. Due to the busy schedules of school administrators who partner with Missouri Baptist University in student teacher placements, it can take a MINIMUM of three to four weeks to confirm a single placement. If a district is not able to place a student teacher, the process begins all over again with a new district, thereby once again, extending the time it may take to confirm a placement. Students will be notified via email when a placement has been confirmed. Once students have been informed of their confirmed placement(s), they are expected to contact the cooperating teacher and building principal as soon as possible, well in advance of the start date, to get acquainted and to

begin making any preparations (at the cooperating teacher's discretion) for the student teaching experience.

8. Once the SOTE staff has submitted a student teaching request to a district, requests from students to make a change to their placement may not be considered until/unless the original district indicates that they are not able to accommodate the request. After a placement is confirmed, requests from students to make a change to their placement will not be considered, except in very rare circumstances, which will be reviewed on a case-by-case basis. If students encounter unforeseen circumstances which they believe will prevent them from fulfilling their student teaching in the district assigned, they have the option to choose to withdraw from student teaching. However, that does not constitute a necessity for the SOTE staff to reassign the student to another district in that same semester. Voluntary, self-imposed withdrawal or dismissal by the school district from a student teaching placement may result in the student's forfeiture of eligibility to complete student teaching in that semester, and may require that the student reapply for student teaching in a subsequent semester, if more adequate time is needed to devote to securing a new placement for the student. All requests for reassignment must be discussed in person with the Director of Field Experiences before any further action regarding reassignment will be taken. Please note that proximity of the placement to the student's home/daycare provider is NOT considered a valid reason for withdrawal from a confirmed placement. While the SOTE staff will make every effort to place students as close to their residences/daycare facilities/children's schools as possible, due to shortages in districts with available openings for student teachers, it is not always possible to place students in neighboring school districts. Students should be prepared to travel up to 30-45 minutes to and from student teaching.
9. All students are REQUIRED to attend Student Teaching Orientation held on the Main Campus (usually the end of July/beginning of August for Fall semester student teachers and during Fall semester finals week in December for Spring semester student teachers) prior to beginning their student teaching. Letters are mailed to students approximately one month prior to the Student Teaching Orientation date informing students of the date, time, and location of the meeting. Students who cannot attend the established orientation, should notify the Director of Field Experiences as soon as possible and will be required to attend a make-up orientation, scheduled by the Director of Field Experiences, before they may begin student teaching. Failure to attend the initial orientation meeting may result in the student having to delay the start date of his/her student teaching; therefore, extending the ending date (which may occur after the semester officially concludes and/ or graduation).

Missouri Baptist University is committed to providing pre-service students with a quality student teaching experience and desires to make the placement process as smooth as possible for all parties involved. Please understand that we strive to maintain positive relationships with the partnering school districts and value their time, effort, and hospitality involved in this process as well. It is only through their cooperation that field experience and student teaching placements are possible. These practices are as much to respect the school districts' needs for timely requests and quality candidates as they are to accommodate the needs of the SOTE students. If students should have any questions regarding field experiences, student teaching, and/or the placement process, please feel free to contact the Director of Field Experiences. MBU desires for all of the student teachers to be successful, and that begins with mutual collaboration in the placement process to ensure quality placements for all students.

Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching Students desiring to petition for credit for a portion of their student teaching experience must have a minimum of two years of classroom instructional experience in the grade level and/ or subject area for which they are seeking certification in order to apply. The experience must be in a public or accredited private school and must be concurrent with enrollment in the Teacher Education Program. To determine eligibility, the student must first complete a CPL conference with the Associate Dean of the

School of Teacher Education or his/her designee at least one semester prior to the anticipated student teaching semester. Students must be fully admitted to the Teacher Education Program and have passed the Folio exit interview before CPL credit may be awarded. Students pursuing credit for the full 16 weeks of student teaching through CPL will be observed teaching a minimum of three lessons by an MBU supervisor during their final semester. Candidates will actively participate in the classroom and complete required assignments, with the guidance of the classroom mentor teacher and university supervisor. All students, including those receiving credit for prior learning, will be concurrently enrolled in EDTR 413/513 Trauma Informed Classroom I and EDUC 470 Student Teaching Professional Development Seminar.

School of Teacher Education Spartan Academy

Early Childhood, Elementary, Middle School, Secondary, and K-12 teacher certification candidates may apply to complete Field Experience II and Student Teaching in a Missouri Baptist University partner school. Students who are accepted for the SOTE Spartan Academy program will agree to the following:

- Forego the traditional Missouri Baptist University academic calendar and follow the district school calendar for both semesters.
- Attend the regular school day for the two required days during the Field II experience, spending time in various classrooms at the site.
- Attend the co-requisite seminar course for Field Experience II.
- Attend the regular school day five days a week during the student teaching semester.
- Will have opportunities to participate in school and district-based professional learning, participate in grade level and data team meetings, attend parent teacher conferences and Individual Education Plan meetings, and substitute for the school/district (if eligible for a substitute certificate), among others.

SOTE Spartan Academy gives students the opportunity to experience a complete school year from beginning to end. Students will work with and support teachers who have a variety of teaching styles and methods that will enhance the student's development as a teacher, while supporting student learning and achievement.

Information and application materials can be obtained from the student's advisor, the Director of Field Experiences, or online. To access the online application click [here](#).

Student Teaching Load Limit Policy

Students may not be registered for more than 16 credit hours during the semester in which they are enrolled in student teaching or CPL Student Teaching MEES Evaluation. Music Education majors may not be enrolled in any ensemble during their student teaching semester. Candidates on a provisional teaching certification cannot be registered for more than 15 credit hours.

Recency Rule for Student Teaching

Candidates returning to complete their teacher certification program more than five years after completing the student teaching requirement may be required to complete an additional internship. This will be determined on a case-by-case basis, taking into consideration whether candidates have been working in a classroom in any capacity during the five years since they student taught (or petitioned for CPL credit for student teaching) and whether it is necessary to collect Missouri Educator Evaluation System (MEES) summative evaluation data. Those that do need to complete an internship must have passed all content assessment(s) required for the certification area(s) for which recommendation is being sought prior to being placed for the internship.

Undergraduate Certification Courses

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

Master of Arts in Teaching

Overview

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

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

Summary of the MAT Degree Process

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

1. The student must develop a comprehensive plan of study with the Graduate Advisor.
2. The student must complete all coursework included in the plan of study.
3. The student must complete an action research project in conjunction with GRED 543.
4. An Application for Graduation, signed by the student, Graduate Advisor, and Vice President for Graduate Studies, must be filed with the Graduate Office and the Records Office. Students must pay the required graduation fee. All graduate candidates for graduation during an academic year – Fall, Winter, Spring, and Summer – are encouraged to attend the commencement exercises which are held at the close of the Spring Semester. Students must pay the graduation fee whether they attend commencement or not.
5. All graduate students must have a 3.0 cumulative grade point average in order to graduate from the program.

Transfer Students and Transfer Credit

Transfer credits must have been earned within the **seven (7)** years prior to entry into the Graduate Studies Program. Transfer credits must be approved by Graduate Admissions or Advising and the Dean or Program Director and must have grades of A, B, S, CR, or P.

Students may not take courses from other graduate programs while enrolled at Missouri Baptist without written approval from the Vice President for Graduate Studies.

Students entering the Master of Arts in Teaching (MAT) degree program may transfer up to nine (9) graduate credits into the Missouri Baptist University Graduate Studies Program from another

regionally accredited college or university. The total hours transferred to Missouri Baptist, including courses from other programs while enrolled, may not exceed nine (9) hours.

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

Directed Studies

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

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

Exit Exam

There is no exit exam required for the Master of Arts in Teaching, however, to be considered a program completer and be eligible for certification, students seeking initial certification must pass state mandated assessments.

The **Praxis and School Leadership Series (SLS)** exams will replace the Missouri Content Assessments (MoCA) as the content area exams required for certification beginning July 1, 2024. However, MoCA exams passed as of June 23, 2024, will continue to be valid. The one exception to this is the Elementary Multi-Content exam. If only one subtest of the EMC MoCA has been passed by June 23, 2024, then a candidate for certification in Elementary Education will have to pass the entire Praxis Elementary Education battery of tests.

Candidates for certification must also achieve a passing composite score on their **Missouri Educator Evaluation System (MEES)** summative performance assessments from their cooperating teacher and field supervisor completed during student teaching (or in conjunction with EDCL 4700 CPL Student Teaching MEES Evaluation for students petition for credit for prior learning) before being recommended for certification.

Master of Arts in Teaching with School Psychological Examiner Certification

In order to be eligible for the School Psychological Examiner program in conjunction with the Master of Arts in Teaching degree, the candidate must hold a valid Missouri professional teaching certificate or student services certificate of license to teach as an elementary or secondary school counselor. Completion of a master's degree in Counseling Psychology, Educational Psychology, Guidance and Counseling, or Education is a requirement for this student services certification.

Graduate Certificate in Library Media Specialist

Students pursuing Library Media Specialist Stand-Alone certification must pass the state mandated content assessment for LMS and achieve a passing composite score on the Missouri

Educator Evaluation System (MEES) summative evaluation to be eligible for certification. Candidates may pursue this in conjunction with the Master of Arts in Teaching if they are pursuing initial certification as a library media specialist. Candidates must also satisfy the following professional requirements and field experience core in addition to the Library Media Specialist Core in order to be eligible for their initial professional certificate (IPC) from the Missouri Department of Elementary and Secondary Education (DESE):

Professional Requirements: 32 hours (includes 6 hours applicable toward MAT core + 9 hours applicable toward MAT electives)

EDUC 201 Professional Growth and Folio Development I (Must be taken first semester of enrollment)¹

EDUC 200 Continuing Portfolio Development/Teacher Candidates (Must be taken with EDUC 201)¹

EDUC 203 Teaching in a Diverse Society¹

ECTA 323 Curriculum, Assessment, and Data-Based Decision Making¹

EDPS 383 Psychology of Teaching and Learning¹

EDUC 303 Methods of Teaching and Differentiated Instruction¹

EDUC 573 Applications of Technology³

PSYC 553 Advanced Human Development³

EDUC 401 Professional Growth and Folio Development II (Must be taken the semester prior to student teaching)²

EDPS 453/553 The Exceptional Child³

EDRD 423/523 Integration of Literacy in Content Areas: Seminar and Field Experience³ ‡

ETOP 423/523 Classroom and Behavior Management³

EDTR 413/513 Trauma Informed Classroom I ³ (must be taken concurrently with **LBCL 5709** and **LBCL 5703**)

Field Experience Core: 14 hours (includes 12 hours applicable toward MAT electives)

EDUC 210 Field Experience I Seminar (must be taken concurrently with EDCL 211) ¹

EDCL 211 Teaching Field Experience I (one field experience must be in an elementary school and the other in a middle or secondary school)^{1**}

EDCL 220 Transfer Field Experience [required for students who transfer in a course for EDCL 211 who do not have a MEES (or equivalent) evaluation]

EDUC 410/510 Field Experience II Seminar (must be taken concurrently with **EDCL 411/511**)

EDCL 411/511 Teaching Field Experience II^{**}

LBCL 5703 Student Teaching: Library Media Specialist^{4 */**}

LBCL 5709 Student Teaching: Library Media Specialist^{3 */**}

EDUC 470 Student Teaching Professional Development Seminar (must be taken concurrently with **LBCL 5709** and **LBCL 5703**)

*(one student teaching placement must be in an elementary school and the other in a middle or secondary school)

**Students must complete at least one field placement in each of the three levels (elementary, middle, high school)

¹Undergraduate-only courses required for admission to the Teacher Education Program.

²Undergraduate-only course required in preparation for approval to student teach.

³Courses taken at the 500-level are applicable toward the Master of Arts in Teaching

⁴Course applicable toward Graduate Certificate in Library Media Specialist

‡Students who transfer in a course for **EDRD 423/523**, which does not include an equivalent field experience, must complete **EDCL 420/520**.

Graduate Certificates

A graduate certificate may be earned in the field of Trauma Informed Educator. This certificate is a stand-alone certificate and may not be earned concurrently with a master's degree in the same

discipline or track. Students who begin a certificate program and wish to switch to a master's program must make application to the master's program through the Graduate Admissions Office and submit all documentation for full admission. Classes may not be transferred in for the certificate programs, and students must complete the required twelve (12) hours through Missouri Baptist University.

Students returning to pursue a master's degree after earning a certificate may transfer up to six (6) hours from their certificate program into the master's program. Six (6) alternative hours will replace completed core classes. The student and advisor will decide on appropriate classes with the approval of the Dean of the College of Education.

The graduate certificates require a cumulative grade point average of 3.0 on a 4.0 scale to be granted.

Programs of Study

Master

Classroom Teaching, MAT

Classroom Teaching with School Psychological Examiner Certification, MAT

Graduate Certificate

Graduate Certificate in Library Media Specialist, GCLMS

Graduate Certificate in Trauma Informed Educator, GCTIE

Post-Baccalaureate Certification

Business Education (Grades 5-9) Certification

Business Education (Grades 9-12) Certification

Driver Education (Grades 9-12) Certification

Early Childhood Education Stand-Alone (Birth-Grade 3) Certification

Early Childhood Education/Early Childhood Special Education Combined (Birth-Grade 3) Certification

Early Childhood Education/Early Childhood Special Education/Elementary Education (Birth-Grade 3/Grades 1-6) Certification

Early Childhood Education/Elementary Education Combined (Birth-Grade 3/Grades 1-6) Certification

Early Childhood Special Education/Early Childhood Education Combined (Birth-Grade 3) Certification

Early Childhood Special Education Stand-Alone (Birth-Grade 3) Certification

Elementary Education Stand-Alone (Grades 1-6) Certification

Elementary Education/Special Education Cross-Categorical Disabilities Mild/Moderate (Grades 1-6/K-12) Certification

English (Grades 9-12) Certification

General Science (Grades 5-9) Certification

Health Education Stand-Alone (Grades K-12) Certification

Health/Physical Education Combined (Grades K-12) Certification

Language Arts (Grades 5-9) Certification

Library Media Specialist Add-On (Grades K-12) Certification

Library Media Specialist Stand-Alone (Grades K-12) Certification

Mathematics (Grades 5-9) Certification

Mathematics (Grades 9-12) Certification

Music Education: Instrumental Stand-Alone (Grades K-12) Certification

Music Education: Vocal/Choral Stand-Alone (Grades K-12) Certification

Physical Education Stand-Alone (Grades K-12) Certification

Social Science (Grades 5-9) Certification

Social Science (Grades 9-12) Certification

Special Education Cross-Categorical Disabilities Mild/Moderate Stand-Alone (Grades K-12) Certification

Special Education Cross-Categorical Disabilities Mild/Moderate/Elementary Education (Grades 1-6/K-12) Certificate

Special Reading Add-On (Grades K-12) Certification

Speech/Theatre (Grades 5-9) Certification

Speech/Theatre (Grades 9-12) Certification

Classroom Teaching, MAT

CIP Code: 13.1299

Additional information regarding the Master of Arts in Teaching program can be found on the School of Teacher Education page.

Required Core

ECTA 523 - Integration of Curriculum, Instruction, and Assessment Semester Hours: Three
OR

EDTR 413/513 - Trauma Informed Classroom I Semester Hours: Three †***

EDUC 573 - Applications of Technology Semester Hours: Three ***

ETOP 563 - Legal Issues in Regular and Special Education Semester Hours: Three

ETOP 583 - Perspectives on Diversity in Education Semester Hours: Three

GREC 543 - Methods of Inquiry I Semester Hours: Three †*

Total: 15 Hours

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

Elective Courses

Electives may be selected from any of the courses listed under the following areas: Curriculum and Instruction; Special Education; Educational Technology; Early Childhood Education; Early Childhood Special Education; Elementary Education; Driver Education; Exercise Science, Health, Physical Education, and Sport Management; Middle/Secondary Education; Library Media Specialist; Reading; Field Experiences; English (ENGL/ENCP); History (SOHI); and Educational Topics. Courses from the following, listed under Counselor Education, School Psychological Examiner, and Master of Business Administration courses, may also be taken to satisfy the 21 hours of electives:

EDPS 503 - Advanced Theories of Learning and Personality Semester Hours: Three

EDPS 533 - Personality Assessment of Children, Adolescents, and Adults Semester Hours: Three

EDPS 543 - Psychological Tests and Measures Semester Hours: Three

EDPS 573 - Intelligence Testing Semester Hours: Three **+

EDPS 583 - Psychological Examiner Internship Semester Hours: Three (minimum of 150 clock hours)

ETOP 543AI - Specialized Topics in Educational Technology: Artificial Intelligence Semester Hours: Three

HUED 443/543 - Transition/Career Development and Vocational Education Semester Hours: Three †

MGPS 403/503 - Organizational Behavior and Leadership Semester Hours: Three †

PSCM 433/533 - Psychology of Moral and Spiritual Development Semester Hours: Three †

PSYC 553 - Advanced Human Development Semester Hours: Three

PSYC 563 - Psychology of Normal and Abnormal Personality Semester Hours: Three

Total: 21 Hours

Total: 36 Hours

***Students must have successfully completed all of the prerequisites for this course in order to be allowed to enroll.*

****This course is required for students seeking initial teacher certification.*

+Grade of B required to enroll in EDPS 583.

†Must be completed at the 500-level to be applicable toward the Master of Arts in Teaching program.

Classroom Teaching with School Psychological Examiner Certification, MAT

CIP Code: 13.1299

Additional information regarding the Master of Arts in Teaching: Classroom Teaching with School Psychological Examiner Certification program can be found on the School of Teacher Education page.

Prerequisite Courses

EDPS 453/553 - The Exceptional Child Semester Hours: Three
 EDSP 433/533 - Introduction and Methods of Teaching and Inclusion for Students with Cross-Categorical Disabilities and Field Experience Semester Hours: Three 1
Total: 6 Hours

Required Core

ECTA 523 - Integration of Curriculum, Instruction, and Assessment Semester Hours: Three
 OR
 EDTR 413/513 - Trauma Informed Classroom I Semester Hours: Three ***
 EDUC 573 - Applications of Technology Semester Hours: Three
 ETOP 563 - Legal Issues in Regular and Special Education Semester Hours: Three
 ETOP 583 - Perspectives on Diversity in Education Semester Hours: Three
 GRED 543 - Methods of Inquiry I Semester Hours: Three
Total: 15 Hours

Required Content Area Courses

PSYC 553 - Advanced Human Development Semester Hours: Three *
 OR
 COUN 5153 - Advanced Human Development Semester Hours: Three * (for individuals enrolled in CMHC counseling program only)
 OR
 SCED 5153 - Advanced Human Development Semester Hours: Three * (for individuals enrolled in School Counseling program only)
 EDPS 503 - Advanced Theories of Learning and Personality Semester Hours: Three
 EDPS 533 - Personality Assessment of Children, Adolescents, and Adults Semester Hours: Three
 EDPS 543 - Psychological Tests and Measures Semester Hours: Three
 PSYC 563 - Psychology of Normal and Abnormal Personality Semester Hours: Three
 OR
 COUN 5203 - Psychopathology Semester Hours: Three 2 (for individuals enrolled in CMHC counseling program only)
 EDSP 463/563 - Individual Diagnostic Assessment Semester Hours: Three 3
 OR
 COUN 5223 - Assessment and Testing Semester Hours: Three * (for individuals enrolled in CMHC counseling program only)
 OR
 SCED 5223 - Assessment and Testing Semester Hours: Three * (for individuals enrolled in School Counseling program only)
 EDPS 573 - Intelligence Testing Semester Hours: Three **†
 EDPS 583 - Psychological Examiner Internship Semester Hours: Three (minimum of 150 hours)
Total: 24 Hours

Total: 39-45 Hours

Note

GREd 543 is a prerequisite course for students who intend to pursue the Doctor of Education: Leadership in Teaching and Learning program.

**Course included in the Missouri Baptist University Master of Arts degree in School Counseling or Clinical Mental Health Counseling or the previous Master of Arts in Counseling program.*

***Prerequisites: PSYC 553, COUN 5153, or SCED 5153; EDPS 503, GREd 543, EDSP 433/533, EDPS 543; PSYC 563 or COUN 5203; and EDSP 463/563, COUN 5223, or SCED 5223. Students must have successfully completed all of the prerequisites for this course in order to be allowed to enroll.*

****This course is required for students seeking initial teacher certification.*

¹Course required for non-teacher candidates in School Counseling.

²Course required for MA degree in Clinical Mental Health Counseling.

³Must be completed at the 500-level to be applicable toward the Psychological Examiner Certification.

†Grade of B required to enroll in EDPS 583.

Graduate Certificate in Library Media Specialist, GCLMS

CIP Code: 13.1334

Additional information regarding the Graduate Certificate in Library Media Specialist can be found on the School of Teacher Education page.

Required Courses

EDEN 463/563 - Teaching Literature Within the Curriculum Semester Hours: Three 4

LIBR 503 - Foundations of Librarianship Semester Hours: Three

LIBR 513 - Selection and Acquisition Semester Hours: Three

LIBR 523 - Library Media Administration Semester Hours: Three

LIBR 533 - Cataloging and Classification Semester Hours: Three

LIBR 543 - Reference Sources and Services Semester Hours: Three

LIBR 553 - Curriculum and the Library Media Center Semester Hours: Three

LIBR 573 - Research in Library and Information Science Semester Hours: Three

LIBR 583 - Information Technologies Semester Hours: Three

Total: 27 Hours

Note

⁴Course applicable toward Graduate Certificate in Library Media Specialist if completed at the 500-level; if not, LBCL 5703 may be substituted to fulfill the requirements for the Graduate Certificate in Library Media Specialist. (Note: A course in Children's, Adolescent, or Young Adult Literature is required for state certification as a library media specialist.)

For certification, candidates must complete EDUC 201, EDUC 401, EDCL 411/511, and LBCL 5709 and LBCL 5703 at MBU.

Graduate Certificate in Trauma Informed Educator, GCTIE

CIP Code: 13.1299

Additional information regarding graduate certificates can be found on the School of Teacher Education page.

Required Courses

EDTR 413/513 - Trauma Informed Classroom I Semester Hours: Three

EDTR 423/523 - Trauma Informed Classroom II: The Impact and Effects of Trauma Semester Hours: Three

EDTR 433/533 - Trauma Informed Classroom III: Trauma Informed Practices to Build Resilience Semester Hours: Three

EDTR 443/543 - Trauma Informed Classroom IV: Trauma Informed Teams and Schools Semester Hours: Three

Total: 12 Hours

Business Education (Grades 5-9) Certification

CIP Code: 13.1303

NOTE: Middle school candidates may opt to complete certification in one or two concentration areas. In addition, middle school certification may be combined with secondary certification in the same content area, earning subject-specific certification in grades 5-12.

Subject-Specific Certification Requirements:

A 24-credit-hour area of concentration is required for middle school certification. Areas of concentration offered by Missouri Baptist University include Business Education, Language Arts, Mathematics, Science, Social Science, and Speech/Theatre. Candidates pursuing middle/secondary combined certification must satisfy all the subject-specific secondary content area requirements, which will also fulfill the middle school concentration area requirements. Content area courses are undergraduate-only unless otherwise noted. See your advisor for certification requirements.

Professional Requirements

Content Planning and Delivery/Individual Student Needs/Schools and the Teaching Profession

EDUC 201 - Professional Growth and Folio Development I (Must be taken first semester of enrollment) †¹

EDUC 200 - Continuing Portfolio Development for Teacher Candidates (must be enrolled concurrently with EDUC 201) 1

EDUC 203 - Teaching in a Diverse Society †1

EDUC 303 - Methods of Teaching and Differentiated Instruction †¹

ECTA 323 - Curriculum, Assessment, and Data-Based Decision Making 1

EDPS 383 - Psychology of Teaching and Learning †1

EDUC 573 - Applications of Technology Semester Hours: Three †

PSYC 553 - Advanced Human Development Semester Hours: Three

EDUC 401 - Professional Growth and Folio Development II (Must be taken the semester prior to student teaching) †²

EDPS 453/553 - The Exceptional Child Semester Hours: Three

EDRD 423/523 - Integration of Literacy in Content Areas: Seminar and Field Experience
Semester Hours: Three ‡
EDRD 463/563 - Reading and Writing Strategies for Middle and Secondary Content Areas
Semester Hours: Three
EDMS 443/543 - Middle School: Philosophy and Organization Semester Hours: Three
ETOP 423/523 - Classroom and Behavior Management Semester Hours: Three
EDTR 413/513 - Trauma Informed Classroom I Semester Hours: Three (must be taken concurrently with Student Teaching)

Total: 38 Hours

Note(s)

[^]Teacher Education Program Gateway course – requires a grade of B or better (may be repeated once)

[‡] Requires enrollment in EDAS WM7 Watermark 7-Year License as co-requisite/pre-requisite.

¹Undergraduate-only courses required for admission to the Teacher Education Program.

²Undergraduate-only course required in preparation for approval to student teach.

[‡]Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete: EDCL 420/520.

Field and Clinical Experiences

EDCL 211 - Teaching Field Experience I (must be in grades 5-9 in a middle school setting) †‡¹

EDUC 210 - Field Experience I Seminar (must be taken concurrently with EDCL 211) 1

EDCL 411/511 - Teaching Field Experience II Semester Hours: One (must be in grades 5-9, in a middle school setting different grade than EDCL 211) *†[^]

EDUC 410/510 - Field Experience II Seminar (must be taken concurrently with EDCL 411/511) *

EDUC 470 - Student Teaching Professional Development Seminar (must be taken concurrently with Student Teaching)¹

EMCL 5712 - Student Teaching: Middle School Semester Hours: Twelve (must be in grades 5-9)

OR (for those pursuing two middle school concentration areas)

EMCL 5709 - Student Teaching: Middle School Semester Hours: Nine (must be in grades 5-9 in the primary concentration)

EMCL 5703 - Student Teaching: Middle School Semester Hours: Three (must be in grades 5-9 in the add-on concentration)

OR (for those pursuing middle/secondary combined)

EMCL 5709 - Student Teaching: Middle School Semester Hours: Nine (must be in grades 5-9 in a middle school setting)

ESCL 5703 - Student Teaching: Secondary Semester Hours: Three (must be in grades 9-12 in a secondary school setting, different grade level than EDCL 411/511) *

Total: 14 Hours

Note(s)

¹Undergraduate-only courses required for admission to the Teacher Education Program.

[^]Teacher Education Program Gateway course – requires a grade of B or better (may be repeated once)

[‡] Students who transfer in a course for EDCL 211 with a grade of B or better who do not have a MEES evaluation (or equivalent) must take EDCL 200 Transfer Field Experience.¹

[†] Requires enrollment in EDAS WM7 Watermark 7-Year License as corequisite/prerequisite.

^{*}Candidates pursuing middle/secondary combined certification must complete EDCL 411/511 in a secondary school setting.

Instructional Strategies and Techniques in Content Specialty Area

EDMS 403/503 - Teaching Business and Marketing: Seminar and Field Experience Semester Hours: Three

Total: 3 Hours

Content Area Requirements

ACCT 213 - Principles of Financial Accounting

ACCT 223 - Principles of Managerial Accounting

ECON 113 - Macroeconomics

ECON 123 - Microeconomics

BUSN 413 - Business Law: Uniform Commercial Code

BUSN 353 - Communication Strategies in Business

OR

ENGL 433 - Business Writing

6 Hours in Computer/Emerging Technology from the Following

Required Course:

- BCIS 203 - Microsoft Office Suite

One Elective from the Following:

- ITBU 213 - IT Infrastructure
- ITBU 313 - Introduction to Cybersecurity
- ITBU 333 - System Analysis and Design
- ITBU 353 - Data and Information Management
- ITBU 363 - Business Analytics
- BCIS 403/503 - Management Applications of Information Technology Semester Hours: Three *
- BCIS 453 - E-Commerce *

Total: 24 Hours

Note(s)

*Must satisfy prerequisite

Total: 79 Hours

Business Education (Grades 9-12) Certification

CIP Code: 13.1303

NOTE: Secondary school candidates may opt to complete certification in one or two concentration areas. In addition, secondary certification may be combined with middle school certification in the same content area, earning subject-specific certification in grades 5-12. Driver Education is available as an add-on area.

Content areas for secondary certification (9-12) include the following: Biology, Business Education, Chemistry, English, Marketing Education, Mathematics, Social Science, and Speech/Theatre.

Content area courses are undergraduate-only unless otherwise noted.

See your advisor for certification requirements.

Professional Requirements

Content Planning and Delivery/Individual Student Needs/Schools and the Teaching Profession

EDUC 201 - Professional Growth and Folio Development I (Must be taken first semester of enrollment) †^1

EDUC 200 - Continuing Portfolio Development for Teacher Candidates (must be enrolled concurrently with EDUC 201) 1

EDUC 203 - Teaching in a Diverse Society †1

EDUC 303 - Methods of Teaching and Differentiated Instruction †^1

ECTA 323 - Curriculum, Assessment, and Data-Based Decision Making 1

EDPS 383 - Psychology of Teaching and Learning †1

EDUC 573 - Applications of Technology Semester Hours: Three †

PSYC 553 - Advanced Human Development Semester Hours: Three

EDUC 401 - Professional Growth and Folio Development II (Must be taken the semester prior to student teaching) †^2

EDPS 453/553 - The Exceptional Child Semester Hours: Three

EDRD 423/523 - Integration of Literacy in Content Areas: Seminar and Field Experience Semester Hours: Three ‡

EDRD 463/563 - Reading and Writing Strategies for Middle and Secondary Content Areas Semester Hours: Three

ETOP 423/523 - Classroom and Behavior Management Semester Hours: Three

EDTR 413/513 - Trauma Informed Classroom I Semester Hours: Three (must be taken concurrently with Student Teaching)

Total: 35 Hours

Note(s)

[^]Teacher Education Program Gateway course – requires a grade of B or better (may be repeated once)

[†] Requires enrollment in EDAS WM7 Watermark 7-Year License as co-requisite/pre-requisite.

¹ Undergraduate-only courses required for admission to the Teacher Education Program.

² Undergraduate-only course required in preparation for approval to student teach.

³ Undergraduate-only course required in conjunction with Student Teaching.

[‡] Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete: EDCL 420/520.

Field and Clinical Experiences

See your advisor for certification requirements.

EDCL 211 - Teaching Field Experience I (must be in grades 9-12 in a high school setting) †‡^1

EDUC 210 - Field Experience I Seminar (must be taken concurrently with EDCL 211) 1

EDCL 411/511 - Teaching Field Experience II Semester Hours: One (must be in grades 9-12 in a high school setting, different grade than 211)*†^

EDUC 510 - Field Experience II Seminar Semester Hours: Zero (must be taken concurrently with EDCL 411/511)

EDUC 470 - Student Teaching Professional Development Seminar (must be taken concurrently with Student Teaching)1

ESCL 5712 - Student Teaching: Secondary Semester Hours: Twelve (must be in grades 9-12 in a high school setting, different grade than EDCL 211 or EDCL 511)

OR (for those pursuing two secondary content areas)

ESCL 5709 - Student Teaching: Secondary Semester Hours: Nine (must be in grades 9-12 in the primary content area)

ESCL 5703 - Student Teaching: Secondary Semester Hours: Three (must be in grades 9-12 in the add-on content area)

OR (for those pursuing secondary/middle combined)

ESCL 5709 - Student Teaching: Secondary Semester Hours: Three (must be in grades 9-12 in a secondary school setting)

EMCL 5703 - Student Teaching: Middle School Semester Hours: Three (must be in grades 5-9 in a middle school setting, different grade level than EDCL 411/511)*

Total: 14 Hours

Note(s)

1 Undergraduate-only courses

^ Teacher Education Program Gateway course – requires a grade of B or better (may be repeated once)

‡ Students who transfer in a course for EDCL 211 with a grade of B or better who do not have a MEES evaluation (or equivalent) must take EDCL 200 Transfer Field Experience.¹

† Requires enrollment in EDAS WM7 Watermark 7-Year License as co-requisite/pre-requisite.

**Candidates pursuing secondary/middle combined certification must complete EDCL 411/511 in a middle school setting.*

Instructional Strategies and Techniques in Content Specialty Area

EDMS 403/503 - Teaching Business and Marketing: Seminar and Field Experience Semester Hours: Three

Total: 3 Hours

Content Area Requirements

ACCT 213 - Principles of Financial Accounting

ACCT 223 - Principles of Managerial Accounting

ECON 113 - Macroeconomics

ECON 123 - Microeconomics

BUSN 413 - Business Law: Uniform Commercial Code

BUSN 353 - Communication Strategies in Business

OR

ENGL 433 - Business Writing

MGMT 303 - Management Concepts and Practices

MRKT 313 - Introduction to Marketing

EDBM 403/503 - Administration of Business and Marketing Education Programs Semester Hours: Three

6 Hours in Computer/Emerging Technology from the Following

Required Course:

BCIS 203 - Microsoft Office Suite

One Elective from the Following:

BCIS 403/503 - Management Applications of Information Technology Semester Hours: Three *

BCIS 453 - E-Commerce*ITBU 213 - IT Infrastructure

ITBU 313 - Introduction to Cybersecurity

ITBU 333 - System Analysis and Design

ITBU 353 - Data and Information Management

ITBU 363 - Business Analytics

Total: 33 Hours

Note(s)

* Must satisfy prerequisite

Elective in Business, Accounting, Economics, Management, Marketing, or Computer/Emerging Technology

Recommended Electives:

ENTR 303 - Introduction to Entrepreneurship

BUSN 403 - Business in a Global Environment

Total: 3 Hours

Total: 88 Hours

Driver Education (Grades 9-12) Certification

CIP Code: 13.1304

NOTE: The Department of Elementary and Secondary Education (DESE) requires candidates seeking this endorsement to hold certification in an additional content area.

Additional information regarding certification options can be found on the School of Teacher Education page.

Driver Education Required Core

EDDR 403/503 - Driver Education I: Introduction to Safety Education Semester Hours: Three

EDDR 413/513 - Driver Education II: Organization Semester Hours: Three

EDDR 433/533 - Driver Education III: Instruction Semester Hours: Three

EDDR 443/543 - Driver Education IV: Developing Operational Skills (Train the Trainer) Semester Hours: Three

Total: 12 Hours

Early Childhood Education Stand-Alone (Birth-Grade 3) Certification

NOTE: Early Childhood certification is available as both a standalone (Birth through Grade 3) and as a combined program with Elementary Education (Birth through Grade 6) and/or Early Childhood Special Education (Birth through Grade 3 or Grade 6). Requirements for each are shown below:

Professional Requirements

Content Planning and Delivery/Individual Student Needs/Schools and the Teaching Profession

EDUC 201 - Professional Growth and Folio Development I 1 ^ † (Must be taken first semester of enrollment)

EDUC 200 - Continuing Portfolio Development for Teacher Candidates 1 † (Must be enrolled concurrently with EDUC 201)
 EDUC 203 - Teaching in a Diverse Society 1 † (Must be taken with EDUC 201)
 ECTA 323 - Curriculum, Assessment, and Data-Based Decision Making 1
 EDPS 383 - Psychology of Teaching and Learning 1 †
 EDUC 303 - Methods of Teaching and Differentiated Instruction 1 ^ †
 EDUC 573 - Applications of Technology Semester Hours: Three
 PSYC 553 - Advanced Human Development Semester Hours: Three
 EDUC 401 - Professional Growth and Folio Development II 2 (Must be taken the semester prior to student teaching)
 EDPS 453/553 - The Exceptional Child Semester Hours: Three
 EDRD 423/523 - Integration of Literacy in Content Areas: Seminar and Field Experience Semester Hours: Three ‡
 ETOP 423/523 - Classroom and Behavior Management Semester Hours: Three
 EDTR 413/513 - Trauma Informed Classroom I Semester Hours: Three
Total: 32 Hours

Note(s)

¹ Undergraduate-only courses required for admission to the Teacher Education Program.

² Undergraduate-only course required in preparation for approval to student teach.

^ Teacher Education Program Gateway course - requires a grade of B or better (may be repeated once)

† Requires enrollment in EDAS WM7 Watermark 7-Year License as co-requisite/pre-requisite.

‡ Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete: EDCL 420/520 Field Experience with English Language Learners.

Content Knowledge for Teaching/Teaching and Learning Strategies

ECED 413/513 - Language Acquisition of the Young Child Semester Hours: Three
 ECED 443/543 - Diagnostic Procedures in Early Childhood Education Semester Hours: Three
 ECED 453/553 - Role of Movement and Creative Arts in Development of the Young Child: Seminar and Field Experience Semester Hours: Three (includes Pre-K field experience)
 EDRD 433/533 - Foundations of Literacy Instruction for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three
 EDRD 443/543 - Analysis and Correction of Reading Disabilities: Seminar and Field Experience Semester Hours: Three
 EDSP 453/553 - Teaching Remedial Math K-12: Seminar and Field Experience Semester Hours: Three
 ELED 433/533 - Integrated Mathematics Concepts for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three
 ELED 443/543 - Integrated Science Concepts for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three
 ELED 453/553 - Integrated Language Arts Concepts and Children's Literature for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three
 ELED 463/563 - Integrated Concepts in Social Science, Geography, and Economics for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three
Total: 30 Hours

Home-School-Community Relations

ECED 363 - Family and Community Resources 1 (includes infant/toddler field experience)
 ECSP 423/523 - Family Engagement and Partnership Semester Hours: Three
Total: 6 Hours

Program Management

ECED 373 - Health, Nutrition, and Safety of the Young Child 1

ECED 383 - Administration of Early Childhood Programs 1

Total: 6 Hours

Total: 74 Hours

Field and Clinical Experiences

Field and Clinical Experiences: Candidates must have experiences at all levels within their course work (infant/toddler, pre-kindergarten, kindergarten, and grades 1-3)

EDCL 211 - Teaching Field Experience I 1 ^ (must be in grades 1-3)

EDUC 210 - Field Experience I Seminar 1 (must be taken concurrently with EDCL 211)

EDCL 411/511 - Teaching Field Experience II Semester Hours: One

EDUC 410/510 - Field Experience II Seminar (must be taken concurrently with EDCL 411/511)

ECCL 5712 - Student Teaching: Early Childhood Semester Hours: Twelve

EDUC 470 - Student Teaching Professional Development Seminar 1 (must be taken concurrently with ECCL 5712 Student Teaching: Early Childhood or EDCL 4700 CPL Student Teaching MEES Evaluation)

Total: 14 Hours

Total: 88 Hours

Note(s)

¹Undergraduate-only courses

^ Teacher Education Program Gateway course - requires a grade of B or better (may be repeated once)

† Requires enrollment in EDAS WM7 Watermark 7-Year License as co-requisite/pre-requisite.

Early Childhood Education/Early Childhood Special Education Combined (Birth-Grade 3) Certification

NOTE: Early Childhood certification is available as both a standalone (Birth through Grade 3) and as a combined program with Elementary Education (Birth through Grade 6) and/or Early Childhood Special Education (Birth through Grade 3 or Grade 6). Requirements for each are shown below:

Professional Requirements

Content Planning and Delivery/Individual Student Needs/Schools and the Teaching Profession

EDUC 201 - Professional Growth and Folio Development I 1 ^ † (Must be taken first semester of enrollment)

EDUC 200 - Continuing Portfolio Development for Teacher Candidates 1 † (Must be enrolled concurrently with EDUC 201)

EDUC 203 - Teaching in a Diverse Society 1 † (Must be taken with EDUC 201)

ECTA 323 - Curriculum, Assessment, and Data-Based Decision Making 1

EDPS 383 - Psychology of Teaching and Learning 1 †

EDUC 303 - Methods of Teaching and Differentiated Instruction 1 ^ †

EDUC 573 - Applications of Technology Semester Hours: Three

PSYC 553 - Advanced Human Development Semester Hours: Three
 EDUC 401 - Professional Growth and Folio Development II 2 (Must be taken the semester prior to student teaching)
 EDPS 453/553 - The Exceptional Child Semester Hours: Three
 EDRD 423/523 - Integration of Literacy in Content Areas: Seminar and Field Experience Semester Hours: Three ‡
 ETOP 423/523 - Classroom and Behavior Management Semester Hours: Three
 ECSP 403/503 - Introduction to Early Childhood Special Education: Seminar and Field Experience Semester Hours: Three
 ECSP 413/513 - Teaching Young Children with Disabilities: Seminar and Field Experience Semester Hours: Three
 EDSP 413/513 - Language Development and Disorders of the Exceptional Child Semester Hours: Three
 EDSP 463/563 - Individual Diagnostic Assessment Semester Hours: Three 1
 EDTR 413/513 - Trauma Informed Classroom I Semester Hours: Three
Total: 44 Hours

Note(s)

1 *Undergraduate-only courses required for admission to the Teacher Education Program.*
 2 *Undergraduate-only course required in preparation for approval to student teach.*
 ^ *Teacher Education Program Gateway course - requires a grade of B or better (may be repeated once)*
 † *Requires enrollment in EDAS WM7 Watermark 7-Year License as co-requisite/pre-requisite.*
 ‡ *Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete: EDCL 420/520 Field Experience with English Language Learners.*

Content Knowledge for Teaching/Teaching and Learning Strategies/Teaching and Supporting Learning of the Young Child

ECED 413/513 - Language Acquisition of the Young Child Semester Hours: Three
 ECED 443/543 - Diagnostic Procedures in Early Childhood Education Semester Hours: Three
 ECED 453/553 - Role of Movement and Creative Arts in Development of the Young Child: Seminar and Field Experience Semester Hours: Three
 EDSP 453/553 - Teaching Remedial Math K-12: Seminar and Field Experience Semester Hours: Three
 ELED 433/533 - Integrated Mathematics Concepts for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three
 ELED 443/543 - Integrated Science Concepts for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three
 ELED 453/553 - Integrated Language Arts Concepts and Children's Literature for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three
 ELED 463/563 - Integrated Concepts in Social Science, Geography, and Economics for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three
 EDRD 433/533 - Foundations of Literacy Instruction for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three
 EDRD 443/543 - Analysis and Correction of Reading Disabilities: Seminar and Field Experience Semester Hours: Three
Total: 30 Hours

Program Management

ECED 373 - Health, Nutrition, and Safety of the Young Child 1

ECED 383 - Administration of Early Childhood Programs 1

Total: 6 Hours

Home-School-Community Relations

ECED 363 - Family and Community Resources 1 (includes infant/toddler field experience)

ECSP 423/523 - Family Engagement and Partnership Semester Hours: Three

Total: 6 Hours

Total: 86 Hours

Field and Clinical Experiences

Field and Clinical Experiences: Candidates must have experiences at all levels within their course work (infant/toddler, pre-kindergarten, kindergarten, and grades 1-3)

EDCL 211 - Teaching Field Experience I 1 ^ (must be in grades 1-3)

EDUC 210 - Field Experience I Seminar 1 (must be taken concurrently with EDCL 211)

EDCL 411/511 - Teaching Field Experience II Semester Hours: One

EDUC 410/510 - Field Experience II Seminar (must be taken concurrently with EDCL 411/511)

ECCL 5709 - Student Teaching: Early Childhood Semester Hours: Nine

ECSP 5703 - Student Teaching: Early Childhood Special Education Semester Hours: Three

EDUC 470 - Student Teaching Professional Development Seminar Semester Hours: Zero (must be taken concurrently with ECCL 5709 and ECSP 5703)

Total: 14 Hours

Total: 100 Hours

Note(s)

¹ Undergraduate-only courses

^ Teacher Education Program Gateway course - requires a grade of B or better (may be repeated once)

† Requires enrollment in EDAS WM7 Watermark 7-Year License as co-requisite/pre-requisite.

Early Childhood Education/Early Childhood Special Education/Elementary Education (Birth-Grade 3/Grades 1-6) Certification

NOTE: Early Childhood certification is available as both a standalone (Birth through Grade 3) and as a combined program with Elementary Education (Birth through Grade 6) and/or Early Childhood Special Education (Birth through Grade 3 or Grade 6). Requirements for each are shown below:

Professional Requirements

Content Planning and Delivery/Individual Student Needs/Schools and the Teaching Profession

EDUC 201 - Professional Growth and Folio Development I 1 ^ † (Must be taken first semester of enrollment)

EDUC 200 - Continuing Portfolio Development for Teacher Candidates 1 † (Must be enrolled concurrently with EDUC 201)
 EDUC 203 - Teaching in a Diverse Society 1 † (Must be taken with EDUC 201)
 ECTA 323 - Curriculum, Assessment, and Data-Based Decision Making 1
 EDPS 383 - Psychology of Teaching and Learning 1 †
 EDUC 303 - Methods of Teaching and Differentiated Instruction 1 ^ †
 EDUC 573 - Applications of Technology Semester Hours: Three
 PSYC 553 - Advanced Human Development Semester Hours: Three
 EDUC 401 - Professional Growth and Folio Development II 2 (Must be taken the semester prior to student teaching)
 EDPS 453/553 - The Exceptional Child Semester Hours: Three
 EDRD 423/523 - Integration of Literacy in Content Areas: Seminar and Field Experience Semester Hours: Three ‡
 ETOP 423/523 - Classroom and Behavior Management Semester Hours: Three
 EDTR 413/513 - Trauma Informed Classroom I Semester Hours: Three
 ECSP 403/503 - Introduction to Early Childhood Special Education: Seminar and Field Experience Semester Hours: Three
 ECSP 413/513 - Teaching Young Children with Disabilities: Seminar and Field Experience Semester Hours: Three
 ECSP 423/523 - Family Engagement and Partnership Semester Hours: Three
 EDSP 463/563 - Individual Diagnostic Assessment Semester Hours: Three
Total: 44 Hours

Note(s)

- 1 *Undergraduate-only courses required for admission to the Teacher Education Program.*
 - 2 *Undergraduate-only course required in preparation for approval to student teach.*
- ^ *Teacher Education Program Gateway course - requires a grade of B or better (may be repeated once)*
 † *Requires enrollment in EDAS WM7 Watermark 7-Year License as co-requisite/pre-requisite.*
 ‡ *Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete: EDCL 420/520 Field Experience with English Language Learners.*

Content Knowledge for Teaching/Teaching and Learning Strategies/Teaching and Supporting Learning of the Young Child

ECED 413/513 - Language Acquisition of the Young Child Semester Hours: Three
 ECED 443/543 - Diagnostic Procedures in Early Childhood Education Semester Hours: Three
 ECED 453/553 - Role of Movement and Creative Arts in Development of the Young Child: Seminar and Field Experience Semester Hours: Three (includes Pre-K field experience)
 EDRD 433/533 - Foundations of Literacy Instruction for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three
 EDRD 443/543 - Analysis and Correction of Reading Disabilities: Seminar and Field Experience Semester Hours: Three
 EDSP 413/513 - Language Development and Disorders of the Exceptional Child Semester Hours: Three
 EDSP 453/553 - Teaching Remedial Math K-12: Seminar and Field Experience Semester Hours: Three
 ELED 433/533 - Integrated Mathematics Concepts for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three
 ELED 443/543 - Integrated Science Concepts for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three
 ELED 453/553 - Integrated Language Arts Concepts and Children's Literature for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three

ELED 463/563 - Integrated Concepts in Social Science, Geography, and Economics for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three
Total: 33 Hours

Home-School-Community Relations

ECED 363 - Family and Community Resources Semester Hours: Three¹ (includes infant/toddler field experience)
ECSP 423/523 - Family Engagement and Partnership Semester Hours: Three
Total: 6 Hours

Program Management

ECED 373 - Health, Nutrition, and Safety of the Young Child 1
ECED 383 - Administration of Early Childhood Programs 1
Total: 6 Hours

Total: 86 Hours

Field and Clinical Experiences

Field and Clinical Experiences: Candidates must have experiences at all levels within their course work (infant/toddler, pre-kindergarten, kindergarten, and grades 1-3)

EDCL 211 - Teaching Field Experience I 1 [^] (must be in grades 4-6)
EDUC 210 - Field Experience I Seminar 1 (must be taken concurrently with EDCL 211)
EDCL 411/511 - Teaching Field Experience II Semester Hours: One (must be in kindergarten)
EDUC 410/510 - Field Experience II Seminar (must be taken concurrently with EDCL 411/511)
ECEL 5709 - Student Teaching: Early Childhood/Elementary (Grades 1-3) Semester Hours: Nine (must be in grades 1-3)
ECSP 5703 - Student Teaching: Early Childhood Special Education Semester Hours: Three (must be in pre-K special education)
EDUC 470 - Student Teaching Professional Development Seminar Semester Hours: Zero (must be taken concurrently with ELCL 5709 and ECSP 5703)
Total: 14 Hours

Total: 100 Hours

Note(s)

¹ Undergraduate-only courses

[^] Teacher Education Program Gateway course - requires a grade of B or better (may be repeated once)

[†] Requires enrollment in EDAS WM7 Watermark 7-Year License as co-requisite/pre-requisite.

Early Childhood Education/Elementary Education Combined (Birth-Grade 3/Grades 1-6) Certification

NOTE: Early Childhood certification is available as both a standalone (Birth through Grade 3) and as a combined program with Elementary Education (Birth through Grade 6) and/or Early Childhood Special Education (Birth through Grade 3 or Grade 6). Requirements for each are shown below:

Professional Requirements

Content Planning and Delivery/Individual Student Needs/Schools and the Teaching Profession

EDUC 201 - Professional Growth and Folio Development I 1 ^ † (Must be taken first semester of enrollment)

EDUC 200 - Continuing Portfolio Development for Teacher Candidates 1 † (Must be enrolled concurrently with EDUC 201)

EDUC 203 - Teaching in a Diverse Society 1 † (Must be taken with EDUC 201)

ECTA 323 - Curriculum, Assessment, and Data-Based Decision Making 1

EDPS 383 - Psychology of Teaching and Learning 1 †

EDUC 303 - Methods of Teaching and Differentiated Instruction 1 ^ †

EDUC 573 - Applications of Technology Semester Hours: Three †

PSYC 553 - Advanced Human Development Semester Hours: Three

EDUC 401 - Professional Growth and Folio Development II 2 (Must be taken the semester prior to student teaching)

EDPS 453/553 - The Exceptional Child Semester Hours: Three

EDRD 423/523 - Integration of Literacy in Content Areas: Seminar and Field Experience Semester Hours: Three ‡

ETOP 423/523 - Classroom and Behavior Management Semester Hours: Three

EDTR 413/513 - Trauma Informed Classroom I Semester Hours: Three

Total: 32 Hours

Note(s)

1 *Undergraduate-only courses required for admission to the Teacher Education Program.*

2 *Undergraduate-only course required in preparation for approval to student teach.*

^ *Teacher Education Program Gateway course - requires a grade of B or better (may be repeated once)*

† *Requires enrollment in EDAS WM7 Watermark 7-Year License as co-requisite/pre-requisite.*

‡ *Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete: **EDCL 420/520 Field Experience with English Language Learners.***

Content Knowledge for Teaching/Teaching and Learning Strategies

ECED 413/513 - Language Acquisition of the Young Child Semester Hours: Three

ECED 443/543 - Diagnostic Procedures in Early Childhood Education Semester Hours: Three

ECED 453/553 - Role of Movement and Creative Arts in Development of the Young Child:

Seminar and Field Experience Semester Hours: Three

EDRD 433/533 - Foundations of Literacy Instruction for Early Childhood/Elementary: Seminar

and Field Experience Semester Hours: Three

EDRD 443/543 - Analysis and Correction of Reading Disabilities: Seminar and Field Experience

Semester Hours: Three

EDSP 453/553 - Teaching Remedial Math K-12: Seminar and Field Experience Semester Hours: Three

ELED 433/533 - Integrated Mathematics Concepts for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three

ELED 443/543 - Integrated Science Concepts for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three

ELED 453/553 - Integrated Language Arts Concepts and Children's Literature for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three

ELED 463/563 - Integrated Concepts in Social Science, Geography, and Economics for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three
Total: 30 Hours

Home-School-Community Relations

ECED 363 - Family and Community Resources 1 (includes infant/toddler field experience)
ECSP 423/523 - Family Engagement and Partnership Semester Hours: Three
Total: 6 Hours

Program Management

ECED 373 - Health, Nutrition, and Safety of the Young Child 1
ECED 383 - Administration of Early Childhood Programs 1
Total: 6 Hours

Total: 74 Hours

Field and Clinical Experiences

Field and Clinical Experiences: Candidates must have experiences at all levels within their course work (infant/toddler, pre-kindergarten, kindergarten, and grades 1-3)

EDCL 211 - Teaching Field Experience I 1 ^ † (must be in grades 4-6)
EDUC 210 - Field Experience I Seminar 1 (must be taken concurrently with EDCL 211)
EDCL 411/511 - Teaching Field Experience II Semester Hours: One ^ (must be in kindergarten)
EDUC 410/510 - Field Experience II Seminar (must be taken concurrently with EDCL 411/511)
ECEL 5712 - Student Teaching: Early Childhood/Elementary (Grades 1-3) Semester Hours: Twelve (must be in grades 1-3)
EDUC 470 - Student Teaching Professional Development Seminar Semester Hours: Zero (must be taken concurrently with ECEL 5712)
Total: 14 Hours

Total: 88 Hours

Note(s)

¹ Undergraduate-only courses

^ Teacher Education Program Gateway course - requires a grade of B or better (may be repeated once)

† Requires enrollment in EDAS WM7 Watermark 7-Year License as co-requisite/pre-requisite.

Early Childhood Special Education/Early Childhood Education Combined (Birth-Grade 3) Certification

NOTE: Early Childhood Special Education certification is available as both a stand-alone (Birth through Grade 3) and as a combined major with Early Childhood Education or Early Childhood/Elementary Education (Birth through Grade 3 or Grade 6).

Professional Requirements

Content Planning and Delivery/Individual Student Needs/Schools and the Teaching Profession

EDUC 201 - Professional Growth and Folio Development I 1 ^ † (Must be taken first semester of enrollment)

EDUC 200 - Continuing Portfolio Development for Teacher Candidates 1 † (Must be enrolled concurrently with EDUC 201)

EDUC 203 - Teaching in a Diverse Society 1 † (Must be taken with EDUC 201)

ECTA 323 - Curriculum, Assessment, and Data-Based Decision Making 1

EDPS 383 - Psychology of Teaching and Learning 1 †

EDUC 303 - Methods of Teaching and Differentiated Instruction 1 ^ †

EDUC 573 - Applications of Technology Semester Hours: Three

PSYC 553 - Advanced Human Development Semester Hours: Three

EDUC 401 - Professional Growth and Folio Development II 2 (Must be taken the semester prior to student teaching)

EDPS 453/553 - The Exceptional Child Semester Hours: Three

EDRD 423/523 - Integration of Literacy in Content Areas: Seminar and Field Experience Semester Hours: Three ‡

ETOP 423/523 - Classroom and Behavior Management Semester Hours: Three

ECED 363 - Family and Community Resources 1 (includes infant/toddler field experience)

ECSP 403/503 - Introduction to Early Childhood Special Education: Seminar and Field Experience Semester Hours: Three

ECSP 413/513 - Teaching Young Children with Disabilities: Seminar and Field Experience Semester Hours: Three

ECSP 423/523 - Family Engagement and Partnership Semester Hours: Three

EDSP 463/563 - Individual Diagnostic Assessment Semester Hours: Three

EDTR 413/513 - Trauma Informed Classroom I Semester Hours: Three

Total: 47 Hours

Note(s)

1 *Undergraduate-only courses required for admission to the Teacher Education Program.*

2 *Undergraduate-only course required in preparation for approval to student teach.*

^ *Teacher Education Program Gateway course - requires a grade of B or better (may be repeated once)*

† *Requires enrollment in EDAS WM7 Watermark 7-Year License as co-requisite/pre-requisite.*

‡ *Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete: EDCL 420/520 Field Experience with English Language Learners.*

Content Knowledge for Teaching/Teaching and Learning Strategies/Teaching and Supporting Learning of the Young Child

ECED 413/513 - Language Acquisition of the Young Child Semester Hours: Three

ECED 443/543 - Diagnostic Procedures in Early Childhood Education Semester Hours: Three

ECED 453/553 - Role of Movement and Creative Arts in Development of the Young Child: Seminar and Field Experience Semester Hours: Three

EDRD 433/533 - Foundations of Literacy Instruction for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three

EDRD 443/543 - Analysis and Correction of Reading Disabilities: Seminar and Field Experience Semester Hours: Three

EDSP 413/513 - Language Development and Disorders of the Exceptional Child Semester Hours: Three

EDSP 453/553 - Teaching Remedial Math K-12: Seminar and Field Experience Semester Hours: Three
ELED 433/533 - Integrated Mathematics Concepts for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three
ELED 443/543 - Integrated Science Concepts for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three
ELED 453/553 - Integrated Language Arts Concepts and Children's Literature for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three
ELED 463/563 - Integrated Concepts in Social Science, Geography, and Economics for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three
Total: 33 Hours

Program Management

ECED 373 - Health, Nutrition, and Safety of the Young Child 1
ECED 383 - Administration of Early Childhood Programs 1
Total: 6 Hours

Total: 86 Hours

Field and Clinical Experiences

Field and Clinical Experiences: Candidates must have experiences at all levels within their course work (infant/toddler, pre-kindergarten, kindergarten, and grades 1-3)

EDCL 211 - Teaching Field Experience I 1 ^ (must be in grades 1-3)
EDUC 210 - Field Experience I Seminar 1 (must be taken concurrently with EDCL 211)
EDCL 411/511 - Teaching Field Experience II Semester Hours: One (kindergarten)
EDUC 410/510 - Field Experience II Seminar (must be taken concurrently with EDCL 411/511)
ECSP 5709 - Student Teaching: Early Childhood Special Education Semester Hours: Nine (pre-K early childhood special education setting)
ECCL 5703 - Student Teaching: Early Childhood Semester Hours: Three (grades 1-3, different grade level than EDCL 211)
EDUC 470 - Student Teaching Professional Development Seminar Semester Hours: Zero (must be taken concurrently with ECSP 5709 and ECCL 5703)
Total: 14 Hours

Total: 100 Hours

Note(s)

¹ Undergraduate-only courses

[^] Teacher Education Program Gateway course - requires a grade of B or better (may be repeated once)

[†] Requires enrollment in EDAS WM7 Watermark 7-Year License as co-requisite/pre-requisite.

Early Childhood Special Education Stand-Alone (Birth-Grade 3) Certification

NOTE: Early Childhood Special Education certification is available as both a stand-alone (Birth through Grade 3) and as a combined major with Early Childhood Education or Early Childhood/Elementary Education (Birth through Grade 3 or Grade 6).

Professional Requirements

Content Planning and Delivery/Individual Student Needs/Schools and the Teaching Profession

EDUC 201 - Professional Growth and Folio Development I 1 ^ † (Must be taken first semester of enrollment)

EDUC 200 - Continuing Portfolio Development for Teacher Candidates 1 † (Must be enrolled concurrently with EDUC 201)

EDUC 203 - Teaching in a Diverse Society 1 † (Must be taken with EDUC 201)

ECTA 323 - Curriculum, Assessment, and Data-Based Decision Making 1

EDPS 383 - Psychology of Teaching and Learning 1 †

EDUC 303 - Methods of Teaching and Differentiated Instruction 1 ^ †

EDUC 573 - Applications of Technology Semester Hours: Three

PSYC 553 - Advanced Human Development Semester Hours: Three

EDUC 401 - Professional Growth and Folio Development II 2 (Must be taken the semester prior to student teaching)

EDPS 453/553 - The Exceptional Child Semester Hours: Three

EDRD 423/523 - Integration of Literacy in Content Areas: Seminar and Field Experience Semester Hours: Three ‡

ETOP 423/523 - Classroom and Behavior Management Semester Hours: Three

EDTR 413/513 - Trauma Informed Classroom I Semester Hours: Three

ECSP 403/503 - Introduction to Early Childhood Special Education: Seminar and Field Experience Semester Hours: Three

ECSP 413/513 - Teaching Young Children with Disabilities: Seminar and Field Experience Semester Hours: Three

EDSP 463/563 - Individual Diagnostic Assessment Semester Hours: Three

Total: 41 Hours

Note(s)

1 Undergraduate-only courses required for admission to the Teacher Education Program.

2 Undergraduate-only course required in preparation for approval to student teach.

^ Teacher Education Program Gateway course - requires a grade of B or better (may be repeated once)

† Requires enrollment in EDAS WM7 Watermark 7-Year License as co-requisite/pre-requisite.

‡ Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete: **EDCL 420/520 Field Experience with English Language Learners.**

Content Knowledge for Teaching/Teaching and Learning Strategies/Teaching and Supporting Learning of the Young Child

ECED 413/513 - Language Acquisition of the Young Child Semester Hours: Three

ECED 443/543 - Diagnostic Procedures in Early Childhood Education Semester Hours: Three

ECED 453/553 - Role of Movement and Creative Arts in Development of the Young Child: Seminar and Field Experience Semester Hours: Three

EDRD 433/533 - Foundations of Literacy Instruction for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three

EDRD 443/543 - Analysis and Correction of Reading Disabilities: Seminar and Field Experience Semester Hours: Three

EDSP 413/513 - Language Development and Disorders of the Exceptional Child Semester Hours: Three

EDSP 453/553 - Teaching Remedial Math K-12: Seminar and Field Experience Semester Hours: Three

ELED 433/533 - Integrated Mathematics Concepts for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three

ELED 443/543 - Integrated Science Concepts for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three

ELED 453/553 - Integrated Language Arts Concepts and Children's Literature for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three

ELED 463/563 - Integrated Concepts in Social Science, Geography, and Economics for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three

Total: 33 Hours

Home-School-Community Relations

ECED 3631 - Family and Community Resources Semester Hours: Three (includes infant/toddler field experience)

ECSP 423/523 - Family Engagement and Partnership Semester Hours: Three

Total: 6 Hours

Program Management

ECED 373 - Health, Nutrition, and Safety of the Young Child 1

ECED 383 - Administration of Early Childhood Programs 1

Total: 6 Hours

Total: 86Hours

Field and Clinical Experiences

Field and Clinical Experiences: Candidates must have experiences at all levels within their course work (infant/toddler, pre-kindergarten, kindergarten, and grades 1-3)

EDCL 211 - Teaching Field Experience I 1 ^ (special education, grades 1-3)

EDUC 210 - Field Experience I Seminar 1 (must be taken concurrently with EDCL 211)

EDCL 411/511 - Teaching Field Experience II Semester Hours: One (special education, kindergarten)

EDUC 410/510 - Field Experience II Seminar (must be taken concurrently with EDCL 411/511)

ECSP 5712 - Student Teaching: Early Childhood Special Education Semester Hours: Twelve

EDUC 470 - Student Teaching Professional Development Seminar Semester Hours: Zero (must be taken concurrently with ECSP 5712)

Total: 14 Hours

Total: 100 Hours

Note(s)

¹ Undergraduate-only courses

[^] Teacher Education Program Gateway course - requires a grade of B or better (may be repeated once)

[†] Requires enrollment in EDAS WM7 Watermark 7-Year License as co-requisite/pre-requisite.

Elementary Education Stand-Alone (Grades 1-6) Certification

NOTE: This certification may be combined with Early Childhood, earning certification from Birth through Grade 6 (See Early Childhood section). The Elementary Education certification may also be combined with Special Education Cross-Categorical Disabilities Certification for grades

Kindergarten-12 in special education settings and a general elementary education certification in grades 1-6 (See Special Education Cross-Categorical Disabilities Certification section).

Professional Requirements

Content Planning and Delivery/Individual Student Needs/Schools and the Teaching Profession

EDUC 201 - Professional Growth and Folio Development I 1 ^ † (Must be taken first semester of enrollment)

EDUC 200 - Continuing Portfolio Development for Teacher Candidates 1 † (Must be enrolled concurrently with EDUC 201)

EDUC 203 - Teaching in a Diverse Society 1 † (Must be taken with EDUC 201)

ECTA 323 - Curriculum, Assessment, and Data-Based Decision Making 1

EDPS 383 - Psychology of Teaching and Learning 1 †

EDUC 303 - Methods of Teaching and Differentiated Instruction 1 ^ †

EDUC 573 - Applications of Technology Semester Hours: Three

PSYC 553 - Advanced Human Development Semester Hours: Three

EDUC 401 - Professional Growth and Folio Development II 2 (Must be taken the semester prior to student teaching)

EDPS 453/553 - The Exceptional Child Semester Hours: Three

EDRD 423/523 - Integration of Literacy in Content Areas: Seminar and Field Experience Semester Hours: Three ‡

ETOP 423/523 - Classroom and Behavior Management Semester Hours: Three

EDTR 413/513 - Trauma Informed Classroom I Semester Hours: Three

Total: 32 Hours

Note(s)

1 Undergraduate-only courses required for admission to the Teacher Education Program.

2 Undergraduate-only course required in preparation for approval to student teach.

^ Teacher Education Program Gateway course - requires a grade of B or better (may be repeated once)

† Requires enrollment in EDAS WM7 Watermark 7-Year License as co-requisite/pre-requisite.

‡ Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete: **EDCL 420/520 Field Experience with English Language Learners.**

Teaching/Teaching and Learning Strategies

ECED 413/513 - Language Acquisition of the Young Child Semester Hours: Three

EDRD 433/533 - Foundations of Literacy Instruction for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three

EDRD 443/543 - Analysis and Correction of Reading Disabilities: Seminar and Field Experience Semester Hours: Three

EDSP 453/553 - Teaching Remedial Math K-12: Seminar and Field Experience Semester Hours: Three

ELED 433/533 - Integrated Mathematics Concepts for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three

ELED 443/543 - Integrated Science Concepts for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three

ELED 453/553 - Integrated Language Arts Concepts and Children's Literature for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three

ELED 463/563 - Integrated Concepts in Social Science, Geography, and Economics for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three

Total: 24 Hours

Total: 56 Hours

Field and Clinical Experiences

EDCL 211 - Teaching Field Experience I 1 ^ † (grades 1-3)

EDUC 210 - Field Experience I Seminar 1 (must be taken concurrently with EDCL 211)

EDCL 411/511 - Teaching Field Experience II Semester Hours: One (must be in grades 1-6, different grade than EDCL 211)

EDUC 410/510 - Field Experience II Seminar

ELCL 5712 - Student Teaching: Elementary Semester Hours: Twelve (must be in grades 1-6, different grade than EDCL 211 or EDCL 411)

EDUC 470 - Student Teaching Professional Development Seminar Semester Hours: Zero (must be taken concurrently with ELCL 5712)

Total: 14 Hours

Total: 70 Hours

Note(s)

1 Undergraduate-only courses

^ Teacher Education Program Gateway course - requires a grade of B or better (may be repeated once)

† Requires enrollment in EDAS WM7 Watermark 7-Year License as co-requisite/pre-requisite.

Elementary Education/Special Education Cross-Categorical Disabilities Mild/Moderate (Grades 1-6/K-12) Certification

NOTE: This certification may be combined with Early Childhood, earning certification from Birth through Grade 6 (See Early Childhood section). The Elementary Education certification may also be combined with Special Education Cross-Categorical Disabilities Certification for grades Kindergarten-12 in special education settings and a general elementary education certification in grades 1-6 (See Special Education Cross-Categorical Disabilities Certification section).

Students must pass both the Missouri Content Assessment (MoCA) for Mild-Moderate Cross-Categorical and all four subtests of the Elementary Education Multi-Content exam (English/language arts, mathematics, science, and social studies).

Professional Requirements

Content Planning and Delivery/Individual Student Needs/Schools and the Teaching Profession

EDUC 201 - Professional Growth and Folio Development I 1 ^ † (Must be taken first semester of enrollment)

EDUC 200 - Continuing Portfolio Development for Teacher Candidates 1 † (Must be enrolled concurrently with EDUC 201)

EDUC 203 - Teaching in a Diverse Society 1 † (Must be taken with EDUC 201)

ECTA 323 - Curriculum, Assessment, and Data-Based Decision Making 1

EDPS 383 - Psychology of Teaching and Learning 1 †

EDUC 303 - Methods of Teaching and Differentiated Instruction 1 ^ †

EDUC 573 - Applications of Technology Semester Hours: Three

PSYC 553 - Advanced Human Development Semester Hours: Three
 EDUC 401 - Professional Growth and Folio Development II 2 (Must be taken the semester prior to student teaching)
 EDPS 453/553 - The Exceptional Child Semester Hours: Three
 EDRD 423/523 - Integration of Literacy in Content Areas: Seminar and Field Experience Semester Hours: Three ‡
 ETOP 423/523 - Classroom and Behavior Management Semester Hours: Three
 EDTR 413/513 - Trauma Informed Classroom I Semester Hours: Three
 EDSP 433/533 - Introduction and Methods of Teaching and Inclusion for Students with Cross-Categorical Disabilities and Field Experience Semester Hours: Three
 EDSP 463/563 - Individual Diagnostic Assessment Semester Hours: Three
 HUED 443/543 - Transition/Career Development and Vocational Education Semester Hours: Three
 EDSP 413/513 - Language Development and Disorders of the Exceptional Child Semester Hours: Three
 ECSP 423/523 - Family Engagement and Partnership Semester Hours: Three
Total: 47 Hours

Note(s)

1 *Undergraduate-only courses required for admission to the Teacher Education Program.*
 2 *Undergraduate-only course required in preparation for approval to student teach.*
 ^ *Teacher Education Program Gateway course - requires a grade of B or better (may be repeated once)*
 † *Requires enrollment in EDAS WM7 Watermark 7-Year License as co-requisite/pre-requisite.*
 ‡ *Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete: EDCL 420/520 Field Experience with English Language Learners.*

Content Knowledge for Teaching/Teaching and Learning Strategies

ECED 413/513 - Language Acquisition of the Young Child Semester Hours: Three
 EDRD 433/533 - Foundations of Literacy Instruction for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three
 EDRD 443/543 - Analysis and Correction of Reading Disabilities: Seminar and Field Experience Semester Hours: Three
 EDRD 463/563 - Reading and Writing Strategies for Middle and Secondary Content Areas Semester Hours: Three
 EDSP 453/553 - Teaching Remedial Math K-12: Seminar and Field Experience Semester Hours: Three
 ELED 433/533 - Integrated Mathematics Concepts for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three
 ELED 443/543 - Integrated Science Concepts for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three
 ELED 453/553 - Integrated Language Arts Concepts and Children's Literature for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three
 ELED 463/563 - Integrated Concepts in Social Science, Geography, and Economics for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three
Total: 27 Hours

Total: 74 Hours

Field and Clinical Experiences

EDCL 211 - Teaching Field Experience I 1 ^ † (elementary school setting, regular education)
 EDUC 210 - Field Experience I Seminar 1 (must be taken concurrently with EDCL 211)

EDCL 411/511 - Teaching Field Experience II Semester Hours: One
EDUC 410/510 - Field Experience II Seminar (must be taken concurrently with EDCL 411/511)
ELCL 5709 - Student Teaching: Elementary Semester Hours: Nine (must be in regular education classroom setting, grades 1-6, different grade than EDCL 211)
EDSP 5703 - Student Teaching: Cross-Categorical Disabilities Semester Hours: Three (must be in cross-categorical disabilities classroom setting, grades K-12, different grade level than EDCL 411)
EDUC 470 - Student Teaching Professional Development Seminar Semester Hours: Zero (must be taken concurrently with ELCL 5709 and EDSP 5703)
Total: 14 Hours

Total: 88 Hours

Note(s)

¹ Undergraduate-only courses

[^] Teacher Education Program Gateway course - requires a grade of B or better (may be repeated once)

[†] Requires enrollment in EDAS WM7 Watermark 7-Year License as co-requisite/pre-requisite.

English (Grades 9-12) Certification

CIP Code: 13.1305

NOTE: Secondary school candidates may opt to complete certification in one or two concentration areas. In addition, secondary certification may be combined with middle school certification in the same content area, earning subject-specific certification in grades 5-12. Driver Education is available as an add-on area.

Content areas for secondary certification (9-12) include the following: Biology, Business Education, Chemistry, English, Marketing Education, Mathematics, Social Science, and Speech/Theatre.

Content area courses are undergraduate-only unless otherwise noted.

See your advisor for certification requirements.

Professional Requirements

Content Planning and Delivery/Individual Student Needs/Schools and the Teaching Profession

EDUC 201 - Professional Growth and Folio Development I (Must be taken first semester of enrollment) ^{†^1}

EDUC 200 - Continuing Portfolio Development for Teacher Candidates (must be enrolled concurrently with EDUC 201) ¹

EDUC 203 - Teaching in a Diverse Society ^{†1}

EDUC 303 - Methods of Teaching and Differentiated Instruction ^{†^1}

ECTA 323 - Curriculum, Assessment, and Data-Based Decision Making ¹

EDPS 383 - Psychology of Teaching and Learning ^{†1}

EDUC 573 - Applications of Technology Semester Hours: Three [†]

PSYC 553 - Advanced Human Development Semester Hours: Three

EDUC 401 - Professional Growth and Folio Development II (Must be taken the semester prior to student teaching) ^{†^2}

EDPS 453/553 - The Exceptional Child Semester Hours: Three

EDRD 423/523 - Integration of Literacy in Content Areas: Seminar and Field Experience
 Semester Hours: Three ‡
 EDRD 463/563 - Reading and Writing Strategies for Middle and Secondary Content Areas
 Semester Hours: Three
 ETOP 423/523 - Classroom and Behavior Management Semester Hours: Three
 EDTR 413/513 - Trauma Informed Classroom I Semester Hours: Three (must be taken
 concurrently with Student Teaching)
Total: 35 Hours

Note(s)

[^]Teacher Education Program Gateway course – requires a grade of B or better (may be repeated once)
[†] Requires enrollment in EDAS WM7 Watermark 7-Year License as co-requisite/pre-requisite.
 1Undergraduate-only courses required for admission to the Teacher Education Program.
 2Undergraduate-only course required in preparation for approval to student teach.
 3Undergraduate-only course required in conjunction with Student Teaching.
 ‡Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete: EDCL 420/520.

Field and Clinical Experiences

See your advisor for certification requirements.

EDCL 211 - Teaching Field Experience I (must be in grades 9-12 in a high school setting) †‡[^]1
 EDUC 210 - Field Experience I Seminar (must be taken concurrently with EDCL 211) 1
 EDCL 411/511 - Teaching Field Experience II Semester Hours: One (must be in grades 9-12 in a high school setting, different grade than 211)*†[^]
 EDUC 510 - Field Experience II Seminar Semester Hours: Zero (must be taken concurrently with EDCL 411/511)
 EDUC 470 - Student Teaching Professional Development Seminar (must be taken concurrently with Student Teaching)1
 ESCL 5712 - Student Teaching: Secondary Semester Hours: Twelve (must be in grades 9-12 in a high school setting, different grade than EDCL 211 or EDCL 511)
OR (for those pursuing two secondary content areas)
 ESCL 5709 - Student Teaching: Secondary Semester Hours: Nine (must be in grades 9-12 in the primary content area)
 ESCL 5703 - Student Teaching: Secondary Semester Hours: Three (must be in grades 9-12 in the add-on content area)
OR (for those pursuing secondary/middle combined)
 ESCL 5709 - Student Teaching: Secondary Semester Hours: Three (must be in grades 9-12 in a secondary school setting)
 EMCL 5703 - Student Teaching: Middle School Semester Hours: Three (must be in grades 5-9 in a middle school setting, different grade level than EDCL 411/511)*
Total: 14 Hours

Note(s)

1Undergraduate-only courses
[^]Teacher Education Program Gateway course – requires a grade of B or better (may be repeated once)
 ‡ Students who transfer in a course for EDCL 211 with a grade of B or better who do not have a MEES evaluation (or equivalent) must take EDCL 200 Transfer Field Experience.¹
 † Requires enrollment in EDAS WM7 Watermark 7-Year License as co-requisite/pre-requisite.
 *Candidates pursuing secondary/middle combined certification must complete EDCL 411/511 in a middle school setting.

Instructional Strategies and Techniques in Content Specialty Area

EDEN 453/553 - Teaching Language Arts and Composition in Grades 5-12: Seminar and Field Experience Semester Hours: Three
Total: 3 Hours

Content Area Requirements

ENGL 283 - Techniques for Writing Tutorials
ENGL 113 - English Composition I
ENGL 123 - English Composition II
ENGL 453/553 - History of the English Language Semester Hours: Three
ENGL 473 - Advanced Grammar

ENGL 333A - American Literature I (Colonial America to 1865)

OR

ENGL 333B - American Literature II (1865 to 1945)\

OR

ENGL 333C - American Literature III (1945 to Present)

ENGL 463/563 - Multicultural Literature Semester Hours: Three

EDEN 463/563 - Teaching Literature Within the Curriculum Semester Hours: Three

ENGL 353A - British Literature I (Middle Ages through the Restoration)

ENGL 353B - British Literature II (1800 to the present)

3 Hours from the Following

ENGL 443 - Research and Writing
COEN 223 - Basic Reporting and Writing for Journalism
ENGL 403 - Non-Fiction Writing
ENGL 413 - Creative Writing
ENGL 433 - Business Writing
Total: 33 Hours

Total: 85 Hours

General Science (Grades 5-9) Certification

CIP Code: 13.1316

NOTE: Middle school candidates may opt to complete certification in one or two concentration areas. In addition, middle school certification may be combined with secondary certification in the same content area, earning subject-specific certification in grades 5-12.

Subject-Specific Certification Requirements:

A 24-credit-hour area of concentration is required for middle school certification. Areas of concentration offered by Missouri Baptist University include Business Education, Language Arts, Mathematics, Science, Social Science, and Speech/Theatre. Candidates pursuing middle/secondary combined certification must satisfy all the subject-specific secondary content area requirements, which will also fulfill the middle school concentration area requirements.

Content area courses are undergraduate-only unless otherwise noted.

See your advisor for certification requirements.

Professional Requirements

Content Planning and Delivery/Individual Student Needs/Schools and the Teaching Profession

EDUC 201 - Professional Growth and Folio Development I (Must be taken first semester of enrollment) †^1

EDUC 200 - Continuing Portfolio Development for Teacher Candidates (must be enrolled concurrently with EDUC 201) 1

EDUC 203 - Teaching in a Diverse Society †1

EDUC 303 - Methods of Teaching and Differentiated Instruction †^1

ECTA 323 - Curriculum, Assessment, and Data-Based Decision Making 1

EDPS 383 - Psychology of Teaching and Learning †1

EDUC 573 - Applications of Technology Semester Hours: Three †

PSYC 553 - Advanced Human Development Semester Hours: Three

EDUC 401 - Professional Growth and Folio Development II (Must be taken the semester prior to student teaching) †^2

EDPS 453/553 - The Exceptional Child Semester Hours: Three

EDRD 423/523 - Integration of Literacy in Content Areas: Seminar and Field Experience Semester Hours: Three ‡

EDRD 463/563 - Reading and Writing Strategies for Middle and Secondary Content Areas Semester Hours: Three

EDMS 443/543 - Middle School: Philosophy and Organization Semester Hours: Three

ETOP 423/523 - Classroom and Behavior Management Semester Hours: Three

EDTR 413/513 - Trauma Informed Classroom I Semester Hours: Three (must be taken concurrently with Student Teaching)

Total: 38 Hours

Note(s)

[^]Teacher Education Program Gateway course – requires a grade of B or better (may be repeated once)

[†] Requires enrollment in EDAS WM7 Watermark 7-Year License as co-requisite/pre-requisite.

¹ Undergraduate-only courses required for admission to the Teacher Education Program.

² Undergraduate-only course required in preparation for approval to student teach.

[‡] Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete: EDCL 420/520.

Field and Clinical Experiences

EDCL 211 - Teaching Field Experience I (must be in grades 5-9 in a middle school setting) †‡^1

EDUC 210 - Field Experience I Seminar (must be taken concurrently with EDCL 211) 1

EDCL 411/511 - Teaching Field Experience II Semester Hours: One (must be in grades 5-9, in a middle school setting different grade than EDCL 211) *†^

EDUC 410/510 - Field Experience II Seminar (must be taken concurrently with EDCL 411/511) *

EDUC 470 - Student Teaching Professional Development Seminar (must be taken concurrently with Student Teaching) 1

EMCL 5712 - Student Teaching: Middle School Semester Hours: Twelve (must be in grades 5-9)
OR (for those pursuing two middle school concentration areas)

EMCL 5709 - Student Teaching: Middle School Semester Hours: Nine (must be in grades 5-9 in the primary concentration)

EMCL 5703 - Student Teaching: Middle School Semester Hours: Three (must be in grades 5-9 in the add-on concentration)

OR (for those pursuing middle/secondary combined)

EMCL 5709 - Student Teaching: Middle School Semester Hours: Nine (must be in grades 5-9 in a middle school setting)

ESCL 5703 - Student Teaching: Secondary Semester Hours: Three (must be in grades 9-12 in a secondary school setting, different grade level than EDCL 411/511) *

Total: 14 Hours

Note(s)

¹ Undergraduate-only courses required for admission to the Teacher Education Program.

[^] Teacher Education Program Gateway course – requires a grade of B or better (may be repeated once)

[‡] Students who transfer in a course for EDCL 211 with a grade of B or better who do not have a MEES evaluation (or equivalent) must take EDCL 200 Transfer Field Experience.¹

[†] Requires enrollment in EDAS WM7 Watermark 7-Year License as corequisite/prerequisite.

*Candidates pursuing middle/secondary combined certification must complete EDCL 411/511 in a secondary school setting.

Instructional Strategies and Techniques in Content Specialty Area

EDMS 483/583 - Teaching Science for Middle Secondary: Seminar and Field Experience
Semester Hours: Three

Total: 3 Hours

Content Area Requirements

CHEM 132+133 - General Chemistry I

BIOL 111+113 - General Biology I

BIOL 121+123 - General Biology II

PHYS 121+123 - Geology and Earth Science

PHYS 101+103 - Intro to Physical Science OR

PHYS 131+133 – College Physics I OR

PHYS 211+213 - General Physics I

BIOL 323A - Environmental Science and Conservation OR

BIOL 323B – Ecology

Total: 24 Hours

Total: 79 Hours

Health Education Stand-Alone (Grades K-12) Certification

CIP Code: 13.1307

Health Education certification may be completed as a stand-alone certification or as an add-on combined with Physical Education.

Professional Education Core

EDUC 201 - Professional Growth and Folio Development I (Must be taken first semester of enrollment) 1

EDUC 203 - Teaching in a Diverse Society (Must be taken with EDUC 201) 1

EDPS 383 - Psychology of Teaching and Learning 1

EDUC 303 - Methods of Teaching and Differentiated Instruction 1
 EDUC 573 - Applications of Technology Semester Hours: Three
 PSYC 553 - Advanced Human Development Semester Hours: Three
 EDUC 401 - Professional Growth and Folio Development II (Must be taken the semester prior to student teaching) 2
 EDPS 453/553 - The Exceptional Child Semester Hours: Three
 EDRD 423/523 - Integration of Literacy in Content Areas: Seminar and Field Experience Semester Hours: Three
 ETOP 423/523 - Classroom and Behavior Management Semester Hours: Three
Total: 26 Hours

Note(s)

1 Undergraduate-only courses required for admission to the Teacher Education Program.
2 Undergraduate-only course required in preparation for approval to student teach.
‡ Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete: EDCL 420/520.

Field Experience Core

EDCL 211 - Teaching Field Experience I (must be in an elementary school or high school setting) 1*
 EDUC 210 - Field Experience I Seminar (must be taken concurrently with EDCL 211) 1
 EDCL 411/511 - Teaching Field Experience II Semester Hours: One (must be in a high school or elementary school setting, different level than EDCL 211) **
 EDUC 410/510 - Field Experience II Seminar (must be taken concurrently with EDCL 411/511)
 ELCL 5709 - Student Teaching: Elementary Semester Hours: Nine (must be in a high school setting)
 ESCL 5703 - Student Teaching: Secondary Semester Hours: Three (must be in a high school setting)
OR
 ESCL 5709 - Student Teaching: Secondary Semester Hours: Nine (must be in a high school setting)
 ELCL 5703 - Student Teaching: Elementary Semester Hours: Three (must be in an elementary school setting)
 EDTR 413/513 - Trauma Informed Classroom I Semester Hours: Three
 EDUC 470 - Student Teaching Professional Development Seminar Semester Hours: Zero (must be taken concurrently with ESCL 5709 and ELCL 5703) 1
Total: 17 Hours

Note(s)

1 Undergraduate-only courses

Health and Physical Education Content Knowledge Area Requirements

BIOL 203 - Human Biology
 BIOL 201 - Human Biology
OR
 BIOL 213 - Anatomy and Physiology I
 BIOL 211 - Anatomy and Physiology I
 BIOL 223 - Anatomy and Physiology II
 BIOL 221 - Anatomy and Physiology II

BIOL 303 - Nutrition Science
KHSC 103 - Substance Abuse
KHSC 333 - Health and Wellness
PSYC 213 - Personal Adjustment
SOCO 323 - Marriage and the Family
PHED 133 - First Aid and Safety
HSCI 373 - Community Health
EDHE 453/553 - Curriculum, Theory, And Methods of Health Education For Grades PK-Grade 12: Seminar And Field Experience Semester Hours: Three

Electives

EXSC 233 - Care and Prevention of Athletic Injuries/Illnesses
EXSC 313 - Exercise Physiology I
EXSC 433 - Biomechanics
PSHU 403 - Chemical Dependency
PSYC 323 - Abnormal Psychology
ECED 373 - Health, Nutrition, and Safety of the Young Child
HSCI 383 - Epidemiology 3
HSCI 433 - Health Disparities 3
HSCI 443 - Toxicology and Environmental Health 3
HSCI 463 - Ethics and Current Issues in Public Health 3
Total: 6-9 Hours

Total: 37-38 Hours

Note(s)

2 Check prerequisites

Total: 80-81 Hours

Health/Physical Education Combined (Grades K-12) Certification

CIP Code: 13.1307/13.1314

(for those seeking teacher certification in both health education and physical education)

Professional Education Core

EDUC 201 - Professional Growth and Folio Development I (Must be taken first semester of enrollment) 1
EDUC 203 - Teaching in a Diverse Society (Must be taken with EDUC 201) 1
EDPS 383 - Psychology of Teaching and Learning 1
EDUC 303 - Methods of Teaching and Differentiated Instruction 1
EDUC 573 - Applications of Technology Semester Hours: Three
PSYC 553 - Advanced Human Development Semester Hours: Three
EDUC 401 - Professional Growth and Folio Development II (Must be taken the semester prior to student teaching) 2
EDPS 453/553 - The Exceptional Child Semester Hours: Three
EDRD 423/523 - Integration of Literacy in Content Areas: Seminar and Field Experience Semester Hours: Three
ETOP 423/523 - Classroom and Behavior Management Semester Hours: Three

Total: 26 Hours

Note(s)

¹Undergraduate-only courses required for admission to the Teacher Education Program.

²Undergraduate-only course required in preparation for approval to student teach.

‡Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete: **EDCL 420/520**.

Field Experience Core

EDCL 211 - Teaching Field Experience I Teaching Field Experience I (must be completed in an elementary school Health/PE setting, and must be completed concurrently with EDPE 433/533) 1**

EDUC 210 - Field Experience I Seminar (must be taken concurrently with EDCL 211) 1

EDCL 411/511 - Teaching Field Experience II Semester Hours: One

EDUC 410/510 - Field Experience II Seminar (must be taken concurrently with EDCL 411/511)

ELCL 5703 - Student Teaching: Elementary Semester Hours: Three

ELCL 5709 - Student Teaching: Elementary Semester Hours: Nine

ESCL 5703 - Student Teaching: Secondary Semester Hours: Three

ESCL 5709 - Student Teaching: Secondary Semester Hours: Nine

EDTR 413/513 - Trauma Informed Classroom I Semester Hours: Three

EDUC 470 - Student Teaching Professional Development Seminar Semester Hours: Zero (must be taken concurrently with ELCL/ESCL 5709+5703) 1

Total: 17 Hours

Note(s)

¹Undergraduate-only courses

**Students must complete at least one field placement in each of the three levels (elementary, middle, high school)

Health and Physical Education Content Knowledge Area Requirements

BIOL 203 - Human Biology

BIOL 201 - Human Biology

OR

BIOL 213 - Anatomy and Physiology I

BIOL 211 - Anatomy and Physiology I

BIOL 223 - Anatomy and Physiology II

BIOL 221 - Anatomy and Physiology II

BIOL 303 - Nutrition Science Semester Hours: Three

EXSC 233- Care and Prevention of Athletic Injuries/Illnesses Semester Hours: Three

EXSC 283 - History and Philosophy of Sport Semester Hours: Three

EXSC 313 - Exercise Physiology I Semester Hours: Three

EXSC 343 - Motor Learning and Control Semester Hours: Three

EXSC 363 - Adapted Physical Activity Semester Hours: Three

EXSC 411 - Exercise Testing and Prescription Lab Semester Hours: One

EXSC 413 - Exercise Testing and Prescription Semester Hours: Three

EXSC 433 - Biomechanics Semester Hours: Three

KHSC 103 - Substance Abuse Semester Hours: Three

KHSC 333 - Health and Wellness Semester Hours: Three

HSCI 373 - Community Health Semester Hours: Three

EDHE 453/553 - Curriculum, Theory, And Methods of Health Education For Grades PK-Grade 12: Seminar And Field Experience Semester Hours: Three
PHED 133 - First Aid and CPR Semester Hours: Three
PHED 263 - Movement and Rhythms Semester Hours: Three
EDPE 433/533 - Curriculum, Theory, and Methods of Physical Education in the Elementary School: Seminar and Field Experience Semester Hours: Three
EDPE 453/553 - Curriculum, Theory, and Methods of Physical Education in the Middle School: Seminar and Field Experience Semester Hours: Three
EDPE 463/563 - Curriculum, Theory, and Methods of Physical Education in the Secondary School: Seminar and Field Experience Semester Hours: Three
PSYC 213 - Personal Adjustment Semester Hours: Three
SOCO 323 - Marriage and the Family Semester Hours: Three
SMGT 333 - Sport Sociology Semester Hours: Three

SMGT 433/533 - Sport Psychology Semester Hours: Three

OR

EXSC 403/503 - Exercise Psychology Semester Hours: Three

Required Lifetime Activity/Dance (KACT/THEA) Courses

Select three (3) courses from the following:

KACT 101A Archery

KACT 101F Fitness Theory and Practice

KACT 101G Golf

KACT 101J Aerobic Running

KACT 101L Stretching for Flexibility

KACT 101W Strength Training

KACT 101X Bowling

THEA 131 Ballet I

THEA 141 Jazz I

THEA 331 Ballet II

THEA 341 Jazz II

THEA 351 Tap

Total: 3 Hours

Total: 71-75 Hours

Total: 114-118 Hours

Language Arts (Grades 5-9) Certification

CIP Code: 13.1305

NOTE: Middle school candidates may opt to complete certification in one or two concentration areas. In addition, middle school certification may be combined with secondary certification in the same content area, earning subject-specific certification in grades 5-12.

Subject-Specific Certification Requirements:

A 24-credit-hour area of concentration is required for middle school certification. Areas of concentration offered by Missouri Baptist University include Business Education, Language Arts, Mathematics, Science, Social Science, and Speech/Theatre. Candidates pursuing middle/secondary combined certification must satisfy all the subject-specific secondary content area requirements, which will also fulfill the middle school concentration area requirements.

Content area courses are undergraduate-only unless otherwise noted.

See your advisor for certification requirements.

Professional Requirements

Content Planning and Delivery/Individual Student Needs/Schools and the Teaching Profession

EDUC 201 - Professional Growth and Folio Development I (Must be taken first semester of enrollment) †^1

EDUC 200 - Continuing Portfolio Development for Teacher Candidates (must be enrolled concurrently with EDUC 201) 1

EDUC 203 - Teaching in a Diverse Society †1

EDUC 303 - Methods of Teaching and Differentiated Instruction †^1

ECTA 323 - Curriculum, Assessment, and Data-Based Decision Making 1

EDPS 383 - Psychology of Teaching and Learning †1

EDUC 573 - Applications of Technology Semester Hours: Three †

PSYC 553 - Advanced Human Development Semester Hours: Three

EDUC 401 - Professional Growth and Folio Development II (Must be taken the semester prior to student teaching) †^2

EDPS 453/553 - The Exceptional Child Semester Hours: Three

EDRD 423/523 - Integration of Literacy in Content Areas: Seminar and Field Experience Semester Hours: Three ‡

EDRD 463/563 - Reading and Writing Strategies for Middle and Secondary Content Areas Semester Hours: Three

EDMS 443/543 - Middle School: Philosophy and Organization Semester Hours: Three

ETOP 423/523 - Classroom and Behavior Management Semester Hours: Three

EDTR 413/513 - Trauma Informed Classroom I Semester Hours: Three (must be taken concurrently with Student Teaching)

Total: 38 Hours

Note(s)

^Teacher Education Program Gateway course – requires a grade of B or better (may be repeated once)

† Requires enrollment in EDAS WM7 Watermark 7-Year License as co-requisite/pre-requisite.

¹Undergraduate-only courses required for admission to the Teacher Education Program.

²Undergraduate-only course required in preparation for approval to student teach.

‡Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete: EDCL 420/520.

Field and Clinical Experiences

EDCL 211 - Teaching Field Experience I (must be in grades 5-9 in a middle school setting) †‡^1

EDUC 210 - Field Experience I Seminar (must be taken concurrently with EDCL 211) 1

EDCL 411/511 - Teaching Field Experience II Semester Hours: One (must be in grades 5-9, in a middle school setting different grade than EDCL 211) *†^

EDUC 410/510 - Field Experience II Seminar (must be taken concurrently with EDCL 411/511) *

EDUC 470 - Student Teaching Professional Development Seminar (must be taken concurrently with Student Teaching)1

EMCL 5712 - Student Teaching: Middle School Semester Hours: Twelve (must be in grades 5-9)
OR (for those pursuing two middle school concentration areas)

EMCL 5709 - Student Teaching: Middle School Semester Hours: Nine (must be in grades 5-9 in the primary concentration)

EMCL 5703 - Student Teaching: Middle School Semester Hours: Three (must be in grades 5-9 in the add-on concentration)

OR (for those pursuing middle/secondary combined)

EMCL 5709 - Student Teaching: Middle School Semester Hours: Nine (must be in grades 5-9 in a middle school setting)

ESCL 5703 - Student Teaching: Secondary Semester Hours: Three (must be in grades 9-12 in a secondary school setting, different grade level than EDCL 411/511) *

Total: 14 Hours

Note(s)

¹Undergraduate-only courses required for admission to the Teacher Education Program.

[^]Teacher Education Program Gateway course – requires a grade of B or better (may be repeated once)

[‡]Students who transfer in a course for EDCL 211 with a grade of B or better who do not have a MEES evaluation (or equivalent) must take EDCL 200 Transfer Field Experience.¹

[†]Requires enrollment in EDAS WM7 Watermark 7-Year License as corequisite/prerequisite.

^{*}Candidates pursuing middle/secondary combined certification must complete EDCL 411/511 in a secondary school setting.

Instructional Strategies and Techniques in Content Specialty Area

EDEN 453/553 - Teaching Language Arts and Composition in Grades 5-12: Seminar and Field Experience Semester Hours: Three

Total: 3 Hours

Content Area Requirements

ENGL 283 - Techniques for Writing Tutorials

ENGL 333A - American Literature I (Colonial America to 1865)

ENGL 333B - American Literature II (1865 to present)

ENGL 353A - British Literature I (Middle Ages through the Restoration)

ENGL 353B - British Literature II (1800 to the present)

EDEN 463/563 - Teaching Literature Within the Curriculum

ENGL 453/553 - History of the English Language

ENGL 473 - Advanced Grammar

Total: 24 Hours

Total: 79 Hours

Library Media Specialist Add-On (Grades K-12) Certification

CIP Code: 13.1334

Required Courses

EDEN 463/563 - Teaching Literature Within the Curriculum Semester Hours: Three

LIBR 503 - Foundations of Librarianship Semester Hours: Three

LIBR 513 - Selection and Acquisition Semester Hours: Three

LIBR 523 - Library Media Administration Semester Hours: Three

LIBR 533 - Cataloging and Classification Semester Hours: Three

LIBR 543 - Reference Sources and Services Semester Hours: Three

LIBR 553 - Curriculum and the Library Media Center Semester Hours: Three
 LIBR 573 - Research in Library and Information Science Semester Hours: Three
 LIBR 583 - Information Technologies Semester Hours: Three
 LBCL 583 - Library Practicum Semester Hours: Three *
 Total: 30 Hours

Note(s)

**LBCL 5709 and LBCL 5703 is only required for students seeking stand-alone certification as a Library Media Specialist. Students who have earned certification in another area may earn add-on certification in Library Media Specialist by completing all the above courses. Students required to complete LBCL 5709 and LBCL 5703 are exempt from LBCL 583, which is only required for those pursuing Library Media Specialist certification as an add-on.*

Library Media Specialist Stand-Alone (Grades K-12) Certification

CIP Code: 13.1334

Students pursuing Library Media Specialist Stand-Alone certification must pass the Missouri Content Assessment (MoCA) 042 Library Media Specialist and achieve a passing composite score on the Missouri Educator Evaluation System (MEES) summative evaluation to be eligible for certification.

Professional Requirements

EDUC 201 - Professional Growth and Folio Development I (Must be taken first semester of enrollment)¹
 EDUC 203 - Teaching in a Diverse Society (Must be taken with EDUC 201) 1
 ECTA 323 - Curriculum, Assessment, and Data-Based Decision Making 1
 EDPS 383 - Psychology of Teaching and Learning¹
 EDUC 303 - Methods of Teaching and Differentiated Instruction¹
 EDUC 573 - Applications of Technology Semester Hours: Three
 PSYC 553 - Advanced Human Development Semester Hours: Three
 EDUC 401 - Professional Growth and Folio Development II (Must be taken the semester prior to student teaching) ²
 EDPS 453/553 - The Exceptional Child Semester Hours: Three
 EDRD 423/523 - Integration of Literacy in Content Areas: Seminar and Field Experience Semester Hours: Three ‡
 ETOP 423/523 - Classroom and Behavior Management Semester Hours: Three
 Total: 29 Hours

Note(s)

*¹Undergraduate-only courses required for admission to the Teacher Education Program.
²Undergraduate-only course required in preparation for approval to student teach.
 ‡Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete: EDCL 420/520.*

Field Experience Core

EDCL 211 - Teaching Field Experience I (one field experience must be in an elementary school and the other in a middle or secondary school) ^{1**}
 EDUC 210 - Field Experience I Seminar (must be taken concurrently with EDCL 211) 1
 EDCL 411/511 - Teaching Field Experience II Semester Hours: One
 EDUC 410/510 - Field Experience II Seminar (must be taken concurrently with EDCL 411/511)
 LBCL 5703 - Student Teaching: Library Media Specialist Semester Hours: Three ^{*/**}

LBCL 5709 - Student Teaching: Library Media Specialist Semester Hours: Nine */**
EDTR 413/513 - Trauma Informed Classroom I Semester Hours: Three
EDUC 470 - Student Teaching Professional Development Seminar Semester Hours: Zero (must be taken concurrently with LBCL 5709 and LBCL 5703)
Total: 17 Hours

Note(s)

**(one student teaching placement must be in an elementary school and the other in a middle or secondary school)*

***Students must complete at least one field placement in each of the three levels (elementary, middle, high school)*

Library Media Specialist Core

EDEN 463/563 - Teaching Literature Within the Curriculum Semester Hours: Three
LIBR 503 - Foundations of Librarianship Semester Hours: Three
LIBR 513 - Selection and Acquisition Semester Hours: Three
LIBR 523 - Library Media Administration Semester Hours: Three
LIBR 533 - Cataloging and Classification Semester Hours: Three
LIBR 543 - Reference Sources and Services Semester Hours: Three
LIBR 553 - Curriculum and the Library Media Center Semester Hours: Three
LIBR 573 - Research in Library and Information Science Semester Hours: Three
LIBR 583 - Information Technologies Semester Hours: Three
Total: 27 Hours

Note(s)

Students who already hold a valid Missouri teaching certificate should submit a written request for an evaluation and original transcripts to DESE for review before taking additional courses. Requests should include full name, social security number, current mailing address and a daytime phone number and should be sent to: Educator Certification, PO Box 480, Jefferson City, MO 65102-0480.

Total: 73 Hours

Mathematics (Grades 5-9) Certification

CIP Code: 13.1311

NOTE: Middle school candidates may opt to complete certification in one or two concentration areas. In addition, middle school certification may be combined with secondary certification in the same content area, earning subject-specific certification in grades 5-12.

Subject-Specific Certification Requirements:

A 24-credit-hour area of concentration is required for middle school certification. Areas of concentration offered by Missouri Baptist University include Business Education, Language Arts, Mathematics, Science, Social Science, and Speech/Theatre. Candidates pursuing middle/secondary combined certification must satisfy all the subject-specific secondary content area requirements, which will also fulfill the middle school concentration area requirements.

Content area courses are undergraduate-only unless otherwise noted.

See your advisor for certification requirements.

Professional Requirements

Content Planning and Delivery/Individual Student Needs/Schools and the Teaching Profession

EDUC 201 - Professional Growth and Folio Development I (Must be taken first semester of enrollment) †^1
 EDUC 200 - Continuing Portfolio Development for Teacher Candidates (must be enrolled concurrently with EDUC 201) 1
 EDUC 203 - Teaching in a Diverse Society †1
 EDUC 303 - Methods of Teaching and Differentiated Instruction †^1
 ECTA 323 - Curriculum, Assessment, and Data-Based Decision Making 1
 EDPS 383 - Psychology of Teaching and Learning †1
 EDUC 573 - Applications of Technology Semester Hours: Three †
 PSYC 553 - Advanced Human Development Semester Hours: Three
 EDUC 401 - Professional Growth and Folio Development II (Must be taken the semester prior to student teaching) †^2
 EDPS 453/553 - The Exceptional Child Semester Hours: Three
 EDRD 423/523 - Integration of Literacy in Content Areas: Seminar and Field Experience Semester Hours: Three ‡
 EDRD 463/563 - Reading and Writing Strategies for Middle and Secondary Content Areas Semester Hours: Three
 EDMS 443/543 - Middle School: Philosophy and Organization Semester Hours: Three
 ETOP 423/523 - Classroom and Behavior Management Semester Hours: Three
 EDTR 413/513 - Trauma Informed Classroom I Semester Hours: Three (must be taken concurrently with Student Teaching)
Total: 38 Hours

Note(s)

^Teacher Education Program Gateway course – requires a grade of B or better (may be repeated once)

† Requires enrollment in EDAS WM7 Watermark 7-Year License as co-requisite/pre-requisite.

¹Undergraduate-only courses required for admission to the Teacher Education Program.

²Undergraduate-only course required in preparation for approval to student teach.

‡Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete: EDCL 420/520.

Field and Clinical Experiences

EDCL 211 - Teaching Field Experience I (must be in grades 5-9 in a middle school setting) †‡^1
 EDUC 210 - Field Experience I Seminar (must be taken concurrently with EDCL 211) 1
 EDCL 411/511 - Teaching Field Experience II Semester Hours: One (must be in grades 5-9, in a middle school setting different grade than EDCL 211) *†^
 EDUC 410/510 - Field Experience II Seminar (must be taken concurrently with EDCL 411/511) *
 EDUC 470 - Student Teaching Professional Development Seminar (must be taken concurrently with Student Teaching)1
 EMCL 5712 - Student Teaching: Middle School Semester Hours: Twelve (must be in grades 5-9)
OR (for those pursuing two middle school concentration areas)
 EMCL 5709 - Student Teaching: Middle School Semester Hours: Nine (must be in grades 5-9 in the primary concentration)
 EMCL 5703 - Student Teaching: Middle School Semester Hours: Three (must be in grades 5-9 in the add-on concentration)
OR (for those pursuing middle/secondary combined)

EMCL 5709 - Student Teaching: Middle School Semester Hours: Nine (must be in grades 5-9 in a middle school setting)

ESCL 5703 - Student Teaching: Secondary Semester Hours: Three (must be in grades 9-12 in a secondary school setting, different grade level than EDCL 411/511) *

Total: 14 Hours

Note(s)

¹ Undergraduate-only courses required for admission to the Teacher Education Program.

[^] Teacher Education Program Gateway course – requires a grade of B or better (may be repeated once)

[‡] Students who transfer in a course for EDCL 211 with a grade of B or better who do not have a MEES evaluation (or equivalent) must take EDCL 200 Transfer Field Experience.¹

[†] Requires enrollment in EDAS WM7 Watermark 7-Year License as corequisite/prerequisite.

*Candidates pursuing middle/secondary combined certification must complete EDCL 411/511 in a secondary school setting.

Instructional Strategies and Techniques in Content Specialty Area

Candidates should complete only the course(s) which represent the subject field(s) of desired certification:

EDMS 473/573 - Teaching Mathematics for Middle/ Secondary: Seminar and Field Experience
Semester Hours: Three

Total: 3 Hours

Core Requirements

MATH 164 - Calculus I

MATH 213 - Discrete Mathematics

MATH 323 - Foundations of Geometry

MATH 243 - Probability and Statistics OR MATH 273 - Probability and Statistical Methods *

MATH 353 - Linear Algebra

College-Level Math Electives

MATH 123 - Contemporary College Mathematics

MATH 155 - Precalculus (OR MATH 133 College Algebra + MATH 143 College Trigonometry)

MATH 173 - Finite Mathematics

MATH 254 - Calculus II

MATH 264 - Calculus III

MATH 343 - Statistical Methods *

***Students who take MATH 273 Probability and Statistical Methods may not take MATH 343 - Statistical Methods)**

Total: At Least 8 Hours

Total: At Least 24 Hours

Total: At Least 79 Hours

Mathematics (Grades 9-12) Certification

CIP Code: 13.1311

NOTE: Secondary school candidates may opt to complete certification in one or two concentration areas. In addition, secondary certification may be combined with middle school certification in the same content area, earning subject-specific certification in grades 5-12. Driver Education is available as an add-on area.

Content areas for secondary certification (9-12) include the following: Biology, Business Education, Chemistry, English, Marketing Education, Mathematics, Social Science, and Speech/Theatre.

Content area courses are undergraduate-only unless otherwise noted.

See your advisor for certification requirements.

Professional Requirements

Content Planning and Delivery/Individual Student Needs/Schools and the Teaching Profession

EDUC 201 - Professional Growth and Folio Development I (Must be taken first semester of enrollment) †^1

EDUC 200 - Continuing Portfolio Development for Teacher Candidates (must be enrolled concurrently with EDUC 201) 1

EDUC 203 - Teaching in a Diverse Society †1

EDUC 303 - Methods of Teaching and Differentiated Instruction †^1

ECTA 323 - Curriculum, Assessment, and Data-Based Decision Making 1

EDPS 383 - Psychology of Teaching and Learning †1

EDUC 573 - Applications of Technology Semester Hours: Three †

PSYC 553 - Advanced Human Development Semester Hours: Three

EDUC 401 - Professional Growth and Folio Development II (Must be taken the semester prior to student teaching) †^2

EDPS 453/553 - The Exceptional Child Semester Hours: Three

EDRD 423/523 - Integration of Literacy in Content Areas: Seminar and Field Experience Semester Hours: Three ‡

EDRD 463/563 - Reading and Writing Strategies for Middle and Secondary Content Areas Semester Hours: Three

ETOP 423/523 - Classroom and Behavior Management Semester Hours: Three

EDTR 413/513 - Trauma Informed Classroom I Semester Hours: Three (must be taken concurrently with Student Teaching)

Total: 35 Hours

Note(s)

^Teacher Education Program Gateway course – requires a grade of B or better (may be repeated once)

† Requires enrollment in EDAS WM7 Watermark 7-Year License as co-requisite/pre-requisite.

1Undergraduate-only courses required for admission to the Teacher Education Program.

2Undergraduate-only course required in preparation for approval to student teach.

3Undergraduate-only course required in conjunction with Student Teaching.

‡Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete: EDCL 420/520.

Field and Clinical Experiences

See your advisor for certification requirements.

EDCL 211 - Teaching Field Experience I (must be in grades 9-12 in a high school setting) †‡^1

EDUC 210 - Field Experience I Seminar (must be taken concurrently with EDCL 211) 1
EDCL 411/511 - Teaching Field Experience II Semester Hours: One (must be in grades 9-12 in a high school setting, different grade than 211)*†^
EDUC 510 - Field Experience II Seminar Semester Hours: Zero (must be taken concurrently with EDCL 411/511)
EDUC 470 - Student Teaching Professional Development Seminar (must be taken concurrently with Student Teaching)1
ESCL 5712 - Student Teaching: Secondary Semester Hours: Twelve (must be in grades 9-12 in a high school setting, different grade than EDCL 211 or EDCL 511)
OR (for those pursuing two secondary content areas)
ESCL 5709 - Student Teaching: Secondary Semester Hours: Nine (must be in grades 9-12 in the primary content area)
ESCL 5703 - Student Teaching: Secondary Semester Hours: Three (must be in grades 9-12 in the add-on content area)
OR (for those pursuing secondary/middle combined)
ESCL 5709 - Student Teaching: Secondary Semester Hours: Three (must be in grades 9-12 in a secondary school setting)
EMCL 5703 - Student Teaching: Middle School Semester Hours: Three (must be in grades 5-9 in a middle school setting, different grade level than EDCL 411/511)*
Total: 14 Hours

Note(s)

1Undergraduate-only courses

^Teacher Education Program Gateway course – requires a grade of B or better (may be repeated once)

‡ Students who transfer in a course for EDCL 211 with a grade of B or better who do not have a MEES evaluation (or equivalent) must take EDCL 200 Transfer Field Experience.¹

† Requires enrollment in EDAS WM7 Watermark 7-Year License as co-requisite/pre-requisite.

**Candidates pursuing secondary/middle combined certification must complete EDCL 411/511 in a middle school setting.*

Instructional Strategies and Techniques in Content Specialty Area

EDMS 473/573 - Teaching Mathematics for Middle/ Secondary: Seminar and Field Experience
Semester Hours: Three
Total: 3 Hours

Content Area Requirements

MATH 164 Calculus I
MATH 254 Calculus II
MATH 264 Calculus III †
MATH 323 Foundations of Geometry*
MATH 423 Algebraic Structures †
ITBU 203 Introduction to Application Development
MATH 363 Differential Equations

Additional Mathematics Course Work - Minimum of 12 semester hours to include at least three of the following areas of Mathematics:

Additional Mathematics Course Work - Minimum of 12 semester hours to include at least three of the following areas of Mathematics:

History of Mathematics

- MATH 433 Mathematics Seminar
Number Theory
 - MATH 213 Discrete Mathematics*†
 - MATH 313 Elementary Number Theory
Completion of Calculus Sequence
 - MATH 453A/553A Advanced Calculus I
 - MATH 453B Advanced Calculus II
Probability & Statistics
 - MATH 273 Probability and Statistical Methods OR MATH 243 Probability and Statistics
Linear Algebra
 - MATH 353 Linear Algebra †
- Total: 36 Hours

Note(s)

*MATH 213 Discrete Mathematics is a prerequisite for MATH 323 Foundations of Geometry
 †MATH 213 Discrete Mathematics and MATH 353 Linear Algebra are prerequisites, and MATH 264 Calculus III is a prerequisite or co-requisite, for MATH 423 Algebraic Structures. MATH 313 Elementary Number Theory is a recommended course to be taken before MATH 423 but is not a required prerequisite.

Total: 88 Hours

Music Education: Instrumental Stand-Alone (Grades K-12) Certification

CIP Code: 13.1312

Professional Education Core

EDUC 201 - Professional Growth and Folio Development I Semester Hours: One (Must be taken first semester of enrollment) 1
 EDUC 203 - Teaching in a Diverse Society Semester Hours: Three (Must be taken with EDUC 201) 1
 EDPS 383 - Psychology of Teaching and Learning Semester Hours: Three 1
 EDUC 573 - Applications of Technology Semester Hours: Three
 EDUC 401 - Professional Growth and Folio Development II Semester Hours: One (Must be taken the semester prior to student teaching) 2
 EDPS 453/553 - The Exceptional Child Semester Hours: Three
 EDRD 423/523 - Integration of Literacy in Content Areas: Seminar and Field Experience Semester Hours: Three ‡
 ETOP 423/523 - Classroom and Behavior Management Semester Hours: Three
 Total: 20 Hours

Note(s)

¹Undergraduate-only courses required for admission to the Teacher Education Program.

²Undergraduate-only course required in preparation for approval to student teach.

‡Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete: EDCL 420/520.

Field Experience Core

EDCL 211 - Teaching Field Experience I (must be in an elementary school or high school setting) 1 *

EDUC 210 - Field Experience I Seminar (must be taken concurrently with EDCL 211) 1

EDCL 411/511 - Teaching Field Experience II Semester Hours: One **

EDUC 410/510 - Field Experience II Seminar (must be taken concurrently with EDCL 411/511)

ELCL 5709 - Student Teaching: Elementary Semester Hours: Nine (must be in an elementary school setting)

ESCL 5703 - Student Teaching: Secondary Semester Hours: Three

EDMU 470 - Student Teaching Seminar (must be taken concurrently with ELCL 5709 and ESCL 5703) 1

OR

ESCL 5709 - Student Teaching: Secondary Semester Hours: Nine

ELCL 5703 - Student Teaching: Elementary Semester Hours: Three

EDUC 470 - Student Teaching Seminar (must be taken concurrently with ESCL 5709 and ELCL 5703) 1

Total: 14 Hours

Note(s)

**Must be taken in conjunction with MUED 313 Early Childhood/Elementary School Music Methods*

***Must be taken in conjunction with MUED 323 Middle/Secondary School Music Methods*

¹Undergraduate-only courses

Instrumental Content Knowledge Requirements

MUTH 111 - Sight Singing/Ear Training I

MUTH 113 - Theory I

MUTH 121 - Sight Singing /Ear Training II

MUTH 123 - Theory II

MUTH 211 - Sight Singing/Ear Training III

MUTH 213 - Theory III

MUTH 221 - Sight Singing/Ear Training IV

MUTH 223 - Theory IV

MUHL 313 - Music History I

MUHL 323 - Music History II

MUHL 332 - Music History III

MUTH 412 - Orchestration

Total: 56 Hours

Piano (or Proficiency) and Applied Major Instrument

Applied Major Instrument (MUAI)–7 Hours

Piano or Proficiency (MUAP)–2 Hours

(If piano is the primary instrument, then MUAI will be 4 hours and MUAP will be 5 hours)

MUAI 131 - Class Brass

MUAI 141 - Class Percussion

MUAI 151 - Class Strings

MUAI 161 - Class Woodwinds

MUED 202 - Basic Conducting

MUED 332 - Instrumental Methods

MUED 352 - Advanced Conducting

MUED 422 - Instrumental Literature

Instrumental Ensemble

MUED 313 - Early Childhood/Elementary School Music Methods*

MUED 323 - Middle/Secondary School Music Methods, 5-12**

Total: 3 Hours

Total: 9 Hours

Note(s)

*Must be taken in conjunction with EDCL 211

**Must be taken in conjunction with EDCL 411/511

Total: 90 Hours

Music Education: Vocal/Choral Stand-Alone (Grades K-12)**Certification**

CIP Code: 13.1312

Professional Education Core

EDUC 201 - Professional Growth and Folio Development I Semester Hours: One (Must be taken first semester of enrollment) 1

EDUC 203 - Teaching in a Diverse Society Semester Hours: Three (Must be taken with EDUC 201) 1

EDPS 383 - Psychology of Teaching and Learning Semester Hours: Three 1

EDUC 573 - Applications of Technology Semester Hours: Three

EDUC 401 - Professional Growth and Folio Development II Semester Hours: One (Must be taken the semester prior to student teaching) 2

EDPS 453/553 - The Exceptional Child Semester Hours: Three

EDRD 423/523 - Integration of Literacy in Content Areas: Seminar and Field Experience Semester Hours: Three ‡

ETOP 423/523 - Classroom and Behavior Management Semester Hours: Three

Total: 20 Hours

Note(s)

¹Undergraduate-only courses required for admission to the Teacher Education Program.

²Undergraduate-only course required in preparation for approval to student teach.

‡Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete: EDCL 420/520.

Field Experience Core

EDCL 211 - Teaching Field Experience I (must be in an elementary school or high school setting) 1 *

EDUC 210 - Field Experience I Seminar (must be taken concurrently with EDCL 211) 1

EDCL 411/511 - Teaching Field Experience II Semester Hours: One **

EDUC 410/510 - Field Experience II Seminar (must be taken concurrently with EDCL 411/511)

ELCL 5709 - Student Teaching: Elementary Semester Hours: Nine (must be in an elementary school setting)

ESCL 5703 - Student Teaching: Secondary Semester Hours: Three

EDMU 470 - Student Teaching Seminar (must be taken concurrently with ELCL 5709 and ESCL 5703) 1

OR

ESCL 5709 - Student Teaching: Secondary Semester Hours: Nine

ELCL 5703 - Student Teaching: Elementary Semester Hours: Three

EDUC 470 - Student Teaching Seminar (must be taken concurrently with ESCL 5709 and ELCL 5703) 1

Total: 14 Hours

Note(s)

**Must be taken in conjunction with MUED 313 Early Childhood/Elementary School Music Methods*

***Must be taken in conjunction with MUED 323 Middle/Secondary School Music Methods
1Undergraduate-only courses*

Vocal/Choral Content Knowledge Requirements

MUTH 111 - Sight Singing/Ear Training I

MUTH 113 - Theory I

MUTH 121 - Sight Singing /Ear Training II

MUTH 123 - Theory II

MUTH 211 - Sight Singing/Ear Training III

MUTH 213 - Theory III

MUTH 221 - Sight Singing/Ear Training IV

MUTH 223 - Theory IV

MUHL 313 - Music History I

MUHL 323 - Music History II

MUHL 332 - Music History III

MUTH 302 - Choral Arranging

Total: 56 Hours

Piano (or Proficiency) and Applied Voice

Applied Piano (MUAP)– 2 Hours

Applied Voice (MUAV)– 7 Hours

(If candidate is a piano primary, then MUAV will be 6 hours and MUAP will be 3 hours)

MUED 202 - Basic Conducting

MUED 342 - Choral Techniques

MUED 352 - Advanced Conducting

MUED 362 - Vocal Diction

MUHL 442 - Vocal Pedagogy

MUHL 452 - Choral Literature

Choral Ensemble

MUED 313 - Early Childhood/Elementary School Music Methods*

MUED 323 - Middle/Secondary School Music Methods**

Total: 3 Hours

Total: 9 Hours

Note(s)

**Must be taken in conjunction with EDCL 211*

***Must be taken in conjunction with EDCL 411/511*

Total: 90 Hours

Physical Education Stand-Alone (Grades K-12) Certification

CIP Code: 13.1314

Physical Education certification may be completed as a stand-alone certification or as an add-on combined with Health Education.

Professional Education Core

EDUC 201 - Professional Growth and Folio Development I (Must be taken first semester of enrollment) 1

EDUC 203 - Teaching in a Diverse Society (Must be taken with EDUC 201) 1

EDPS 383 - Psychology of Teaching and Learning 1

EDUC 303 - Methods of Teaching and Differentiated Instruction 1

EDUC 573 - Applications of Technology Semester Hours: Three

PSYC 553 - Advanced Human Development Semester Hours: Three

EDUC 401 - Professional Growth and Folio Development II (Must be taken the semester prior to student teaching) 2

EDPS 453/553 - The Exceptional Child Semester Hours: Three

ETOP 423/523 - Classroom and Behavior Management Semester Hours: Three

EDRD 423/523 - Integration of Literacy in Content Areas: Seminar and Field Experience Semester Hours: Three

Total: 26 Hours

Note(s)

1Undergraduate-only courses required for admission to the Teacher Education Program.

2Undergraduate-only course required in preparation for approval to student teach.

*‡Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete: **EDCL 420/520.***

Field Experience Core

EDCL 211 - Teaching Field Experience I (must be in an elementary school or high school setting) 1*

EDUC 210 - Field Experience I Seminar (must be taken concurrently with EDCL 211) 1

EDCL 411/511 - Teaching Field Experience II Semester Hours: One

EDUC 410/510 - Field Experience II Seminar (must be taken concurrently with EDCL 411/511)

ELCL 5709 - Student Teaching: Elementary Semester Hours: Nine

ESCL 5703 - Student Teaching: Secondary Semester Hours: Three (must be in a high school setting)

EDUC 470 - Student Teaching Professional Development Seminar Semester Hours: Zero (must be taken concurrently with ELCL 5709 and ESCL 5703) 1

OR

ESCL 5709 - Student Teaching: Secondary Semester Hours: Nine (must be in a high school setting)

ELCL 5703 - Student Teaching: Elementary Semester Hours: Three (must be in an elementary school setting)

EDTR 413/513 - Trauma Informed Classroom I Semester Hours: Three
EDUC 470 - Student Teaching Professional Development Seminar Semester Hours: Zero (must be taken concurrently with ESCL 5709 and ELCL 5703) 1
Total: 17 Hours

Note(s)

1Undergraduate-only courses

***Students must complete at least one field placement in each of the three levels (elementary, middle, high school)*

Physical Education Content Knowledge Area Requirements

BIOL 203 - Human Biology

BIOL 201 - Human Biology Semester Hours: Three

OR

BIOL 213 - Anatomy and Physiology I

BIOL 211 - Anatomy and Physiology I

BIOL 223 - Anatomy and Physiology II

BIOL 221 - Anatomy and Physiology II

BIOL 303 - Nutrition Science Semester Hours: Three

EXSC 233 - Care and Prevention of Athletic Injuries/Illnesses Semester Hours: Three

EXSC 283 - History and Philosophy of Sport Semester Hours: Three

EXSC 313 - Exercise Physiology I Semester Hours: Three

EXSC 343 - Motor Learning and Control Semester Hours: Three

EXSC 363 - Adapted Physical Activity Semester Hours: Three

EXSC 411 - Exercise Testing and Prescription Lab Semester Hours: One

EXSC 413 - Exercise Testing and Prescription Semester Hours: Three

EXSC 433 - Biomechanics Semester Hours: Three

KHSC 333 - Health and Wellness Semester Hours: Three

PHED 133 - First Aid and CPR Semester Hours: Three

PHED 263 - Movement and Rhythms Semester Hours: Three

EDPE 433/533 - Curriculum, Theory, and Methods of Physical Education in the Elementary

School: Seminar and Field Experience Semester Hours: Three

EDPE 453/553 - Curriculum, Theory, and Methods of Physical Education in the Middle School:

Seminar and Field Experience Semester Hours: Three

EDPE 463/563 - Curriculum, Theory, and Methods of Physical Education in the Secondary

School: Seminar and Field Experience Semester Hours: Three

SMGT 333 - Sport Sociology Semester Hours: Three

SMGT 433/533 - Sport Psychology Semester Hours: Three

OR

EXSC 403/503 - Exercise Psychology Semester Hours: Three

Required Lifetime Activity/Dance (KACT/THEA) Courses

Select three (3) courses from the following:

KACT 101A Archery

KACT 101F Fitness Theory and Practice

KACT 101G Golf

KACT 101J Aerobic Running

KACT 101L Stretching for Flexibility

KACT 101W Strength Training

KACT 101X Bowling

THEA 131 Ballet I

THEA 141 Jazz I
 THEA 331 Ballet II
 THEA 341 Jazz II
 THEA 351 Tap
 Total: 3 Hours

Total: 50-60 Hours

Total: 99-103 Hours

Social Science (Grades 5-9) Certification

CIP Code: 13.1317

NOTE: Middle school candidates may opt to complete certification in one or two concentration areas. In addition, middle school certification may be combined with secondary certification in the same content area, earning subject-specific certification in grades 5-12.

Subject-Specific Certification Requirements:

A 24-credit-hour area of concentration is required for middle school certification. Areas of concentration offered by Missouri Baptist University include Business Education, Language Arts, Mathematics, Science, Social Science, and Speech/Theatre. Candidates pursuing middle/secondary combined certification must satisfy all the subject-specific secondary content area requirements, which will also fulfill the middle school concentration area requirements.

Content area courses are undergraduate-only unless otherwise noted.

See your advisor for certification requirements.

Professional Requirements

Content Planning and Delivery/Individual Student Needs/Schools and the Teaching Profession

EDUC 201 - Professional Growth and Folio Development I (Must be taken first semester of enrollment) †¹

EDUC 200 - Continuing Portfolio Development for Teacher Candidates (must be enrolled concurrently with EDUC 201) 1

EDUC 203 - Teaching in a Diverse Society †1

EDUC 303 - Methods of Teaching and Differentiated Instruction †¹

ECTA 323 - Curriculum, Assessment, and Data-Based Decision Making 1

EDPS 383 - Psychology of Teaching and Learning †1

EDUC 573 - Applications of Technology Semester Hours: Three †

PSYC 553 - Advanced Human Development Semester Hours: Three

EDUC 401 - Professional Growth and Folio Development II (Must be taken the semester prior to student teaching) †²

EDPS 453/553 - The Exceptional Child Semester Hours: Three

EDRD 423/523 - Integration of Literacy in Content Areas: Seminar and Field Experience Semester Hours: Three ‡

EDRD 463/563 - Reading and Writing Strategies for Middle and Secondary Content Areas Semester Hours: Three

EDMS 443/543 - Middle School: Philosophy and Organization Semester Hours: Three

ETOP 423/523 - Classroom and Behavior Management Semester Hours: Three

EDTR 413/513 - Trauma Informed Classroom I Semester Hours: Three (must be taken concurrently with Student Teaching)

Total: 38 Hours

Note(s)

[^]Teacher Education Program Gateway course – requires a grade of B or better (may be repeated once)

[†]Requires enrollment in EDAS WM7 Watermark 7-Year License as co-requisite/pre-requisite.

¹Undergraduate-only courses required for admission to the Teacher Education Program.

²Undergraduate-only course required in preparation for approval to student teach.

[‡]Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete: EDCL 420/520.

Field and Clinical Experiences

EDCL 211 - Teaching Field Experience I (must be in grades 5-9 in a middle school setting) †‡¹

EDUC 210 - Field Experience I Seminar (must be taken concurrently with EDCL 211) 1

EDCL 411/511 - Teaching Field Experience II Semester Hours: One (must be in grades 5-9, in a middle school setting different grade than EDCL 211) *†[^]

EDUC 410/510 - Field Experience II Seminar (must be taken concurrently with EDCL 411/511) *

EDUC 470 - Student Teaching Professional Development Seminar (must be taken concurrently with Student Teaching)1

EMCL 5712 - Student Teaching: Middle School Semester Hours: Twelve (must be in grades 5-9)

OR (for those pursuing two middle school concentration areas)

EMCL 5709 - Student Teaching: Middle School Semester Hours: Nine (must be in grades 5-9 in the primary concentration)

EMCL 5703 - Student Teaching: Middle School Semester Hours: Three (must be in grades 5-9 in the add-on concentration)

OR (for those pursuing middle/secondary combined)

EMCL 5709 - Student Teaching: Middle School Semester Hours: Nine (must be in grades 5-9 in a middle school setting)

ESCL 5703 - Student Teaching: Secondary Semester Hours: Three (must be in grades 9-12 in a secondary school setting, different grade level than EDCL 411/511) *

Total: 14 Hours

Note(s)

¹Undergraduate-only courses required for admission to the Teacher Education Program.

[^]Teacher Education Program Gateway course – requires a grade of B or better (may be repeated once)

[‡]Students who transfer in a course for EDCL 211 with a grade of B or better who do not have a MEES evaluation (or equivalent) must take EDCL 200 Transfer Field Experience.¹

[†]Requires enrollment in EDAS WM7 Watermark 7-Year License as corequisite/prerequisite.

*Candidates pursuing middle/secondary combined certification must complete EDCL 411/511 in a secondary school setting.

Instructional Strategies and Techniques in Content Specialty Area

EDMS 433/533 - Teaching Social Science for Middle/ Secondary: Seminar and Field Experience Semester Hours: Three

Total: 3 Hours

Content Area Requirements

HIWO 113 - World History I

HIWO 123 - World History II

HIUS 213 - United States History I

HIUS 223 - United States History II

ECON 103 - Survey of Economics for Non-Business Majors

EDGE 203 - Introduction to World Geography

POLS 103 - U.S. and Missouri Government and Constitution

One course from the following:

- POLS 123 - State and Local Government
- POLS 363 The African American Constitutional Experience
- POPH 333 Political Philosophy
- HIPO 343 The American Presidency
- HIPO 353 American Political Thought
- CRPO 453 Constitutional Law I

Total: 24 Hours

Total: 79 Hours

Social Science (Grades 9-12) Certification

CIP Code: 13.1317

NOTE: Secondary school candidates may opt to complete certification in one or two concentration areas. In addition, secondary certification may be combined with middle school certification in the same content area, earning subject-specific certification in grades 5-12. Driver Education is available as an add-on area.

Content areas for secondary certification (9-12) include the following: Biology, Business Education, Chemistry, English, Marketing Education, Mathematics, Social Science, and Speech/Theatre.

Content area courses are undergraduate-only unless otherwise noted.

See your advisor for certification requirements.

Professional Requirements

Content Planning and Delivery/Individual Student Needs/Schools and the Teaching Profession

EDUC 201 - Professional Growth and Folio Development I (Must be taken first semester of enrollment) †^1

EDUC 200 - Continuing Portfolio Development for Teacher Candidates (must be enrolled concurrently with EDUC 201) 1

EDUC 203 - Teaching in a Diverse Society †1

EDUC 303 - Methods of Teaching and Differentiated Instruction †^1

ECTA 323 - Curriculum, Assessment, and Data-Based Decision Making 1

EDPS 383 - Psychology of Teaching and Learning †1

EDUC 573 - Applications of Technology Semester Hours: Three †

PSYC 553 - Advanced Human Development Semester Hours: Three

EDUC 401 - Professional Growth and Folio Development II (Must be taken the semester prior to student teaching) †^{^2}

EDPS 453/553 - The Exceptional Child Semester Hours: Three

EDRD 423/523 - Integration of Literacy in Content Areas: Seminar and Field Experience Semester Hours: Three ‡

EDRD 463/563 - Reading and Writing Strategies for Middle and Secondary Content Areas Semester Hours: Three

ETOP 423/523 - Classroom and Behavior Management Semester Hours: Three

EDTR 413/513 - Trauma Informed Classroom I Semester Hours: Three (must be taken concurrently with Student Teaching)

Total: 35 Hours

Note(s)

[^]Teacher Education Program Gateway course – requires a grade of B or better (may be repeated once)

† Requires enrollment in EDAS WM7 Watermark 7-Year License as co-requisite/pre-requisite.

1Undergraduate-only courses required for admission to the Teacher Education Program.

2Undergraduate-only course required in preparation for approval to student teach.

3Undergraduate-only course required in conjunction with Student Teaching.

‡Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete: EDCL 420/520.

Field and Clinical Experiences

See your advisor for certification requirements.

EDCL 211 - Teaching Field Experience I (must be in grades 9-12 in a high school setting) †‡^{^1}

EDUC 210 - Field Experience I Seminar (must be taken concurrently with EDCL 211) 1

EDCL 411/511 - Teaching Field Experience II Semester Hours: One (must be in grades 9-12 in a high school setting, different grade than 211)*†[^]

EDUC 510 - Field Experience II Seminar Semester Hours: Zero (must be taken concurrently with EDCL 411/511)

EDUC 470 - Student Teaching Professional Development Seminar (must be taken concurrently with Student Teaching)1

ESCL 5712 - Student Teaching: Secondary Semester Hours: Twelve (must be in grades 9-12 in a high school setting, different grade than EDCL 211 or EDCL 511)

OR (for those pursuing two secondary content areas)

ESCL 5709 - Student Teaching: Secondary Semester Hours: Nine (must be in grades 9-12 in the primary content area)

ESCL 5703 - Student Teaching: Secondary Semester Hours: Three (must be in grades 9-12 in the add-on content area)

OR (for those pursuing secondary/middle combined)

ESCL 5709 - Student Teaching: Secondary Semester Hours: Three (must be in grades 9-12 in a secondary school setting)

EMCL 5703 - Student Teaching: Middle School Semester Hours: Three (must be in grades 5-9 in a middle school setting, different grade level than EDCL 411/511)*

Total: 14 Hours

Note(s)

1Undergraduate-only courses

[^]Teacher Education Program Gateway course – requires a grade of B or better (may be repeated once)

‡ Students who transfer in a course for EDCL 211 with a grade of B or better who do not have a MEES evaluation (or equivalent) must take EDCL 200 Transfer Field Experience.¹

† Requires enrollment in EDAS WM7 Watermark 7-Year License as co-requisite/pre-requisite.
 *Candidates pursuing secondary/middle combined certification must complete EDCL 411/511 in a middle school setting.

Instructional Strategies and Techniques in Content Specialty Area

EDMS 433/533 - Teaching Social Science for Middle/ Secondary: Seminar and Field Experience
 Semester Hours: Three
 Total: 3 Hours

Content Area Requirements

HIWO 113 - World History I
 HIWO 123 - World History II
 Upper Division European, Latin American, Asian, or other World (non-U.S.) history – 3 hours
 HIUS 213 - United States History I
 HIUS 223 - United States History II
 Upper division American history electives – 6 hours
 ECON 103 - Survey of Economics for Non-Business Majors
 EDGE 203 - Introduction to World Geography
 POLS 103 - U.S. and Missouri Government and Constitution
 One course from the following:
 POLS 123 - State and Local Government
 POLS 363 The African American Constitutional Experience
 POPH 333 Political Philosophy
 HIPO 343 The American Presidency*
 HIPO 353 American Political Thought*
 CRPO 453 Constitutional Law I
 Behavioral Science – 6 hours from the following:
 PSYC 133 General Psychology
 SOCO 113 Introduction to Sociology
 SOHI 213 Worldview and Social Issues
 SOCO 353 Cultural Anthropology
 Total: 39 Hours

Total: 91 Hours

Note(S)

*If applied to satisfy political science requirement cannot be used for U.S. history

Special Education Cross-Categorical Disabilities Mild/Moderate Stand-Alone (Grades K-12) Certification

CIP Code: 13.1007

NOTE: This certification is available as both a stand-alone (K-12) or as a combined major with Elementary Education (Grades 1-6).

Students must pass both the Missouri Content Assessment (MoCA) for Mild-Moderate Cross-Categorical and all four subtests of the Elementary Education Multi-Content exam (English/language arts, mathematics, science, and social studies).

Professional Requirements

Content Planning and Delivery/Individual Student Needs/Schools and the Teaching Profession

EDUC 201 - Professional Growth and Folio Development I (Must be taken first semester of enrollment) 1
EDUC 203 - Teaching in a Diverse Society (Must be taken with EDUC 201) 1
ECTA 323 - Curriculum, Assessment, and Data-Based Decision Making 1
EDPS 383 - Psychology of Teaching and Learning 1
EDUC 303 - Methods of Teaching and Differentiated Instruction 1
EDUC 573 - Applications of Technology Semester Hours: Three
PSYC 553 - Advanced Human Development Semester Hours: Three
EDUC 401 - Professional Growth and Folio Development II (Must be taken the semester prior to student teaching) 2
EDSP 453/553 - Teaching Remedial Math K-12: Seminar and Field Experience Semester Hours: Three
EDRD 423/523 - Integration of Literacy in Content Areas: Seminar and Field Experience Semester Hours: Three ‡
ETOP 423/523 - Classroom and Behavior Management Semester Hours: Three
EDSP 433/533 - Introduction and Methods of Teaching and Inclusion for Students with Cross-Categorical Disabilities and Field Experience Semester Hours: Three
EDSP 463/563 - Individual Diagnostic Assessment Semester Hours: Three
HUED 443/543 - Transition/Career Development and Vocational Education Semester Hours: Three
EDSP 413/513 - Language Development and Disorders of the Exceptional Child Semester Hours: Three
ECSP 423/523 - Family Engagement and Partnership Semester Hours: Three
Total: 44 Hours

Note(s)

1 *Undergraduate-only courses required for admission to the Teacher Education Program.*
2 *Undergraduate-only course required in preparation for approval to student teach.*
‡ *Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete: EDCL 420/520.*

Content Knowledge for Teaching/Teaching and Learning Strategies

ECED 413/513 - Language Acquisition of the Young Child Semester Hours: Three
EDRD 433/533 - Foundations of Literacy Instruction for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three
EDRD 443/543 - Analysis and Correction of Reading Disabilities: Seminar and Field Experience Semester Hours: Three
EDRD 463/563 - Reading and Writing Strategies for Middle and Secondary Content Areas Semester Hours: Three
EDSP 453/553 - Teaching Remedial Math K-12: Seminar and Field Experience Semester Hours: Three
ELED 433/533 - Integrated Mathematics Concepts for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three
ELED 443/543 - Integrated Science Concepts for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three
ELED 453/553 - Integrated Language Arts Concepts and Children's Literature for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three

ELED 463/563 - Integrated Concepts in Social Science, Geography, and Economics for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three
Total: 27 Hours

Total: 71 Hours

Field and Clinical Experiences

Field and Clinical Experiences: students must complete at least one field placement in each of the three levels (elementary, middle, high school)

EDCL 211 - Teaching Field Experience I (special education, elementary, middle, or secondary) 1

EDUC 210 - Field Experience I Seminar (must be taken concurrently with EDCL 211) 1

EDCL 411/511 - Teaching Field Experience II Semester Hours: One

EDUC 410/510 - Field Experience II Seminar (must be taken concurrently with EDCL 411/511)

EDSP 5709 - Student Teaching: Cross-Categorical Disabilities Semester Hours: Nine (special education, elementary, middle, or secondary)

EDSP 5703 - Student Teaching: Cross-Categorical Disabilities Semester Hours: Three (special education, elementary, middle, or secondary, different level than EDSP 4709)

EDTR 413/513 - Trauma Informed Classroom I Semester Hours: Three

EDUC 470 - Student Teaching Professional Development Seminar Semester Hours: Zero (must be taken concurrently with EDSP 5709 and EDSP 5703) 1

Total: 17 Hours

Total: 88 Hours

Note(s)

¹Undergraduate-only courses

Special Education Cross-Categorical Disabilities Mild/Moderate/Elementary Education (Grades 1-6/K-12) Certificate

CIP Code: 13.1007/13.1202

Students must pass both the Missouri Content Assessment (MoCA) for Mild-Moderate Cross-Categorical PLUS all four subtests of the Elementary Education Multi-Content exam (English/language arts, mathematics, science, and social studies).

Professional Requirements

Content Planning and Delivery/Individual Student Needs/ Schools and the Teaching Profession

EDUC 201 - Professional Growth and Folio Development I 1 ^ † (Must be taken first semester of enrollment)

EDUC 200 - Continuing Portfolio Development for Teacher Candidates 1 † (Must be enrolled concurrently with EDUC 201)

EDUC 203 - Teaching in a Diverse Society 1 † (Must be taken with EDUC 201)

ECTA 323 - Curriculum, Assessment, and Data-Based Decision Making 1

EDPS 383 - Psychology of Teaching and Learning 1 †

EDUC 303 - Methods of Teaching and Differentiated Instruction 1 ^ †

EDUC 573 - Applications of Technology Semester Hours: Three
PSYC 553 - Advanced Human Development Semester Hours: Three
EDUC 401 - Professional Growth and Folio Development II (Must be taken the semester prior to student teaching) 2 ^
EDPS 453/553 - The Exceptional Child Semester Hours: Three
EDRD 423/523 - Integration of Literacy in Content Areas: Seminar and Field Experience Semester Hours: Three ‡
ETOP 423/523 - Classroom and Behavior Management Semester Hours: Three
EDSP 433/533 - Introduction and Methods of Teaching and Inclusion for Students with Cross-Categorical Disabilities and Field Experience Semester Hours: Three
EDSP 463/563 - Individual Diagnostic Assessment Semester Hours: Three
HUED 443/543 - Transition/Career Development and Vocational Education Semester Hours: Three
EDSP 413/513 - Language Development and Disorders of the Exceptional Child Semester Hours: Three
ECSP 423/523 - Family Engagement and Partnership Semester Hours: Three
Total: 44 Hours

Note(s)

1 *Undergraduate-only courses required for admission to the Teacher Education Program.*
2 *Undergraduate-only course required in preparation for approval to student teach.*
‡ *Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete: EDCL 420/520.*

Content Knowledge for Teaching/Teaching and Learning Strategies

ECED 413/513 - Language Acquisition of the Young Child Semester Hours: Three
EDRD 433/533 - Foundations of Literacy Instruction for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three
EDRD 443/543 - Analysis and Correction of Reading Disabilities: Seminar and Field Experience Semester Hours: Three
EDRD 463/563 - Reading and Writing Strategies for Middle and Secondary Content Areas Semester Hours: Three
EDSP 453/553 - Teaching Remedial Math K-12: Seminar and Field Experience Semester Hours: Three
ELED 433/533 - Integrated Mathematics Concepts for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three
ELED 443/543 - Integrated Science Concepts for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three
ELED 453/553 - Integrated Language Arts Concepts and Children's Literature for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three
ELED 463/563 - Integrated Concepts in Social Science, Geography, and Economics for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three
Total: 27 Hours

Total: 71 Hours

Field and Clinical Experiences

EDCL 211 - Teaching Field Experience I (special education, elementary, middle, or secondary) 1
EDUC 210 - Field Experience I Seminar (must be taken concurrently with EDCL 211) 1
EDCL 411/511 - Teaching Field Experience II Semester Hours: One (special education, elementary, middle, or secondary, different level than EDCL 211)

EDUC 410/510 - Field Experience II Seminar (must be taken concurrently with EDCL 411/511)
 EDSP 5709 - Student Teaching: Cross-Categorical Disabilities Semester Hours: Nine (special education, elementary, middle, or secondary)
 ELCL 5703 - Student Teaching: Elementary Semester Hours: Three (regular education, grades 1-6)
 EDTR 413/513 - Trauma Informed Classroom I Semester Hours: Three
 EDUC 470 - Student Teaching Professional Development Seminar Semester Hours: Zero (must be taken concurrently with EDSP 4709 and ELCL 4703) 1
Total: 17 Hours

Total: 88 Hours

Note(s)

¹Undergraduate-only courses

Special Reading Add-On (Grades K-12) Certification

CIP Code: 13.1315

NOTE: The Department of Elementary and Secondary Education (DESE) requires that candidates seeking this endorsement hold a valid Missouri permanent or professional certificate of license to teach and have at least two (2) years of classroom teaching experience.

Beginning August 1, 2017, candidates must be recommended for certification in Special Reading K-12 by an educator preparation program. Candidates must also pass the state mandated content assessment for special reading.

Professional Requirements

PSYC 333 - Child Psychology§

PSYC 343 - Adolescent Psychology§

EDPS 453/553 - The Exceptional Child Semester Hours: Three

EDSP 463/563 - Individual Diagnostic Assessment Semester Hours: Three

Total: 9-12 Hours

Special Reading Content Knowledge for Teaching

EDSP 413/513 - Language Development and Disorders of the Exceptional Child Semester Hours: Three

OR

ECED 413/513 - Language Acquisition of the Young Child Semester Hours: Three

ETOP 423/523 - Classroom and Behavior Management Semester Hours: Three

ECSP 423/523 - Family Engagement and Partnership Semester Hours: Three

OR

EDRD 443/543 - Analysis and Correction of Reading Disabilities: Seminar and Field Experience Semester Hours: Three *

Plus Nine (9) Hours from the Following

EDRD 423/523 - Integration of Literacy in Content Areas: Seminar and Field Experience Semester Hours: Three *

EDRD 433/533 - Foundations of Literacy Instruction for Early Childhood/Elementary: Seminar and Field Experience Semester Hours: Three *

EDRD 463/563 - Reading and Writing Strategies for Middle and Secondary Content Areas Semester Hours: Three *

EDRD 501/502/503 - Specialized Topics in Literacy Instruction Semester Hours: ["Variable"] *

EDET 573 - Methods of Using Technology to Enhance Literacy Semester Hours: Three *

Total: 21 Hours

Note(s)

**Minimum of 12 semester hours from the following, one of which must be Analysis and Correction of Reading Disabilities, with at least two courses at the graduate level [candidates may not repeat courses taken at the 400-level (or their equivalents) at the 500-level]*

Culminating Clinical Experiences

EDRD 573 - Advanced Elementary Reading Disorders Practicum Semester Hours: Three

EDRD 583 - Advanced Secondary Reading Disorders Practicum Semester Hours: Three

Total: 6 Hours

Graduate Only

Total: 36-39 Hours

Note(s)

§May be met with a three semester hour combined course in Child and Adolescent Psychology such as PSYC 313 Human Growth and Development OR PSYC 553.

Speech/Theatre (Grades 5-9) Certification

CIP Code: 13.1324

NOTE: Middle school candidates may opt to complete certification in one or two concentration areas. In addition, middle school certification may be combined with secondary certification in the same content area, earning subject-specific certification in grades 5-12.

Subject-Specific Certification Requirements:

A 24-credit-hour area of concentration is required for middle school certification. Areas of concentration offered by Missouri Baptist University include Business Education, Language Arts, Mathematics, Science, Social Science, and Speech/Theatre. Candidates pursuing middle/secondary combined certification must satisfy all the subject-specific secondary content area requirements, which will also fulfill the middle school concentration area requirements.

Content area courses are undergraduate-only unless otherwise noted.

See your advisor for certification requirements.

Professional Requirements

Content Planning and Delivery/Individual Student Needs/Schools and the Teaching Profession

EDUC 201 - Professional Growth and Folio Development I (Must be taken first semester of enrollment) †^1

EDUC 200 - Continuing Portfolio Development for Teacher Candidates (must be enrolled concurrently with EDUC 201) 1
 EDUC 203 - Teaching in a Diverse Society †1
 EDUC 303 - Methods of Teaching and Differentiated Instruction †^1
 ECTA 323 - Curriculum, Assessment, and Data-Based Decision Making 1
 EDPS 383 - Psychology of Teaching and Learning †1
 EDUC 573 - Applications of Technology Semester Hours: Three †
 PSYC 553 - Advanced Human Development Semester Hours: Three
 EDUC 401 - Professional Growth and Folio Development II (Must be taken the semester prior to student teaching) †^2
 EDPS 453/553 - The Exceptional Child Semester Hours: Three
 EDRD 423/523 - Integration of Literacy in Content Areas: Seminar and Field Experience Semester Hours: Three ‡
 EDRD 463/563 - Reading and Writing Strategies for Middle and Secondary Content Areas Semester Hours: Three
 EDMS 443/543 - Middle School: Philosophy and Organization Semester Hours: Three
 ETOP 423/523 - Classroom and Behavior Management Semester Hours: Three
 EDTR 413/513 - Trauma Informed Classroom I Semester Hours: Three (must be taken concurrently with Student Teaching)
Total: 38 Hours

Note(s)

[^]Teacher Education Program Gateway course – requires a grade of B or better (may be repeated once)

[†] Requires enrollment in EDAS WM7 Watermark 7-Year License as co-requisite/pre-requisite.

¹ Undergraduate-only courses required for admission to the Teacher Education Program.

² Undergraduate-only course required in preparation for approval to student teach.

[‡] Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete: EDCL 420/520.

Field and Clinical Experiences

EDCL 211 - Teaching Field Experience I (must be in grades 5-9 in a middle school setting) †‡^1
 EDUC 210 - Field Experience I Seminar (must be taken concurrently with EDCL 211) 1
 EDCL 411/511 - Teaching Field Experience II Semester Hours: One (must be in grades 5-9, in a middle school setting different grade than EDCL 211) *†^
 EDUC 410/510 - Field Experience II Seminar (must be taken concurrently with EDCL 411/511) *
 EDUC 470 - Student Teaching Professional Development Seminar (must be taken concurrently with Student Teaching)1
 EMCL 5712 - Student Teaching: Middle School Semester Hours: Twelve (must be in grades 5-9)
OR (for those pursuing two middle school concentration areas)
 EMCL 5709 - Student Teaching: Middle School Semester Hours: Nine (must be in grades 5-9 in the primary concentration)
 EMCL 5703 - Student Teaching: Middle School Semester Hours: Three (must be in grades 5-9 in the add-on concentration)
OR (for those pursuing middle/secondary combined)
 EMCL 5709 - Student Teaching: Middle School Semester Hours: Nine (must be in grades 5-9 in a middle school setting)
 ESCL 5703 - Student Teaching: Secondary Semester Hours: Three (must be in grades 9-12 in a secondary school setting, different grade level than EDCL 411/511) *
Total: 14 Hours

Note(s)

¹Undergraduate-only courses required for admission to the Teacher Education Program.

[^]Teacher Education Program Gateway course – requires a grade of B or better (may be repeated once)

[‡]Students who transfer in a course for EDCL 211 with a grade of B or better who do not have a MEES evaluation (or equivalent) must take EDCL 200 Transfer Field Experience.¹

[†]Requires enrollment in EDAS WM7 Watermark 7-Year License as corequisite/prerequisite.

^{*}Candidates pursuing middle/secondary combined certification must complete EDCL 411/511 in a secondary school setting.

Instructional Strategies and Techniques in Content Specialty

Area

EDST 473/573 - Methods of Teaching Speech and Theatre in Grades 5-12: Seminar and Field Experience Semester Hours: Three

Total: 3 Hours

Content Area Requirements

THEA 113 - Acting I

THEA 213 - Stage Make-up

THEA 233 - Stagecraft

THEA 313 - History of Theatre

THEA 333 - Directing

COMM 203 - Understanding Human Communication

COMM 233 - Introduction to Cross-Cultural Communication

COST 403 - Oral Interpretation of Literature

Total: 24 Hours

Total: 79 Hours

Speech/Theatre (Grades 9-12) Certification

CIP Code: 13.1324

NOTE: Secondary school candidates may opt to complete certification in one or two concentration areas. In addition, secondary certification may be combined with middle school certification in the same content area, earning subject-specific certification in grades 5-12. Driver Education is available as an add-on area.

Content areas for secondary certification (9-12) include the following: Biology, Business Education, Chemistry, English, Marketing Education, Mathematics, Social Science, and Speech/Theatre.

Content area courses are undergraduate-only unless otherwise noted.

See your advisor for certification requirements.

Professional Requirements

Content Planning and Delivery/Individual Student Needs/Schools and the Teaching Profession

EDUC 201 - Professional Growth and Folio Development I (Must be taken first semester of enrollment) †^1

EDUC 200 - Continuing Portfolio Development for Teacher Candidates (must be enrolled concurrently with EDUC 201) 1

EDUC 203 - Teaching in a Diverse Society †1

EDUC 303 - Methods of Teaching and Differentiated Instruction †^1

ECTA 323 - Curriculum, Assessment, and Data-Based Decision Making 1

EDPS 383 - Psychology of Teaching and Learning †1

EDUC 573 - Applications of Technology Semester Hours: Three †

PSYC 553 - Advanced Human Development Semester Hours: Three

EDUC 401 - Professional Growth and Folio Development II (Must be taken the semester prior to student teaching) †^2

EDPS 453/553 - The Exceptional Child Semester Hours: Three

EDRD 423/523 - Integration of Literacy in Content Areas: Seminar and Field Experience Semester Hours: Three ‡

EDRD 463/563 - Reading and Writing Strategies for Middle and Secondary Content Areas Semester Hours: Three

ETOP 423/523 - Classroom and Behavior Management Semester Hours: Three

EDTR 413/513 - Trauma Informed Classroom I Semester Hours: Three (must be taken concurrently with Student Teaching)

Total: 35 Hours

Note(s)

^Teacher Education Program Gateway course – requires a grade of B or better (may be repeated once)

† Requires enrollment in EDAS WM7 Watermark 7-Year License as co-requisite/pre-requisite.

1Undergraduate-only courses required for admission to the Teacher Education Program.

2Undergraduate-only course required in preparation for approval to student teach.

3Undergraduate-only course required in conjunction with Student Teaching.

‡Students who transfer in a course for EDRD 423/523 which does not include an equivalent field experience must complete: EDCL 420/520.

Field and Clinical Experiences

See your advisor for certification requirements.

EDCL 211 - Teaching Field Experience I (must be in grades 9-12 in a high school setting) †‡^1

EDUC 210 - Field Experience I Seminar (must be taken concurrently with EDCL 211) 1

EDCL 411/511 - Teaching Field Experience II Semester Hours: One (must be in grades 9-12 in a high school setting, different grade than 211)*†^

EDUC 510 - Field Experience II Seminar Semester Hours: Zero (must be taken concurrently with EDCL 411/511)

EDUC 470 - Student Teaching Professional Development Seminar (must be taken concurrently with Student Teaching)1

ESCL 5712 - Student Teaching: Secondary Semester Hours: Twelve (must be in grades 9-12 in a high school setting, different grade than EDCL 211 or EDCL 511)

OR (for those pursuing two secondary content areas)

ESCL 5709 - Student Teaching: Secondary Semester Hours: Nine (must be in grades 9-12 in the primary content area)

ESCL 5703 - Student Teaching: Secondary Semester Hours: Three (must be in grades 9-12 in the add-on content area)

OR (for those pursuing secondary/middle combined)

ESCL 5709 - Student Teaching: Secondary Semester Hours: Three (must be in grades 9-12 in a secondary school setting)

EMCL 5703 - Student Teaching: Middle School Semester Hours: Three (must be in grades 5-9 in a middle school setting, different grade level than EDCL 411/511)*

Total: 14 Hours

Note(s)

1 Undergraduate-only courses

^ Teacher Education Program Gateway course – requires a grade of B or better (may be repeated once)

‡ Students who transfer in a course for EDCL 211 with a grade of B or better who do not have a MEES evaluation (or equivalent) must take EDCL 200 Transfer Field Experience.¹

† Requires enrollment in EDAS WM7 Watermark 7-Year License as co-requisite/pre-requisite.

**Candidates pursuing secondary/middle combined certification must complete EDCL 411/511 in a middle school setting.*

Instructional Strategies and Techniques in Content Specialty Area

EDST 473/573 - Methods of Teaching Speech and Theatre in Grades 5-12: Seminar and Field Experience Semester Hours: Three

Total: 3 Hours

Core Requirements

THEA 113 Acting I

THEA 213 Stage Make-up

THEA 223 Acting II

THEA 233 Stagecraft

THEA 313 History of Theatre I

THEA 323 History of Theatre II

THEA 333 Directing

COMM 103 Speech Communications

COMM 203 Understanding Human Communications

COMM 233 Introduction to Cross-Cultural Communication

COMM 313 Applied Public Speaking

COST 333 Argument and Debate

COST 403 Oral Interpretation of Literature

Total: 39 Hours

Total: 91 Hours

College of Science & Health

Mission Statement

The College of Science & Health educates and prepares students spiritually, intellectually, and professionally through a foundation of Biblical truth and liberal arts education. The College of Science & Health is dedicated to educating students by integrating multiple disciplines, practice, and academic excellence. We are committed to innovative and collaborative approaches to education, scholarship, and service within local communities, our region, and the world.

Overview

The College of Science & Health contains the School of Health & Movement Science, School of Natural Sciences & Mathematics, School of Nursing, School of Social & Behavioral Sciences, and School of Social Work.

School of Health & Movement Sciences

Mission Statement

The School of Health & Movement Sciences at Missouri Baptist University is committed to promoting intellectual, spiritual, and professional development, striving to enhance a Christ-centered lifestyle through collaborative relationships and the advancement of knowledge. Areas of study include health sciences, exercise science, fitness management, and pre-professional studies. Each program prepares students for a professional vocation by applying a well-rounded, holistic approach to education from an evangelical Christian worldview.

Graduate Certificates

A graduate certificate may be earned in the field of Exercise Science. This certificate is a stand-alone certificate and may not be earned concurrently with a master's degree in the same discipline or track. Students who begin a certificate program and wish to switch to a master's program must make application to the master's program through the Graduate Admissions Office and submit all documentation for full admission. Classes may not be transferred in for the certificate programs, and students must complete the required twelve (12) hours through Missouri Baptist University.

Students returning to pursue a master's degree after earning a certificate may transfer up to six (6) hours from their certificate program into the master's program. Six (6) alternative hours will replace completed core classes. The student and advisor will decide on appropriate classes with the approval of the Dean of the College of Science and Health.

The graduate certificates require a cumulative grade point average of 3.0 on a 4.0 scale to be granted.

Programs of Study

Graduate Certificate

Graduate Certificate in Exercise Science, GCES

Graduate Certificate in Exercise Science, GCES

CIP Code: 31.0505

Required Courses

EXSC 403/503 - Exercise Psychology Semester Hours: Three

OR

SMKT 543 - Sport Ethics Semester Hours: Three

EXSC 453/553 - Fitness Management Semester Hours: Three

EXSC 483/583 - Principles of Human Performance Semester Hours: Three

KHSC 413/513 - Exercise Testing and Prescription for Special Populations Semester Hours:
Three

Total: 12 Hours

School of Natural Sciences & Mathematics

Mission Statement

The School of Natural Sciences & Mathematics provides curricula fulfilling general education and degree requirements. Areas of study include Biochemistry, Biology, Biotechnology, Chemistry, Mathematics, Pre-Engineering, Pre-Nursing, and Radiologic Technology. The school and its faculty are committed to professionalism and excellence within the framework of a Christian worldview and within the mission of the University as a whole.

Master of Science

Overview

The online Master of Science in Biology, Chemistry, or Mathematics Education program is designed to provide a flexible path to expand the student's impact in the classroom in less than two years, as students work full-time.

Each of the program's curriculum will help students gain a deeper and broader understanding of some relevant topics in biology, chemistry, or mathematics. Curriculum development, instructional theory, and pedagogy will be discussed in the education-focused courses and investigation of these topics will be encouraged with reflection and critical inquiry. Students will learn to utilize technology efficiently to facilitate collaboration and participation in the knowledge building process. Resources will be provided to help students make changes in their teaching skills and to boost student learning and engagement in their classrooms.

The School of Natural Science & Mathematics provides educators with new and innovative scientific teaching strategies and methodologies that will help them establish a solid foundation for their students in society.

Biology Education Mission Statement: The Master of Science in Biology Education (MS) program's purpose is to provide a high-quality, affordable, and student-oriented degree in biology education for educators who want to expand and refresh their subject knowledge, do research on biology learning, and expand their pedagogical approaches. Students will take 30 semester hours of fundamental biology, biology education, and professional education courses. Courses are taught from a Christian perspective, in accordance with the University's overall mission.

Chemistry Education Mission Statement: The Master of Science in Chemistry Education (MS) program's goal is to deliver a high-quality, affordable, flexible, and student-centered master's degree in chemistry and applied science education that will improve science teaching and learning for both educators and students. Courses are taught from a Christian perspective, in accordance with the University's overall mission. Students will study 30 semester hours of chemistry, chemistry education, and professional education core curriculum courses. This curriculum emphasizes scientific learning strategies and instructional methods.

Mathematics Education Mission Statement: The Master of Science in Mathematics Education (MS) program's objective is to deliver a superior quality, accessible, adaptable, and learner-centered education at the graduate level in mathematics education that will improve mathematics teaching and learning for both educators and students. Courses are taught from a Christian perspective, in accordance with the University's overall mission. Students will take 30 semester hours of core curriculum mathematics, mathematics education, and professional

education courses. The emphasis of this curriculum is on scientific learning processes and teaching approaches.

Summary of the MS Degree Process

To earn either the MS in Biology Education, Chemistry Education or Mathematics Education, a student must complete each of the following steps:

1. The student must develop a comprehensive plan of study with the Graduate Advisor.
2. The student must complete all coursework included in the plan of study.
3. An application for graduation, signed by the student, Graduate Advisor, and Vice President for Graduate Affairs & Professional Studies, must be filed with the Graduate Office and the Records Office in the semester prior to the term in which the student intends to graduate.
4. Students must pay the required graduation fee. All graduate candidates for graduation during an academic year – Fall/Winter, Spring, and Summer – are encouraged to attend the commencement exercises held at the close of the Spring Semester. Students must notify the Vice President for Graduate Affairs & Professional Studies and the Director of Records if they choose not to participate. Students must pay the graduation fee whether they attend commencement or not. Graduate students must have all work completed to have a degree conferred to participate in the ceremony but not to participate in the ceremony.
5. All graduate students must have a 3.0 cumulative grade point average to graduate from the program.

Transfer Students and Transfer Credit

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

Students entering the Master of Science in Biology Education, Chemistry Education or Mathematics Education degree programs may transfer up to six (6) graduate credits into the Missouri Baptist University Graduate Studies Program from another regionally accredited college or university. The total hours transferred to Missouri Baptist, including courses from other programs while enrolled, may not exceed six (6) hours. Transfer credit must be approved by the Vice President for Graduate Affairs & Professional Studies and program director.

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

Exit Exam: The Master of Science in Biology Education, Chemistry Education, or Mathematics Education degrees do not require an exit exam.

Programs of Study

Master

Biology Education, MS
Chemistry Education, MS
Mathematics Education, MS

Graduate Certificate

Graduate Certificate in Biology Education, GCBE

Graduate Certificate in Chemistry Education, GCCE

Graduate Certificate in Mathematics Education, GCME

Biology Education, MS

CIP Code: 13.1322

Additional information regarding the Master of Science in Biology Education program can be found on the School of Natural Sciences & Mathematics page.

Required Curriculum and Instruction Core

ECTA 523 - Integration of Curriculum, Instruction, and Assessment Semester Hours: Three

EDUC 573 - Applications of Technology Semester Hours: Three

ETOP 563 - Legal Issues in Regular and Special Education Semester Hours: Three

ETOP 583 - Perspectives on Diversity in Education Semester Hours: Three

Total: 12 Hours

Biology Core

BCHM 453/553 - Biochemistry II Semester Hours: Three

BIOL 433A/533A - Immunology Semester Hours: Three

BIOL 443/543 - Advanced Human Physiology Semester Hours: Three

BIOL 463A/563A - Molecular Genetics Semester Hours: Three

BIOL 543B - Methods of Inquiry I Semester Hours: Three

BIOL 573 - Advanced Methods in Biology Education Semester Hours: Three

Total: 18 Hours

Biology Electives

Biology elective courses are not required to complete the Master of Science in Biology Education program.

BIOL 583 - Special Topics in Natural Science Semester Hours: Three

ETOP 543AI - Specialized Topics in Educational Technology: Artificial Intelligence Semester Hours: Three

Total: 0-6 Hours

Total: 30-36 Hours

Chemistry Education, MS

CIP Code: 13.1323

Additional information regarding the Master of Science in Chemistry Education program can be found on the School of Natural Sciences & Mathematics page.

Required Curriculum and Instruction Core

ECTA 523 - Integration of Curriculum, Instruction, and Assessment Semester Hours: Three

EDUC 573 - Applications of Technology Semester Hours: Three

ETOP 563 - Legal Issues in Regular and Special Education Semester Hours: Three

ETOP 583 - Perspectives on Diversity in Education Semester Hours: Three

Total: 12 Hours

Chemistry Core

BCHM 453/553 - Biochemistry II Semester Hours: Three

CHEM 403/503 - Study of Processes and Research Methods in Chemistry Semester Hours: Three

CHEM 423N/523N - The Chemistry of Natural Products Semester Hours: Three
CHEM 543C - Methods of Inquiry I Semester Hours: Three
CHEM 453/553 - Instrumental Methods for Chemical Analysis Semester Hours: Three
CHEM 573 - Advanced Methods in Chemistry Education Semester Hours: Three
Total: 18 Hours

Chemistry Electives

Chemistry elective courses are not required to complete the Master of Science in Chemistry Education program.

CHEM 481-486/583 - Chemistry Research Semester Hours: Three
CHEM 533 - Special Topics in Chemistry Semester Hours: Three
ETOP 543AI - Specialized Topics in Educational Technology: Artificial Intelligence Semester Hours: Three
Total: 0-9 Hours

Total: 30-39 Hours

Mathematics Education, MS

CIP Code: 13.1311

Additional information regarding the Master of Science in Mathematics Education can be found on the School of Natural Sciences & Mathematics page.

Required Curriculum and Instruction Core

ECTA 523 - Integration of Curriculum, Instruction, and Assessment Semester Hours: Three
EDUC 573 - Applications of Technology Semester Hours: Three
ETOP 563 - Legal Issues in Regular and Special Education Semester Hours: Three
ETOP 583 - Perspectives on Diversity in Education Semester Hours: Three
Total: 12 Hours

Mathematics Core

MATH 523 - Abstract Algebra Semester Hours: Three
MATH 543M - Methods of Inquiry I Semester Hours: Three
MATH 453A/553A - Advanced Calculus I Semester Hours: Three
MATH 463/563 - Numerical Analysis Semester Hours: Three
MATH 573 - Advanced Methods in Mathematics Education Semester Hours: Three
MATH 583 - Advanced Educational Statistics Semester Hours: Three
Total: 18 Hours

Mathematics Electives

Mathematics elective courses are not required to complete the Master of Science in Mathematics Education program.

EDAD 523 - Data Analytics and Technology for Administrators Semester Hours: Three
ETOP 543AI - Specialized Topics in Educational Technology: Artificial Intelligence Semester Hours: Three

MATH 533 - Advanced Differential Equations Semester Hours: Three

MATH 593 - Special Topics in Mathematics Semester Hours: Three

Total: 0-12 Hours

Total: 30-42 Hours

Graduate Certificate in Biology Education, GCBE

CIP Code: 13.1322

A student applying for the Graduate Certificate in Biology Education should have earned a Bachelor of Science or Bachelor of Arts in one of the following: Biochemistry, Biology, Biotechnology, or their Secondary Educator Certification in Biology. Students who have earned their Secondary Educator Certification in Biology must have completed Genetics, Cell Biology, and Biochemistry I or equivalent courses.

Required Biology Core

BCHM 453/553 - Biochemistry II Semester Hours: Three

BIOL 433A/533A - Immunology Semester Hours: Three

BIOL 443/543 - Advanced Human Physiology Semester Hours: Three

BIOL 543B - Methods of Inquiry I Semester Hours: Three

BIOL 463A/563A - Molecular Genetics Semester Hours: Three

BIOL 573 - Advanced Methods in Biology Education Semester Hours: Three

Total: 18 Hours

Biology Electives

Biology elective courses are not required to complete the Graduate Certificate in Biology Education.

BIOL 583 - Special Topics in Natural Science Semester Hours: Three

Total: 0-3 Hours

Total: 18-21 Hours

Graduate Certificate in Chemistry Education, GCCE

CIP Code: 13.1323

A student applying for the Graduate Certificate in Chemistry Education should have earned a Bachelor of Science or Bachelor of Arts in one of the following: Biochemistry, Chemistry, or their Secondary Educator Certification in Chemistry. Students who have earned their Secondary Educator Certification in Chemistry must have completed Organic Chemistry I & II, Analytical Chemistry, and Biochemistry I or equivalent courses.

Required Chemistry Core

BCHM 453/553 - Biochemistry II Semester Hours: Three

CHEM 403/503 - Study of Processes and Research Methods in Chemistry Semester Hours: Three

CHEM 423N/523N - The Chemistry of Natural Products Semester Hours: Three

CHEM 543C - Methods of Inquiry I Semester Hours: Three

CHEM 453/553 - Instrumental Methods for Chemical Analysis Semester Hours: Three

CHEM 573 - Advanced Methods in Chemistry Education Semester Hours: Three

Total: 18 Hours

Chemistry Electives

Chemistry electives are not required to complete the Graduate Certificate in Chemistry Education.

CHEM 533 - Special Topics in Chemistry Semester Hours: Three

CHEM 481-486/583 - Chemistry Research Semester Hours: Three

Total: 0-6 Hours

Total: 18-24 Hours

Graduate Certificate in Mathematics Education, GCME

CIP Code: 13.1311

A student applying for the Graduate Certificate in Mathematics Education should have earned a Bachelor of Science or Bachelor of Arts in Mathematics or their Secondary Educator Certification in Mathematics. Students who have earned their Secondary Educator Certification in Mathematics must have completed Probability and Statistics, Calculus I, II, & III, Differential Equations, and Discrete Mathematics or equivalent courses.

Required Mathematics Core

MATH 523 - Abstract Algebra Semester Hours: Three

MATH 543M - Methods of Inquiry I Semester Hours: Three

MATH 453A/553A - Advanced Calculus I Semester Hours: Three

MATH 463/563 - Numerical Analysis Semester Hours: Three

MATH 573 - Advanced Methods in Mathematics Education Semester Hours: Three

MATH 583 - Advanced Educational Statistics Semester Hours: Three

Total: 18 Hours

Mathematics Electives

Mathematics electives are not required to complete the Graduate Certificate in Mathematics Education.

EDAD 523 - Data Analytics and Technology for Administrators Semester Hours: Three

MATH 533 - Advanced Differential Equations Semester Hours: Three

MATH 593 - Special Topics in Mathematics Semester Hours: Three

Total: 0-9 Hours

Total: 18-27 Hours

School of Nursing

Mission Statement

In accordance with the mission statement of Missouri Baptist University, the School of Nursing prepares students spiritually, intellectually, and professionally through a foundation of Biblical truth and liberal arts education. Students integrate personal faith in the practice of nursing to become practice-ready, caring professionals serving in a global and culturally diverse society.

Master of Science in Nursing

The Master of Science in Nursing (MSN) program will provide students with the advanced skills necessary to provide direct patient care at an advanced level, conduct research, teach online and in the classroom, impact public policy, lead health systems, consult with corporations, and implement evidence-based solutions that revolutionize health care. These highly skilled providers are in great demand to fill established and emerging roles that allow nurses to focus on a variety of practice areas, such as geriatrics, pediatrics, public health, administration, informatics, forensics, systems improvement, and genetics/genomics.

Using a Christian perspective, the MSN graduate will:

1. Provide culturally competent care to all persons regardless of race, sex, age, socioeconomic status, culture, health care beliefs, and religion.
2. Practice independently and collaboratively with an interprofessional team while delivering direct and indirect care services in various types of health care systems.
3. Evaluates research findings from nursing and other disciplines as a basis for clinical decision-making to improve practice and to formulate health policy.
4. Contribute to the integration of healthcare services within systems to affect safety and quality of care to improve patient outcomes and reduce fragmentation of care.
5. Assumes the direct and indirect roles and functions of advanced nursing practice to promote health, prevent illness, and improve the health of individuals, families, and communities.
6. Integrate information science and technology to communicate relevant patient data, manage care, mitigate error, and support clinical judgment and evidence-based nursing practice.
7. Advance practice through the embodiment of values & ethics, knowledge, professional comportment, and 'nurse as leader' to influence person-centered care and advocacy for all people.
8. Integrate leadership skills and decision making in the provision of culturally responsive, high-quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery and outcomes.
9. Demonstrate communication skills, including health information management to enhance the quality of care provided at individual and aggregate levels.
10. Integrate select Biblical concepts using a Christian worldview into advanced nursing practice.

The Master of Science in Nursing (MSN) will require students to select one of four tracks: Executive Leadership, Family Nurse Practitioner (FNP), Nursing Educator, and Psychiatric Mental Health Nurse Practitioner (PMHNP). The MSN program consists of 15-18 credit hours of shared core classes. Students pursuing the Executive Leadership track will take an additional 17 credit hours of concentration courses. Students pursuing the FNP track will take an additional 31 credit hours of concentration courses. Students pursuing the Nurse Educator track will take an additional 20 credit hours of concentration courses. Students pursuing the Psychiatric Mental Health Nurse Practitioner (PMHNP) track will take an additional 34 credit hours of concentration courses. There

are no electives in the program. The courses required for the program are the only courses a student will take to earn the MSN degree in the respective track.

A student must have an earned Bachelor of Science in Nursing (BSN) degree from a college or university approved by a state Board of Nursing. Students must have a current, unrestricted license to practice as a Registered Nurse in the United States. A student must have a minimum 3.0 GPA in the BSN degree.

3+2 RN-BSN to MSN

Missouri Baptist University offers an accelerated program for students to complete their Master of Science in Nursing (MSN) at an accelerated rate. Upon completion of their three year undergraduate RN to BSN program, students can complete their MSN in two years. During their junior and senior year, students will complete a total of 12 credit hours of senior permission courses with the prefix RNMS (please see the "Senior Permission" section on the Policies and Procedures page in the Undergraduate Catalog). These senior permission courses will contribute 12 credit hours toward their MSN program once they have been accepted. Students have the option to choose between Executive Leadership, Family Nurse Practitioner, Nurse Educator, or Psychiatric Mental Health Nurse Practitioner Track. For specific course requirements, see the corresponding MSN Track page.

Post-BSN Certificate Requirements

To enroll in a Post-BSN Certificate program, students must have a completed Bachelor of Science in Nursing degree from an accredited institution or state board of nursing approved program with a minimum GPA of 3.0. Students must have a current, unrestricted license to practice as a Registered Nurse in the United States. Students are not permitted to complete a Post-BSN Certificate as a stand-alone certificate and must be concurrently enrolled in the MBU School of Nursing MSN program pursuing a track different from the Post-BSN Certificate.

Post-MSN Certificate Requirements

To enroll in a Post-MSN Certificate program, students must have a completed Masters of Science in Nursing degree from an accredited institution or state board of nursing approved program with a minimum GPA of 3.0. Students must have a current, unrestricted license to practice as a Registered Nurse in the United States. Students are not permitted to complete a Post-MSN Certificate program in the same track as the MBU School of Nursing MSN program track or Post-BSN Certificate.

Programs of Study

Master

Executive Leadership, MSN
Family Nurse Practitioner, MSN
Nurse Educator, MSN
Psychiatric Mental Health Nurse Practitioner, MSN

Post-BSN Certificate

Executive Leadership, PBCEL
Nurse Educator, PBCNE

Post-MSN Certificate

Executive Leadership, PMCEL

Family Nurse Practitioner, PMCFNP

Nurse Educator, PMCNE

Psychiatric Mental Health Nurse Practitioner, PMCPMH

Executive Leadership, MSN

CIP Code: 51.3802

Additional information regarding the Master of Science in Nursing - Executive Leadership program can be found on the School of Nursing page.

Core Courses

RNMS 403/503 - Theoretical Foundations of Nursing Semester Hours: Three
RNMS 413/513 - Organizational and Systems Leadership Semester Hours: Three
RNMS 423/523 - Improving Population Health through Policy and Advocacy Semester Hours: Three
RNMS 433/533 - Interprofessional Collaboration and Communication Semester Hours: Three
NRSG 543 - Advanced Evidence-Based Practice Methods Semester Hours: Three
NRSG 553 - Application of Informatics and Health Technologies in Quality Improvement and Safety Semester Hours: Three
Total: 18 Hours

Executive Leadership Track

NUEL 513 - Leadership & Management of Healthcare Organizations Semester Hours: Three
NUEL 523 - Strategic Planning Semester Hours: Three
NUEL 533 - Financial Administration of Nursing Systems Semester Hours: Three
NUEL 543 - Human Resource Management Semester Hours: Three
NUEL 575 - Executive Leadership Practicum Semester Hours: Five
Total: 17 Hours

Total: 35 Hours

Family Nurse Practitioner, MSN

CIP Code: 51.3805

Additional information regarding the Master of Science in Nursing - Family Nurse Practitioner program can be found on the School of Nursing page.

Core Courses

RNMS 403/503 - Theoretical Foundations of Nursing Semester Hours: Three
RNMS 413/513 - Organizational and Systems Leadership Semester Hours: Three
RNMS 423/523 - Improving Population Health through Policy and Advocacy Semester Hours: Three
RNMS 433/533 - Interprofessional Collaboration and Communication Semester Hours: Three
NRSG 543 - Advanced Evidence-Based Practice Methods Semester Hours: Three
Total: 15 Hours

Family Nurse Practitioner Track

NUNP 513 - Advanced Pathophysiology Semester Hours: Three
NUNP 514 - Advanced Assessment w/Lab Semester Hours: Four
NUNP 523 - Integrated Clinical Competencies for Family Nurse Practitioners Semester Hours: Three
NUNP 533 - Advanced Pharmacology Semester Hours: Three
NUNP 543 - Primary Care of Adults & Geriatrics I Semester Hours: Three

NUNP 553 - FNP Practicum I Semester Hours: Three
NUNP 563 - Primary Care of Adult & Geriatrics II Semester Hours: Three
NUNP 573 - FNP Practicum II Semester Hours: Three
NUNP 583 - Primary Care of Pediatrics and Women's Health Semester Hours: Three
NUNP 593 - FNP Practicum III Semester Hours: Three
Total: 31 Hours

Total: 46 Hours

Nurse Educator, MSN

CIP Code: 51.3203

Additional information regarding the Master of Science in Nursing - Nurse Educator program can be found on the School of Nursing page.

Core Courses

RNMS 403/503 - Theoretical Foundations of Nursing Semester Hours: Three
RNMS 413/513 - Organizational and Systems Leadership Semester Hours: Three
RNMS 423/523 - Improving Population Health through Policy and Advocacy Semester Hours: Three
RNMS 433/533 - Interprofessional Collaboration and Communication Semester Hours: Three
NRSG 543 - Advanced Evidence-Based Practice Methods Semester Hours: Three
Total: 15 Hours

Nurse Educator Track

NUED 513 - Introduction to Nursing Education and the Educator Role Semester Hours: Three
NUED 523 - Evidence-Based Teaching Strategies in Nursing Education Semester Hours: Three
NUED 533 - Curriculum Development in Nursing Education Semester Hours: Three
NUED 543 - Assessment and Evaluation in Nursing Education Semester Hours: Three
NUED 553 - Simulation in Nursing Education Semester Hours: Three
NUED 575 - Nurse Educator Practicum Semester Hours: Five
Total: 20 Hours

Total: 35 Hours

Psychiatric Mental Health Nurse Practitioner, MSN

CIP Code: 51.3810

Additional information regarding the Master of Science in Nursing - Psychiatric Mental Health Nurse Practitioner program can be found on the School of Nursing page.

Core Courses

RNMS 403/503 - Theoretical Foundations of Nursing Semester Hours: Three
RNMS 413/513 - Organizational and Systems Leadership Semester Hours: Three
RNMS 423/523 - Improving Population Health through Policy and Advocacy Semester Hours: Three
RNMS 433/533 - Interprofessional Collaboration and Communication Semester Hours: Three

NRSB 543 - Advanced Evidence-Based Practice Methods Semester Hours: Three
Total: 15 Hours

Nurse Practitioner Courses

NUNP 513 - Advanced Pathophysiology Semester Hours: Three
NUNP 514 - Advanced Assessment w/Lab Semester Hours: Four
NUNP 533 - Advanced Pharmacology Semester Hours: Three
Total: 10 Hours

Psychiatric Mental Health Nurse Practitioner Track

NPMH 513 - Psychopathology Semester Hours: Three
NPMH 523 - Psychopharmacology & Mental Health Assessment Semester Hours: Three
NPMH 533 - Individual, Family, & Group Psychotherapy Semester Hours: Three
NPMH 543 - PMHNP Practicum I Semester Hours: Three
NPMH 553 - Diagnosis & Treatment of Mental Health Disorders Across the Lifespan I Semester Hours: Three
NPMH 563 - PMHNP Practicum II Semester Hours: Three
NPMH 573 - Diagnosis & Treatment of Mental Health Disorders Across the Lifespan II Semester Hours: Three
NPMH 583 - PMHNP Practicum III Semester Hours: Three
Total: 24 Hours

Total: 49 Hours

Executive Leadership, PBCEL

CIP Code: 51.3802

Additional information regarding the Post-BSN Certificate in Executive Leadership program can be found on the School of Nursing page under "Post-BSN Certificate Requirements."

Required Courses

NUEL 513 - Leadership & Management of Healthcare Organizations Semester Hours: Three
NUEL 523 - Strategic Planning Semester Hours: Three
NUEL 533 - Financial Administration of Nursing Systems Semester Hours: Three
NUEL 543 - Human Resource Management Semester Hours: Three
NUEL 575 - Executive Leadership Practicum Semester Hours: Five

Total: 17 Hours

Nurse Educator, PBCNE

CIP Code: 51.3203

Additional information regarding the Post-BSN Certificate in Nurse Educator program can be found on the School of Nursing page under "Post-BSN Certificate Requirements."

Required Courses

NUED 513 - Introduction to Nursing Education and the Educator Role Semester Hours: Three

NUED 523 - Evidence-Based Teaching Strategies in Nursing Education Semester Hours: Three
NUED 533 - Curriculum Development in Nursing Education Semester Hours: Three
NUED 543 - Assessment and Evaluation in Nursing Education Semester Hours: Three
NUED 553 - Simulation in Nursing Education Semester Hours: Three
NUED 575 - Nurse Educator Practicum Semester Hours: Five

Total: 20 Hours

Executive Leadership, PMCEL

CIP Code: 51.3802

Additional information regarding the Post-MSN Certificate in Executive Leadership program can be found on the School of Nursing page under "Post-MSN Certificate Requirements."

Required Courses

NUEL 513 - Leadership & Management of Healthcare Organizations Semester Hours: Three
NUEL 523 - Strategic Planning Semester Hours: Three
NUEL 533 - Financial Administration of Nursing Systems Semester Hours: Three
NUEL 543 - Human Resource Management Semester Hours: Three
NUEL 575 - Executive Leadership Practicum Semester Hours: Five

Total: 17 Hours

Family Nurse Practitioner, PMCFNP

CIP Code: 51.3805

Additional information regarding the Post-MSN Certificate in Family Nurse Practitioner program can be found on the School of Nursing page under "Post-MSN Certificate Requirements."

Nurse Practitioner Courses

Students will only take the Nurse Practitioner Courses if they have not already completed these courses for another program.

NUNP 513 - Advanced Pathophysiology Semester Hours: Three
NUNP 514 - Advanced Assessment w/Lab Semester Hours: Four
NUNP 533 - Advanced Pharmacology Semester Hours: Three

Total: 0-10 Hours

Family Nurse Practitioner Courses

NUNP 543 - Primary Care of Adults & Geriatrics I Semester Hours: Three
NUNP 553 - FNP Practicum I Semester Hours: Three
NUNP 563 - Primary Care of Adult & Geriatrics II Semester Hours: Three
NUNP 573 - FNP Practicum II Semester Hours: Three
NUNP 583 - Primary Care of Pediatrics and Women's Health Semester Hours: Three
NUNP 593 - FNP Practicum III Semester Hours: Three

Total: 18 Hours

Total: 18-28 Hours

Nurse Educator, PMCNE

CIP Code: 51.3203

Additional information regarding the Post-MSN Certificate in Nurse Educator program can be found on the School of Nursing page under "Post-MSN Certificate Requirements."

Required Courses

NUED 513 - Introduction to Nursing Education and the Educator Role Semester Hours: Three
 NUED 523 - Evidence-Based Teaching Strategies in Nursing Education Semester Hours: Three
 NUED 533 - Curriculum Development in Nursing Education Semester Hours: Three
 NUED 543 - Assessment and Evaluation in Nursing Education Semester Hours: Three
 NUED 553 - Simulation in Nursing Education Semester Hours: Three
 NUED 575 - Nurse Educator Practicum Semester Hours: Five

Total: 20 Hours

Psychiatric Mental Health Nurse Practitioner, PMCPMH

CIP Code: 51.3810

Additional information regarding the Post-MSN Certificate in Psychiatric Mental Health Nurse Practitioner program can be found on the School of Nursing page under "Post-MSN Certificate Requirements."

Nurse Practitioner Courses

Students will only take the Nurse Practitioner Courses if they have not already completed these courses for another program.

NUNP 513 - Advanced Pathophysiology Semester Hours: Three
 NUNP 514 - Advanced Assessment w/Lab Semester Hours: Four
 NUNP 533 - Advanced Pharmacology Semester Hours: Three

Total: 0-10 Hours

Psychiatric Mental Health Nurse Practitioner Courses

NPMH 513 - Psychopathology Semester Hours: Three
 NPMH 523 - Psychopharmacology & Mental Health Assessment Semester Hours: Three
 NPMH 533 - Individual, Family, & Group Psychotherapy Semester Hours: Three
 NPMH 543 - PMHNP Practicum I Semester Hours: Three
 NPMH 553 - Diagnosis & Treatment of Mental Health Disorders Across the Lifespan I Semester Hours: Three
 NPMH 563 - PMHNP Practicum II Semester Hours: Three
 NPMH 573 - Diagnosis & Treatment of Mental Health Disorders Across the Lifespan II Semester Hours: Three
 NPMH 583 - PMHNP Practicum III Semester Hours: Three

Total: 24 Hours

Total: 24-34 Hours

School of Social & Behavioral Sciences

Mission Statement

In keeping with the mission of Missouri Baptist University, the School of Social and Behavioral Sciences provides a curriculum that enables students to think critically and analytically and, in so doing, to think Christianly in the specific areas of the Social and Behavioral Sciences. Students will gain a broad understanding of theory and research in the major areas, including Behavioral Science, Criminal Justice, Forensic Psychology, History, Human Services, Psychology, and Social Sciences. Minors are offered in the areas of Behavioral Science, Criminal Justice, History, Human Services, Political Science, Psychology, Social Sciences, and Sociology. Students majoring in a Social and Behavioral Science program of study develop skills for employment in these fields and are prepared academically for graduate studies.

Master of Science in Criminal Justice

Mission Statement: In keeping with the Mission of Missouri Baptist University, the Mission of the Master of Science in Criminal Justice Degree Program is to develop students into leaders and innovators in all Criminal Justice Fields of Expertise based upon proven methods, best practices and validated research; while maintaining harmony with the Holy Scriptures, which is the ultimate Divine Authority on all matters related to justice.

Overview

The Master of Science in Criminal Justice Program is designed for career oriented students who desire to advance their expertise in ethical leadership and prepare for advancement within their profession. This online degree program promotes the development of leadership and administrative competencies to enable graduates to perform management roles in a variety of careers in Criminal Justice.

There are no prerequisite criminal justice courses for admission to the program. Students who have not had any Criminal Justice experience or Criminal Justice undergraduate classes may wish to consider taking CRJS 133 Introduction to Criminal Justice and CRPO 453 Constitutional Law I prior to beginning the master's program. The culminating Capstone Project must be taken as the student's last course.

Our 36 hour program is 100% online and fits into the busy and varied schedule of all Criminal Justice Professionals. Students accepted into this program are able to enroll in courses every eight (8) weeks. Students can take courses whenever their schedule allows, or complete all requirements within one year.

Summary of the MSCJ Degree Process

To earn the Master of Science in Criminal Justice degree, students must complete each of the following steps:

1. The student must develop a comprehensive plan of study with the Graduate Advisor.
2. The student must complete all coursework included in the plan of study.
3. The student must complete a capstone project.
4. An Application for Graduation, signed by the student, Graduate Advisor and Vice President for Graduate Affairs and Academic Program Review, must be filed with the Graduate Office and the Records Office before the deadline. See the Academic Calendar page for deadline information.
5. Students must pay the required graduation fee. All graduate candidates for graduation during an academic year – Summer (previous year) Fall/Winter, and Spring – are encouraged to attend the commencement exercises which are held at the close of the Spring Semester. Graduate students must have all work completed and a degree conferred in order to

participate in the ceremony. Students must notify the Vice President for Graduate Affairs and the Director of Records if they choose not to participate. Students must pay the graduation fee whether they attend commencement or not.

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

Transfer Students and Transfer Credit

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

Public safety professionals who have graduated from a national or regional command college and who have received graduate credit from a regionally accredited sponsoring university, and who have not previously used such credit for a degree, may transfer up to 12 hours of graduate credit associated with the command college to the Master of Science in Criminal Justice as Prior Learning Assessment (PLA) credit.

Students entering the Master of Science in Criminal Justice program who have not graduated from a national or regional command college may transfer up to six (6) graduate credits from another regionally accredited college or university. Students who have not graduated from a national or regional command college must complete at least thirty (30) hours of credit at Missouri Baptist University. All Master of Science in Criminal Justice students must complete the capstone class at MBU. The University only recognizes institutions accredited by the current edition of Accredited Institutions of Postsecondary Education published by the CHEA and the American Council on Education.

Directed Studies: Courses in the Master of Science in Criminal Justice program are not available for directed study.

Capstone Requirement: All students seeking the Master of Science in Criminal Justice degree are required to take CRJS 583 in which they will be required to complete a research project. This course may not be taken until the student has completed all other courses in the program for the Master of Science in Criminal Justice degree. Students are required to earn a grade of B or better in this course. The capstone project course must be completed through Missouri Baptist University.

Exit Exam: The Master of Science in Criminal Justice degree does not require an exit exam.

Programs of Study

Master

Criminal Justice, MSCJ

Criminal Justice, MSCJ

CIP Code: 43.0104

Additional information regarding the Master of Science in Criminal Justice program can be found on the School of Social & Behavioral Sciences page.

Required Core

CRJS 503 - Criminal Justice Planning, Budgeting, and Evaluation Semester Hours: Three

CRJS 513 - The Criminal Court System Semester Hours: Three

CRJS 523 - Communities and Crime Semester Hours: Three

CRJS 433/533 - Evidence Semester Hours: Three *

CRJS 543 - Foundations of Criminological Theory Semester Hours: Three

CRJS 553 - Diversity Issues in Criminal Justice Semester Hours: Three

CRJS 463/563 - Organization and Administration Semester Hours: Three *

CRJS 573 - Police Innovations Semester Hours: Three

CRPH 423/523 - Criminal Justice Ethics and Leadership Semester Hours: Three *

CRPO 513 - Civil Remedies in Criminal Justice Semester Hours: Three

CRPS 523 - Criminal Justice and the Mental Health Systems Semester Hours: Three

Total: 33 Hours

**Must be completed at the 500-level to be applicable toward the Master of Science in Criminal Justice program.*

Capstone Requirement

CRJS 583 - Capstone Project Semester Hours: Three

Total: 3 Hours

Total: 36 Hours

School of Social Work

Mission Statement

Within the context of a Christian, liberal arts institution for higher learning and grounded in core professional values, the School of Social Work seeks to develop ethical, competent, and effective advanced social work practitioners who integrate the knowledge, values, and skills of social work to promote positive social change, to challenge injustice, and to provide services to enhance and strengthen individuals, families, groups, organizations, and communities locally and globally.

Master of Social Work

Mission Statement: Within the context of a Christian, liberal arts institution for higher learning, and grounded in core professional values, the Master of Social Work program seeks to develop ethical, competent, and effective advanced social work practitioners who integrate the knowledge, values, and skills of social work to promote positive social change, to challenge injustice, and to provide services to enhance and strengthen individuals, families, groups, organizations and communities locally and globally.

Overview: The Master of Social Work Program prepares students for advanced generalist social work practice and is accredited by the Council on Social Work Education. A minimum of 60 credit hours are required for the degree, 48 of which are obtained in coursework and 12 of which are related to field education or internships and seminars. Courses and fieldwork are taken concurrently. The curriculum of the program is formed by an integrated sequence of generalist and advanced generalist or specialization content, both in the classroom and field education.

Program Goals

The Master of Social Work program at Missouri Baptist University:

1. Prepares students to engage in service and leadership to promote positive social change, and to challenge injustice.
2. Prepares students to engage in advanced social work practice at the highest professional level of practice informed by theoretical perspectives and knowledge based on research.
3. Prepares students to practice according to the values and ethics of the profession and understand and demonstrate ethical integration of Christian faith in advanced social work practice.
4. Prepares student to demonstrate an understanding of social work theories, values and practices from a Christian worldview.
5. Engages in service to the MBU, local, and global communities.

Criteria for Admission

Admission to the MSW program requires prospective students to complete an application. Applicants must have a conferred bachelor's degree from a regionally accredited college or university and a minimum 2.75 or higher cumulative grade point average for general admission, or a 3.0 GPA for the most recent 60 credit hours. Applicants with a cumulative GPA between 2.5 – 2.74 may be admitted on probation, with approval. For full admission to the MSW program, a 2.75 or higher cumulative GPA is required or a 3.0 GPA for the most recent 60 credit hours.

The priority admission deadline for students is July 1 for admittance to the Fall semester, and November 1 for Spring semester.

Application materials required for consideration of admission include:

1. Completed online application
2. Personal Statement
3. Resume
4. An official transcript documenting a baccalaureate degree from a regionally accredited college or university and official transcripts from all previously attended institutions.
5. A non-refundable application fee of \$35. (This fee is waived if you apply online.)

Transfer Credit: Students may be eligible to transfer a maximum of six credit hours from another regionally accredited institution of higher education toward the Master of Social Work degree. Such hours may be applied toward the MSW degree when, in the judgment of the Program Director, faculty, and the student's advisor, the credit hours contribute to the planned program of the student. Transfer credits must meet the time limit regulations governing all academic work at Missouri Baptist University in that they must have been completed no more than **seven (7)** years prior to entry in the MSW Program. A minimum grade of B is required for transfer credit. Transfer credit requests are subject to review and approval by the Director of the MSW Program and should be submitted prior to admission to the program.

Competencies: The curriculum content of the MSW Program implements ten competencies.

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Competency 10: Demonstrate Ethical Integration of Faith and Social Work Practice

Master of Social Work - Advanced Standing

Mission Statement: Within the context of a Christian, liberal arts institution for higher learning, and grounded in core professional values, the Master of Social Work program seeks to develop ethical, competent, and effective advanced social work practitioners who integrate the knowledge, values, and skills of social work to promote positive social change, to challenge injustice, and to provide services to enhance and strengthen individuals, families, groups, organizations and communities locally and globally.

Overview: The Advanced Standing Master of Social Work program is designed for students who have an earned Bachelor of Social Work (BSW) from a CSWE-accredited program. The program prepares students for advanced generalist social work practice. A minimum of 30 credit hours are required for the program.

Criteria for Admission

Admission to the Advanced Standing MSW program requires prospective students to complete an application. Applicants must have a conferred bachelor's degree from a baccalaureate social work program accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services, or covered under a memorandum of understanding with international social work accreditors. The BSW degree must have been completed no more than 7 years prior.

One of the essential criteria for admission into the MSW program is that the applicant has earned a baccalaureate degree prior to entry into the program. Applicants may be conditionally accepted into the program pending graduation with the baccalaureate degree.

Applicants must have a minimum 2.75 or higher cumulative grade point average for general admission, or a 3.0 GPA for the most recent 60 credit hours. Applicants with a cumulative GPA between 2.5 - 2.74 may be admitted on probation, with approval.

The priority admission deadline for students interested in the advanced standing program is May 1 and the final admission deadline is June 1.

Application materials required for consideration of admission include:

1. Completed online application
2. Professional Statement
3. Resume
4. An official transcript documenting a baccalaureate degree from a baccalaureate social work program accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services, or covered under a memorandum of understanding with international social work accreditors. Official transcripts from all previously attended institutions are also required.
5. A Non-refundable application fee of \$35. (This fee is waived for online applications.)

Transfer Credit: No transfer credit will be accepted.

Master of Social Work Degree Requirements (Advanced Standing): Students are required to complete a minimum of 30 credit hours for the Master of Social Work degree. Students awarded advanced standing receive credit for 30 credit hours of the generalist practice curriculum of the MBU MSW program. This includes 27 credit hours of core courses and 3 credit hours of electives. The advanced standing program consist of 30 credits: a 3-credit hour "Bridge" course, 24 credit hours of specialized core courses, and 3 credit hours of electives.

Field Hours

Students interested in the advanced standing program are asked to provide documentation of completed hours of field experience in their BSW program. Students are given credit for field hours completed in their BSW program, up to a maximum of 450 hours. Students who earned between 400 and 450 hours will receive credit for these hours. They will be required to complete the remaining hours to total 900. (For example, a student who earned 415 hours in the BSW program, would be required to complete 485 hours in the advanced standing MSW program, for a total of 900 hours.)

If no documentation is provided, it is assumed that the student completed 400 hours (the minimum required for a BSW degree.) In this case, the student will be required to complete a total of 500 hours of field throughout the MBU MSW program over two semesters (250 hours first semester, and 250 second semester.)

Articulation Agreement with Southwest Baptist University

Based upon a mutual commitment to enriching students' lives through Christ-centered education and to better serve students intending to pursue their calling to the social work profession, Missouri Baptist University and Southwest Baptist University hereby enter into a direct admission agreement. Reflecting the integrity of parallel academic programs and sister academic institutions under the Missouri Baptist Convention, this agreement enables the highest performing students an opportunity to continue their study of social work from a Christian world view. A student who completes a baccalaureate degree at Southwest Baptist University and meets the requirements for admission into the MSW program at Missouri Baptist University will

be considered for a reserved seat. MBU will reserve up to four seats in the MSW program per academic year for the highest qualified Southwest Baptist University students who meet or exceed these requirements. For more information, contact the Associate Dean of the School of Social Work, Dr. Nikki Johnson.

Programs of Study

Master

Social Work, MSW

Master of Social Work, MSW - Advanced Standing

Social Work, MSW

CIP Code: 44.0701

Additional information regarding the Master of Social Work program can be found on the School of Social Work page.

Generalist Coursework

Students will complete twenty-seven (27) hours of generalist practice courses:

SOCW 0000 - MSW Professional Development Semester Hours: Zero

SOCW 5103 - Introduction to Social Work and Social Welfare Semester Hours: Three

SOCW 5113 - Human Behavior and the Social Environment Semester Hours: Three

SOCW 5123 - Social Work Research Methods Semester Hours: Three

SOCW 5133 - Generalist Practice with Individuals & Families Semester Hours: Three

SOCW 5143 - Social Welfare Policy and Advocacy Semester Hours: Three

SOCW 5153 - Generalist Practice with Groups, Communities and Organizations Semester Hours: Three

SOCW 5163 - Diversity in Social Work Practice Semester Hours: Three

SOCW 5181 - Field Seminar I Semester Hours: One

SOCW 5182 - Field Experience I Semester Hours: Two

SOCW 5191 - Field Seminar II Semester Hours: One

SOCW 5192 - Field Experience II Semester Hours: Two

Total: 27 Hours

Specialized Coursework

Students will complete twenty-four (24) hours of specialization courses:

SOCW 5203 - Advanced Practice with Individuals and Families Semester Hours: Three

SOCW 5213 - Advanced Practice with Groups, Communities and Organizations Semester Hours: Three

SOCW 5223 - Diagnosis and Assessment Semester Hours: Three

SOCW 5233 - Advanced Practice with Children and their Families Semester Hours: Three

SOCW 5243 - Practice and Program Evaluation Semester Hours: Three

SOCW 5253 - Advanced Values and Ethics Semester Hours: Three

SOCW 5281 - Field Seminar III Semester Hours: One

SOCW 5282 - Field Experience III Semester Hours: Two

SOCW 5291 - Field Seminar IV Semester Hours: One

SOCW 5292 - Field Experience IV Semester Hours: Two

Total: 24 Hours

Required Electives

Students will complete nine (9) hours of electives:

SWEL 5503 - Self-Care for the Resilient Social Worker Semester Hours: Three

SWEL 5513 - Faith Based Social Services and Organizations Semester Hours: Three

SWEL 5523 - Special Topics in Social Work Semester Hours: Three

Total: 9 Hours

Total: 60 Hours

Note

The full-time program is structured to be completed within two years, and the part-time program is structured to be completed within three years. Students are expected to take courses within a

specific degree path and timeframe. As a result, MSW students should expect to take courses at a faster pace than the typical full-time graduate course load requires.

Advanced Standing Master of Social Work, MSW

CIP Code: 44.0701

Students are required to complete a minimum of 60 credit hours for the Master of Social Work degree. Students awarded advanced standing receive credit for 30 credit hours of the generalist practice curriculum of the MBU MSW program. This includes 27 hours of core courses and 3 hours of electives. The advanced standing program consists of 30 credits (a 3 credit hour "Bridge" course, 24 credit hours of specialized core courses, and 3 credit hours of electives).

Additional information regarding the Advanced Standing Master of Social Work Program can be found on the School of Social Work page.

Specialized Coursework

Students will complete twenty-four (24) hours of specialization courses:

SOCW 5203 - Advanced Practice with Individuals and Families Semester Hours: Three

SOCW 5213 - Advanced Practice with Groups, Communities and Organizations Semester Hours: Three

SOCW 5223 - Diagnosis and Assessment Semester Hours: Three

SOCW 5233 - Advanced Practice with Children and their Families Semester Hours: Three

SOCW 5243 - Practice and Program Evaluation Semester Hours: Three

SOCW 5253 - Advanced Values and Ethics Semester Hours: Three

SOCW 5281 - Field Seminar III Semester Hours: One

SOCW 5282 - Field Experience III Semester Hours: Two

SOCW 5291 - Field Seminar IV Semester Hours: One

SOCW 5292 - Field Experience IV Semester Hours: Two

Total: 24 Hours

Advanced Standing Requirement

Students will complete a three (3) hour course:

SOCW 5193 - Advanced Standing Bridge Course Semester Hours: Three

Total: 3 Hours

Required Electives

Students will complete three (3) hours of electives:

SWEL 5503 - Self-Care for the Resilient Social Worker Semester Hours: Three

SWEL 5513 - Faith Based Social Services and Organizations Semester Hours: Three

SWEL 5523 - Special Topics in Social Work Semester Hours: Three

Total: 3 Hours

Total: 30 Hours

MBU Online

MBU Online offers numerous degree programs designed to provide maximum flexibility with top-quality academics. These programs serve both traditional and non-traditional degree seekers of any age and stage of life. Online programs at Missouri Baptist University are available at undergraduate and graduate levels.

Online programs at Missouri Baptist University are designed to help students advance in their career. Instructors are devoted to ensuring that students receive a quality education through a faith-based perspective. The program options include certificates and degrees.

For undergraduate degrees, a maximum of 96 hours of credit from a community college or other two-year school is acceptable in transfer for MBU online students.

Online courses - An online course at Missouri Baptist University can be accessed through the Internet from any location at any time, using the Canvas LMS (Learning Management System). All instructional strategies are planned and executed around the communication capabilities and content resources available on the Internet in any given online class offering. Online communication requirements are flexible and generally asynchronous. Times and places for online interaction and communication in MBU online classes will be determined by the individual faculty member.

Canvas - the learning management system utilized by MBU. For more information, visit <https://online.mobap.edu/online-resources/student-resources/>.

For more information, visit the Online Learning webpage <https://online.mobap.edu/>.

Graduate Programs of Study

Specific course requirements can be found on the corresponding program page.

Doctoral

Higher Education Leadership, Ed.D.

Educational Specialist

Curriculum & Instruction, Ed.S.

Superintendent, Ed.S.

Master

Biology Education, MS

Business Administration, MBA

Chemistry Education, MS

Christian Ministry, MACM

Classroom Teaching, MAT

Criminal Justice, MSCJ

Curriculum & Instruction, MSE

Educational Technology, MET

Executive Leadership, MSN

Family Nurse Practitioner, MSN

Higher Education Leadership, MSHEL

Mathematics Education, MS

Nurse Educator, MSN

Psychiatric Mental Health Nurse Practitioner, MSN

School Counseling, MA

School Leader K-12, MEA
Social Work, MSW
Special Education Director K-12, MEA
Sport Management, MSSM

Post-BSN Certificate

Executive Leadership, PBCEL
Nurse Educator, PBCNE

Post-MSN Certificate

Executive Leadership, PMCEL
Family Nurse Practitioner, PMCFNP
Nurse Educator, PMCNE
Psychiatric Mental Health Nurse Practitioner, PMCPMH

Graduate Certificate

Graduate Certificate in Accounting, GCA
Graduate Certificate in Apologetic Studies, GCAS
Graduate Certificate in Biblical Counseling, GCBC
Graduate Certificate in Biology Education, GCBE
Graduate Certificate in Chemistry Education, GCCE
Graduate Certificate in Church Planting, GCCP
Graduate Certificate in Church Revitalization, GCCR
Graduate Certificate in Educational Technology for K-12 Schools, GCET
Graduate Certificate in Family Ministry, GCFMI
Graduate Certificate in Fitness Management, GCFM
Graduate Certificate in Intercultural Studies, GCIS
Graduate Certificate in Library Media Specialist, GCLMS
Graduate Certificate in Mathematics Education, GCME
Graduate Certificate in Pastoral Ministries, GCPM
Graduate Certificate in Project Management, GCPMG
Graduate Certificate in Sport Management, GCSM
Graduate Certificate in Strategic Leadership, GCSL
Graduate Certificate in Teaching Online, GCTO
Graduate Certificate in Trauma Informed Educator, GCTIE

Course Descriptions

ACCT 503- Managerial Accounting

Semester Hours: Three

Interpreting and using accounting reports and supplementary information for management planning, coordination, and control; emphasis on using accounting information for decision making in problems of product mix, cost-volume-profit analysis, and other profit planning and control areas.

Note: This course cannot be taken as a directed study. Books ACCESS Fee applies.

ACCT 533 - Financial Reporting and Analysis

Semester Hours: Three

This course will require preparing and interpreting the four primary financial statements for corporations, partnerships, and not-for-profit entities. In addition, transaction analysis will be conducted including contingencies and leases. There is a course specific fee charged for this course.

Note: Books ACCESS Fees applies.

Term Offered: Spring

Prerequisites(s): ACCT 323

ACCT 553 - Advanced Tax Accounting

Semester Hours: Three

A study of federal income tax as it applied to corporations, partnerships, estates, trusts, and retirement plans. Students will engage in a deeper understanding of how taxes and tax strategy impacts financial outcomes, including the impact on cash flows.

Note: There is a course specific fee charged for this course.

Term Offered: Spring

Prerequisites(s): ACCT 413

ACCT 573 - Accounting Research

Semester Hours: Three

Current exceptional issues in accounting will be examined within the framework of generally accepted accounting principles for audit, financial reporting, and taxation. Case studies and problems will be used to determine best practices.

Note: Books ACCESS Fee applies.

Term Offered: Fall

Prerequisites(s): ACCT 323

BCHM 453/553 - Biochemistry II

Semester Hours: Three

This course examines the biochemical mechanisms contributing to cellular function, bioenergetics, and metabolism. Specifically, sugar metabolism, lipid metabolism and biosynthesis, amino acid metabolism and biosynthesis, and nucleic acid metabolism and information mechanisms will be covered.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

BCIS 403/503 - Management Applications of Information Technology

Semester Hours: Three

This course will examine the importance of managing information and technology as a resource of a business. The course will examine the relation between management and the IT organization. Topics will include software quality assurance, technology systems integration,

information resources management, using IT for competitive advantage, and software engineering.

Note: This course cannot be taken as a directed study. Students taking this course for graduate credit must complete all graduate course requirements.

Term Offered: *Fall, Spring*

Prerequisites(s): Undergraduate prerequisite(s): BCIS 203, MGMT 303 or MGPS 403/503, and Junior Standing

BIOL 433A/533A - Immunology

Semester Hours: *Three*

This course explores fundamental concepts of the immune system for host defense, normal physiology, and pathogenesis of selected diseases and clinical situations. Attention is given to major immune components, including innate and adaptive arms, immune cell populations, and immune system mediators. Use of scientific literature and case studies will reinforce classroom content.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

BIOL 443/543 - Advanced Human Physiology

Semester Hours: *Three*

This course is designed as an in-depth study of the physiology of the human body. This course is intended to provide a more thorough understanding of the workings of the major body system and build on the foundational principles presented in Anatomy & Physiology I and II. Material covered in the course includes the nervous, endocrine, cardiovascular, respiratory, renal, musculoskeletal, integumentary, and reproductive systems.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

BIOL 463A/563A - Molecular Genetics

Semester Hours: *Three*

This course focuses on the molecular aspects of genes, their regulation in prokaryotic and eukaryotic organisms, and mechanisms of DNA recombination. Molecular processes covered in the course will include DNA replication, epigenetic regulation, genetic recombination, genetic transposition, and function of non-coding RNA. Course content will build a foundation for the study of conventional and emerging genetic technologies, such as primer design and CRISPR/Cas system-mediated production of transgenic organisms.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

BIOL 543B - Methods of Inquiry I

Semester Hours: *Three*

This course will consist of a survey of research methods: Qualitative, Quantitative, Mixed Methods, and Action Research. A variety of research designs will be explored for each method noted above. Students will receive an overview of different methods of data collection and analysis frequently used in research literature. A survey of basic statistical methods including descriptive statistics, z- and t-tests of means, and correlation will be included. General research terms and processes will be discussed and reviewed during the class, including tools to collect data, code data, and present the data. Excel will be used for this course when performing the statistical analysis of data. A study of Action Research for teachers, counselors, and administrators will be one component of the course. Students will select a research topic related to the field of Biology.

As a part of the course requirements, students are required to complete a research prospectus using one of the following methods: Qualitative, Quantitative, Mixed Methods, and Action Research. Students will also be expected to use a web-based presentation system to present

their proposal presentation.

Note: This course cannot be taken as a directed study or credit for prior learning portfolio.

Term Offered: *Fall*

BIOL 573 - Advanced Methods in Biology Education

Semester Hours: *Three*

This course approaches biology education methodology through historic, contemporary, and future perspectives. Students will examine the historic educational ideologies, systems, and experiences that influenced the development of their personal biology pedagogy. Personal pedagogies will then be analyzed considering the needs of present-day biology learners and institutional expectations. After formulating an understanding of their current position in biology education, students will engage with educational research and teaching strategies to create tangible, proactive plans to achieve more effective biology education now and in the future.

BIOL 583 - Special Topics in Natural Science

Semester Hours: *Three*

This course is intended to provide an avenue for intensive study of current issues, trends, or problems in the natural sciences. The course will involve close collaboration between students and faculty on a topic or issue related to the individual's interest and career choice.

BUIB 573 - MBA Internship in Business Administration

Semester Hours: *Three*

This course provides interested MBA students with an opportunity to expand the application of their skills and knowledge and allow students experiences in the real world to facilitate their career choices. The student must work a total of 150 hours at the Internship. This course may be taken up to two times for a maximum of six total elective credit hours.

Term Offered: *On Demand*

Prerequisites(s): Must have completed 18 hours of coursework in the MBA program. Students interested in setting-up an internship must contact their advisor well in advance of the required 30-day prior approval deadline to obtain the necessary approval of the internship proposed. In working with the advisor, all materials must be completed and receive final approval no later than 30 days prior to the first day of any University scheduled eight-week term.

BUSN 503 - Executive Communications and Business Literacy

Semester Hours: *Three*

As the first course in the MBA program, BUSN 503 introduces students to the foundational principles of business and orients students to Canvas and university resources. Foundations included in the course: executive communications (stresses the theory and practice of both oral and written communication forms used in business organizations illustrated by cases); introduction to Accounting; basic Microsoft Office functionality (Word, Excel, PowerPoint); and basic research tools and skills. Students must enroll in BUSN 503 as the first course in their MBA program and may take one additional course simultaneously. Students who do not have a business background or strengths in quantitative analysis are strongly discouraged from taking ACCT 503 or BUSN 523 simultaneously with BUSN 503.

Note: This course cannot be accepted in transfer from another institution and cannot be taken as a directed study. It is delivered in an online format ONLY and must be the first course taken by students entering the MBA program. Books ACCESS Fee applies.

BUSN 513 - Legal and Ethical Environment of Business

Semester Hours: *Three*

Examines and analyzes the legal and ethical issues decision-makers in the business world face today. A variety of teaching modalities will be used to isolate the pertinent information necessary to successfully examine and understand the affects of legal and ethical issues on

business, society, and the community at large.

Note: This course cannot be taken as a directed study.

BUSN 523 - Financial Management

Semester Hours: *Three*

Examines financial implications for business management and lays the background for future courses. Topics include the financial environment, including the Federal Reserve System, financial analysis, time value of money, capital policy, cash management, risk and return, and valuation.

Note: This course cannot be taken as a directed study. Books ACCESS Fee applies.

BUSN 533 - International Business

Semester Hours: *Three*

Examines the markets of multinational firms and the strategies and practices needed to service and expand in the international marketplace. Topics include: marketing, research, productions, labor costs, distribution systems, and management. Skills developed: analytical, written, research, presentation, cultural. Practical application: group presentations, in-depth research on specific countries, and presentations on current topics affecting international operations.

Note: This course cannot be taken as a directed study. Books ACCESS Fee applies.

BUSN 583 - Strategic Management and Implementation

Semester Hours: *Three*

This course builds on the ideas developed throughout the MBA program courses to provide perspective that a sustainable strategy must attend to the threat poses by rivals and, therefore, determine how to become agile and lead the dynamic organization. The course develops the art of using game theory to integrate the major learning outcomes of the MBA program curricula through a series of increasingly complex strategic interactions that are faced at various managerial levels within a firm. Students must take program assessments and earn a grade of B or better in this course to fulfill graduation requirements.

Note: This course cannot be taken as a directed study. Books ACCESS Fee applies.

Corequisite(s): ACCT 503, ECON 503, BUSN 523, and all but one course remaining to complete the MBA program.

CBIB 503 - Understanding Old Testament Concepts

Semester Hours: *Three*

Based upon a thorough understanding of the resources to use and of the challenges to face in interpreting the Old Testament, this course examines the basic concepts of the Old Testament with a view to applying them properly to the life of the Church.

CBIB 513 - Understanding New Testament Concepts

Semester Hours: *Three*

Based upon a thorough understanding of the resources to use and of the challenges to face in interpreting the New Testament, this course examines the basic concepts of the New Testament with a view to applying them properly to the life of the Church.

CHEM 403/503 - Study of Processes and Research Methods in Chemistry

Semester Hours: *Three*

This advanced course discusses research methods developed and established within the various chemistry sectors. Topics within the course will consider methods currently employed within large scale chemical production, development of biotechnology advancements directly associated with drug discovery practices. The exploration of patent literature along with ethical practices associated with research will also be included in this course.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Term Offered: *Spring, Even Years*

CHEM 423N/523N - The Chemistry of Natural Products

Semester Hours: *Three*

A comprehensive overview of the origin of small molecule natural products will be presented. Sources of these molecules include plants, bacteria, and fungi. Organic chemistry will be emphasized in this course as the transformational process that occurs during biosynthesis. A mechanism-based approach will be used to assist in the understanding for each transformation. During this course the student will become familiar with not only the biosynthetic origin of natural products but also the impact on society and social developments as medicines, poisons, and dyes. The focus on chemical classes will include the study of polyketides, isoprenoids, and alkaloids.

CHEM 453/553 - Instrumental Methods for Chemical Analysis

Semester Hours: *Three*

This advanced course discusses the design, principles of operation, and the practical applications associated with advanced analytical instrumental methods. Employing a combination of analytical techniques including separations, structural identification, and the quantification of natural and artificial components will be combined in this course to develop problem-based critical thinking skills.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

CHEM 481-486/583 - Chemistry Research

Semester Hours: *Three*

Library and laboratory research in chemistry resulting in the submission of a formal paper. This course is designed to give experience in formal research methods, including literature search, library work, record keeping, and reporting results. The scope of the research problem will be limited, but the quality of work and methodology will approach that expected in industry or graduate school.

Note: CHEM 583 can only be cross-listed with CHEM 483.

CHEM 533 - Special Topics in Chemistry

Semester Hours: *Three*

This course focuses on current developments within academic or industrial research. The content will vary from year to year and may include advanced topics such as advanced chemical methods and analysis, nuclear chemistry, synthetic organic chemistry, natural products, and bio/pharmaceutical technologies.

CHEM 543C - Methods of Inquiry I

Semester Hours: *Three*

This course will consist of a survey of research methods: Qualitative, Quantitative, Mixed Methods, and Action Research. A variety of research designs will be explored for each method noted above. Students will receive an overview of different methods of data collection and analysis frequently used in research literature. A survey of basic statistical methods including descriptive statistics, z- and t-tests of means, and correlation will be included. General research terms and processes will be discussed and reviewed during the class, including tools to collect data, code data, and present the data. Excel will be used for this course when performing the statistical analysis of data. A study of Action Research for teachers, counselors, and administrators will be one component of the course. Students will select a research topic related to the field of Chemistry.

As a part of the course requirements, students are required to complete a research prospectus using one of the following methods: Qualitative, Quantitative, Mixed Methods, and Action Research. Students will also be expected to use a web-based presentation system to present their proposal presentation.

Note: This course cannot be taken as a directed study or credit for prior learning portfolio.

Term Offered: *Fall*

CHEM 573 - Advanced Methods in Chemistry Education

Semester Hours: *Three*

This course approaches chemistry education methodology through historic, contemporary, and future perspectives. Students will examine the historic educational ideologies, systems, and experiences that influenced the development of their personal chemistry pedagogy. Personal Pedagogies will then be analyzed considering the needs of present-day chemistry learners and institutional expectations. After formulating an understanding of their current position in chemistry education, students will engage with educational research and teaching strategies to create tangible, proactive plans to achieve more effective chemistry education now and in the future.

CMHS 503 - History of Christian Thought 1

Semester Hours: *Three*

This course surveys Christian thought from the post-apostolic early church through the middle ages. Special emphasis will be given to the development of the doctrines of the Trinity, the person of Christ, and the human condition.

CMHS 513 - History of Christian Thought 2

Semester Hours: *Three*

This course surveys Christian thought from the era of the Reformation through the twentieth century. Special emphasis will be given to the doctrines of redemption, the church, and revelation and biblical authority.

CMPS 423/523 - Pastoral Counseling and Care Giving

Semester Hours: *Three*

This course focuses on the theology and practice of pastoral counseling and care giving. Attention is given to developing a biblical model and biblical skills for ministers and other church leaders who are counseling and caring for others in the context of the local church. Particular attention is given to interpersonal communication and listening skills. Special emphasis is given to the role of the ministry and the Word of God and the reconciliation through genuine repentance in counseling and pastoral care.

Note: This course cannot be taken as a directed study, credit for prior learning portfolio, or as a web-based course. Students taking this course for graduate credit must complete all graduate course requirements.

Prerequisites(s): Undergraduate prerequisites: CBIB 113, CBIB 123, and CSCE 273 or PSYC 133 or PSYC 213 or HUSR 233, or consent of instructor.

COUN 0000 - Tevera Membership

Semester Hours: *Zero*

There is a fee associated with this course.

COUN 5103 - Foundations of Clinical Mental Health Counseling (CMHC Only)

Semester Hours: *Three*

This course provides new counselor education students with an in-depth look at the history and philosophy of the counseling profession. Topics of study include the various roles of the counselor, introduction of counseling microskills, advocacy, clinical mental health counselor identity, credentialing, self-care, professional organizations, and professional trends for both clinical mental health counselors and school counselors.

Note: This course cannot be taken as a directed study, credit for prior learning portfolio, or as a web-based class.

Term Offered: *Fall, Spring*

COUN 5113 - Ethical, Legal, and Professional Issues in Counseling

Semester Hours: *Three*

This course examines ethical and legal issues in school and mental health counseling, counselor identity, multicultural competence, advocacy, and counseling vulnerable populations, and the necessity of this info to the standard of practice in counseling and the mental health field overall. Particular attention will be given to confidentiality, privileged communication, and ethical decision making models.

Note: This course cannot be taken as a directed study or credit for prior learning portfolio.

Students seeking counselor licensure may not take this as a web-based course.

Term Offered: *Fall, Spring*

COUN 5123 - Foundations of School Counseling (School Counselors Only)

Semester Hours: *Three*

This course considers the philosophy, organization, and practices of school guidance and counseling programs on the elementary and secondary level. Essential services of counseling, coordinating, consulting, and appraising are studied. The importance of developing a comprehensive program of counseling K-12 students will be reviewed. This course requires 17 hours of field experience for the pre-service counselor.

Note: This course cannot be taken as a directed study or credit for prior learning portfolio.

Students seeking counselor licensure may not take this as a web-based course.

Term Offered: *Fall, Spring*

Corequisite(s): GRED 500CE

COUN 5133 - Counseling Theories

Semester Hours: *Three*

This course focuses on the philosophical foundations of counseling theory. The constructs of major contemporary counseling approaches will be discussed and compared. The practical implications of counseling theories will be analyzed along with how each theory can be applied when working with diverse client populations. During this course, students will begin the development and conceptualization of a personal counseling theory.

Note: This course cannot be taken as a directed study or credit for prior learning portfolio.

Students seeking counselor licensure may not take this as a web-based course.

Term Offered: *Spring*

Prerequisites(s): COUN 5103, COUN 5113

COUN 5143 - Multicultural Counseling

Semester Hours: *Three*

The purpose of this course is to help students develop multicultural competency in school and mental health counseling by exploring how culture affects their self-awareness, client worldviews, counseling relationships, and counseling and advocacy interventions. The course will emphasize knowledge and research in the area of multicultural counseling, the development of skills in assessment and treatment of individuals and families from culturally diverse populations, and the expansion of awareness and sensitivity allowing the counselor to recognize lifestyles, behaviors, communication modes, and manifestations of psychological disorders that may be different from their own culture or ethnic background.

Note: This course cannot be taken as a directed study or credit for prior learning portfolio.

Students seeking counselor licensure may not take this as a web-based course.

Term Offered: *Fall*

COUN 5153 - Advanced Human Development

Semester Hours: *Three*

This course provides an overview of the human lifespan from conception through death, including prominent theories of human development. Emphasis will be placed on normal development during childhood, adolescence, and adulthood. Issues involving physical changes,

cognitive capabilities, psychological factors, and the social context of development will be studied and discussed.

Note: This course cannot be taken as a directed study or credit for prior learning portfolio. Students seeking counselor licensure may not take this as a web-based course.

Term Offered: *Summer*

COUN 5163 - Counseling Skills & Techniques

Semester Hours: *Three*

This course provides new counselor education students with an introduction to basic counseling techniques and skills. Topics addressed during this course include attending behavior, core conditions of counseling, counseling microskills, and other necessary skills needed in conducting a counseling session.

Note: This course cannot be taken as a directed study or credit for prior learning portfolio. Students seeking counselor licensure may not take this as a web-based course.

Term Offered: *Spring*

Prerequisites(s): COUN 5103, COUN 5113

COUN 5203 - Psychopathology

Semester Hours: *Three*

This course provides students with a working knowledge of diagnostic classification systems, specifically the current version of the DSM. Additionally, the course introduces students to skills in case conceptualization, case presentation and in selecting and implementing appropriate treatment strategies. Students have opportunities to apply knowledge and skills to client cases.

Note: This course cannot be taken as a directed study, credit for prior learning portfolio, or as a web-based course.

Term Offered: *Fall*

Prerequisites(s): COUN 5103, COUN 5113, COUN 5133, and COUN 5163.

COUN 5213 - School Counseling Program Implementation and Leadership

Semester Hours: *Three*

This course covers planning, development, implementation, and evaluation of comprehensive school counseling programs that promote equity and access for all K-12 students. The Missouri Comprehensive School Counseling Program Model and the American School Counselor Association National Model will be studied in depth. Leadership and advocacy for the program will be stressed.

Note: This course cannot be taken as a directed study or credit for prior learning portfolio. Students seeking counselor licensure may not take this as a web-based course.

Term Offered: *Fall*

Prerequisites(s): COUN 5103, COUN 5113, COUN 5133 and COUN 5163

COUN 5223 - Assessment and Testing

Semester Hours: *Three*

This course is designed to provide students with the knowledge and skills necessary to select, administer, and interpret formal and informal psychological assessments. This course examines the history of assessment, basic test statistics, psychometric properties of assessments (reliability and validity), procedures for interpreting norm-referenced and criterion referenced tests, common assessment procedures used in school and mental health settings, and ethical, legal, and cultural issues related to educational and psychological assessment.

Note: This course cannot be taken as a directed study or credit for prior learning portfolio. Students seeking counselor licensure may not take this as a web-based course.

Term Offered: *Summer*

Prerequisites(s): COUN 5103, COUN 5113, COUN 5133, COUN 5163, COUN 5203 and COUN 5283

COUN 5233 - Couples and Family Counseling

Semester Hours: *Three*

This course provides an in-depth study of the theory and techniques of couples and family counseling with an emphasis on contemporary approaches ranging from systemic to postmodern theories. Topics include the shift from individual to systemic paradigms, circular versus linear causality, engaging multiple clients, the therapeutic alliance, family assessment models, change techniques, different definitions of "family," and termination of counseling.

Note: This course cannot be taken as a directed study, credit for prior learning portfolio, or as a web-based course.

Term Offered: *Summer*

Prerequisites(s): COUN 5103, COUN 5113, COUN 5133, COUN 5163, COUN 5203 and COUN 5283

COUN 5243 - Substance Abuse Counseling

Semester Hours: *Three*

This course introduces students to basic knowledge, concepts and counseling methods utilized in the field of substance abuse. Students will have the opportunity to immerse themselves in a recovery support group, practice assessment and treatment planning, learn how to work with families of the abuser, and implement motivational interviewing.

Note: This course cannot be taken as a directed study or credit for prior learning portfolio.

Students seeking counselor licensure may not take this as a web-based course.

Term Offered: *Summer*

Prerequisites(s): COUN 5103, COUN 5113, COUN 5133, COUN 5163, COUN 5203 and COUN 5283

COUN 5253 - Counseling Practicum

Semester Hours: *Three*

The counseling practicum is a clinical, experiential course designed to strengthen students' skills and understanding of the practice of clinical mental health counseling through supervised practice. In this course, students will complete 100 hours of supervised clinical practice divided into two sections: 40 hours of direct client care and 60 hours of indirect client care. In addition to clinical work, students will attend weekly class sessions during which they will learn to conceptualize clinical cases and assessments and consult with peers and other practitioners.

Note: There is a course specific fee charged for this course. This course is limited to 12 students maximum. This course cannot be taken as a directed study or credit for prior learning portfolio.

Students seeking counselor licensure may not take this as a web-based course. Online program students must enroll in the OLP section. Traditional program students must enroll in the face-to-face (PCTM) section.

Term Offered: *Spring*

Prerequisites(s): COUN 5103, COUN 5113, COUN 5133, COUN 5163, COUN 5203 and COUN 5283

COUN 5263 - Research and Program Evaluation in Counseling Settings

Semester Hours: *Three*

This course is designed to provide students with the knowledge and skills necessary to interpret and synthesize empirical research, and apply research methods to evaluate the effectiveness of counseling programs and techniques. This course introduces research problems and questions, research methods and designs, sampling procedures, reliability and validity measures, threats to internal and external validity, simple statistics, and statistical tests commonly used to address counseling research problems and evaluate counseling program effectiveness. Additionally, this course will cover topics such as conducting needs assessments, development of counseling outcome measures, using research to inform evidence-based practices in counseling, and the ethical, legal, and cultural considerations regarding counseling research and program evaluation.

Note: This course cannot be taken as a directed study or credit for prior learning portfolio.

Students seeking counselor licensure may not take this as a web-based course.

Term Offered: *Spring*

Prerequisites(s): COUN 5103, COUN 5113, COUN 5133 and COUN 5163

COUN 5283 - Group Counseling

Semester Hours: *Three*

This course will introduce basic group counseling theories and processes. Students will learn how to observe, lead, participate in, and critique the group process. Information will be presented on topics such as the types of groups, theories, group development, leadership, and ethics of groups.

Term Offered: *Fall*

COUN 5293 - Advanced Skills and Techniques

Semester Hours: *Three*

This course provides an overview of advanced clinical skills. Advanced clinical skills include theory grounded integrative skills and techniques, experiential skills and techniques, and consultation. Emphasis will be given to the implementation of advanced skills in techniques in a clinical and school setting. Students will have the opportunity to practice the skills and techniques through role play activities guide by the instructor.

Prerequisites(s): COUN 5103, COUN 5113, COUN 5133, COUN 5143, COUN 5163, COUN 5203

COUN 5303 - Career Counseling

Semester Hours: *Three*

The purpose of this course is to provide students with an overview of the field of career counseling, including its historical development and current theories. In addition, students will learn how to apply methods of career counseling to their work with individuals in school or agency settings. Counseling students will explore and learn to and advocate for post-secondary options for students/clients, and will learn techniques for counseling and presenting post-secondary and career options to students/clients.

Note: This course cannot be taken as a directed study or credit for prior learning portfolio.

Students seeking counselor licensure may not take this as a web-based course.

Term Offered: *Summer*

COUN 5313 - Child and Adolescent Counseling

Semester Hours: *Three*

This course presents theories, techniques, and strategies for effectively counseling children and adolescents in clinical and school settings. The course covers legal and ethical concerns, sociocultural considerations, typical, atypical, and asynchronous cognitive, social, and emotional development, learning, and functioning in children and adolescents. The course will also cover strategies for supporting children and adolescents impacted by mental health concerns. Topics covered include an exploration of the counseling process as it relates to the use of psychotherapy theories and interventions including modern (e.g., person-centered therapy; behavioral therapies) and postmodern therapies (e.g., solution-focused brief therapy; narrative therapy) and play therapy with children and adolescents. Students will practice counseling techniques, design interventions, create informational materials covering mental health issues affecting youth, assess case conceptualizations and develop evidence-informed treatment/action and crisis response plans specifically intended for children and adolescents.

Note: COUN 5313 may be counted toward one credit hour of instruction in the Play Therapy Program, in place of PLTH 5501. The play therapy hours of instruction accrued within this course will focus on the history and foundations of play therapy theory and practice, historically significant seminal theories, and more recent theories that have contributed to the development of play therapy. Students will identify and begin to develop their personal play therapy theory. The hours of play therapy instruction accrued in this course meets the prerequisite requirements

of PLTH 5501 for the progression to the special topics courses in the Play Therapy Program: PLTH 5531, PLTH 5541, PLTH 5551, and PLTH 5561

Term Offered: *Summer*

COUN 5323 - Crisis, Trauma, and Disaster Counseling

Semester Hours: *Three*

This course is designed to prepare students to respond effectively in crisis and/or traumatic situations. Students will explore the theoretical underpinnings of crisis response and apply them to crisis intervention techniques. Topics covered in this course include developing a crisis intervention plan for an agency/ school setting, triaging, assessment, diagnosing, and treatment of individuals affected by crisis, trauma, and disasters.

Note: This course cannot be taken as a directed study or credit for prior learning portfolio. Students seeking counselor licensure may not take this as a web-based course.

Term Offered: *Summer*

COUN 5343 - CMHC Internship I

Semester Hours: *Three*

This course consists of 300 out of a required 600 clock hours of supervised counseling experiences within a clinical mental health and/or counseling setting. Students will attend weekly internship classes for an entire semester (16 weeks) with other Counseling Licensure Internship students. Students will present case conceptualizations and critique audio and videotapes of their counseling sessions to enhance their counseling skills and techniques. This course is designed to meet specific licensure requirements.

Note: There is a course specific fee charged for this course. This course is limited to 12 students maximum.

Term Offered: *Fall*

COUN 5353 - CMHC Internship II

Semester Hours: *Three*

This course consists of 300 out of a required 600 clock hours of supervised counseling experiences within clinical mental health and/or counseling setting. Students will attend weekly internship classes for an entire semester (16 weeks) with other Counseling Licensure Internship students. Students will present case conceptualizations and critique audio and videotapes of their counseling sessions to enhance their counseling skills and techniques. This course is designed to meet specific licensure requirements.

Note: There is a course specific fee charged for this course. This course is limited to 12 students maximum.

Term Offered: *Spring*

Prerequisites(s): COUN 5103, COUN 5113, COUN 5133, COUN 5163, COUN 5203, COUN 5223, COUN 5253 and COUN 5283

COUN 5363 - Advanced Diagnosis and Treatment Planning

Semester Hours: *Three*

This course provides principles and practices of case conceptualization, assessment of mental disorders, and empirically-based treatment planning in mental health counseling. The etiology of mental and emotional disorders is addressed, along with theories and interventions essential to implementing treatment plans. During this course, students will have opportunities to apply knowledge and skills in intake assessment, mental status evaluation, developing bio- psychosocial histories, writing treatment plans, and identifying measurable outcomes.

Note: This course cannot be taken as a directed study, credit for prior learning portfolio, or as a web-based class.

Term Offered: *Fall*

Prerequisites(s): COUN 5103, COUN 5113, COUN 5133, COUN 5163, COUN 5203, COUN 5213 and COUN 5283

COUN 5461 - Internship III

Semester Hours: *One*

This course is required for students who need to complete (1-100 clock hours of internship) that were not accrued during Internship I and Internship II. Students will attend weekly internship classes for an entire semester (16 weeks) with other Counseling Internship students. Students will present case conceptualizations and critique audio and videotapes of their counseling sessions to enhance their counseling skills and techniques. This course is designed to meet specific licensure requirements.

Note: There is a course specific fee charged for this course. This course is limited to 12 students maximum.

Prerequisites(s): COUN 5343, COUN 5353

COUN 5462 - Internship III

Semester Hours: *Two*

This course is required for students who need to complete (101-200 clock hours of internship) that were not accrued during Internship I and Internship II. Students will attend weekly internship classes for an entire semester (16 weeks) with other Counseling Internship students. Students will present case conceptualizations and critique audio and videotapes of their counseling sessions to enhance their counseling skills and techniques. This courses is designed to meet specific licensure requirements.

Note: There is a course specific fee charged for this course. This course is limited to 12 students maximum.

Prerequisites(s): COUN 5343, COUN 5353

COUN 5463 - Internship III

Semester Hours: *Three*

This course is required for students who need to complete (201-300 clock hours of internship) that were not accrued during Internship I and Internship II. Students will attend weekly internship classes for an entire semester (16 weeks) with other Counseling Licensure Internship students. Students will present case conceptualizations and critique audio and videotapes of their counseling sessions to enhance their counseling skills and techniques. This course is designed to meet specific licensure requirements.

Note: There is a course specific fee charged for this course. This course is limited to 12 students maximum.

Prerequisites(s): COUN 5343, COUN 5353

CPHI 413/513 - Christian Ethics

Semester Hours: *Three*

The normative study of the Word of God applied to Christians, individually and corporately, which considers what they ought to do concerning the moral issues of the day as they are motivated by their union with Christ and empowered by the Spirit of God.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

CPHI 433/533 - World Religions

Semester Hours: *Three*

A study of the major religions of the world in relation to the setting from which each emerged, and the view of life which each developed. Particular attention is given to Hinduism, Buddhism, Taoism, Confucianism, Shintoism, Zoroastrianism, Islam, and Judaism.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Prerequisites(s): Undergraduate Prerequisites: CBIB 213 and CBIB 223 for ministry majors and minors; CBIB 113 and CBIB 123 for all other students.

CPHI 503 - Christianity and Culture

Semester Hours: *Three*

This course explores the processes Christians should use in gathering, evaluating, organizing, and applying knowledge, especially as the Christian seeks to answer questions and doubts that arise inside of and outside of Christianity as it confronts cults, religions, and other worldviews.

CPHS 433/533 - Contemporary Worldviews

Semester Hours: *Three*

An examination of several contemporary rivals of Christianity including atheism, naturalism, Marxism, nihilism, existentialism, eastern religions, and the New Age movement.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Prerequisites(s): Undergraduate Prerequisites: CBIB 213 and 223 for ministry majors and minors, or CBIB 113 and CBIB 123 for all other students, or consent of instructor.

CRJS 433/533 - Evidence

Semester Hours: *Three*

This course is to familiarize students with concepts of evidence and criminal procedure. It examines such concepts as: Privileged Communications; The Exclusionary Rule; The Hearsay Rule and its exceptions; and Burden of Proof and Presumptions.

Note: Students taking this course for graduate credit must complete all graduate course requirements. This course cannot be taken as a directed study.

Term Offered: *Spring*

CRJS 463/563 - Organization and Administration

Semester Hours: *Three*

A study of the basic principles of organization, supervision, and techniques of administration within law enforcement and related areas.

Note: Students taking this course for graduate credit must complete all graduate course requirements. This course cannot be taken as a directed study.

Term Offered: *Spring*

CRJS 503 - Criminal Justice Planning, Budgeting, and Evaluation

Semester Hours: *Three*

Course focuses on the planning, budgeting, and evaluation process in criminal justice organizations. Course examines both strategic and policy planning issues to include establishing organizational goals, budgeting, program implementation, evaluation and review.

Note: This course cannot be taken as a directed study.

Term Offered: *Fall*

CRJS 513 - The Criminal Court System

Semester Hours: *Three*

An overview of the goals, functions, and processes of the criminal court system with an examination of current legal issues and trends.

Note: This course cannot be taken as a directed study.

Term Offered: *Fall*

CRJS 523 - Communities and Crime

Semester Hours: *Three*

An examination of the trends and sources of crime and social disorder across communities, the course emphasizes relationships among crime, fear of crime, neighborhood change, neighborhood responses to crime, and public policies.

Note: This course cannot be taken as a directed study.

Term Offered: *Summer*

CRJS 543 - Foundations of Criminological Theory

Semester Hours: *Three*

Examination of the history of criminological thought incorporating the major works of such theorists as Bentham, Beccaria, Marx, Durkheim, Lombroso, Sutherland, and Merton.

Note: This course cannot be taken as a directed study.

Term Offered: *Summer*

CRJS 553 - Diversity Issues in Criminal Justice

Semester Hours: *Three*

Course will sensitize and educate criminal justice professionals to issues of diversity. It explores the cross-cultural contact that criminal justice professionals have with citizens, victims, suspects, and co-workers, and the influence of culture, race and gender in the criminal justice field.

Note: This course cannot be taken as a directed study.

Term Offered: *Fall*

CRJS 573 - Police Innovations

Semester Hours: *Three*

There have been several significant innovations in the field of law enforcement over the past two decades, many of which are in practice throughout law enforcement. The course will examine the concept of evidence-based practice, innovations and the research around the country regarding lessons learned and strengths and weaknesses of each law enforcement strategy. Students employed in a law enforcement agency will apply research methods to study and show how these new innovations may be applied to their respective agencies. Students not directly employed in a Criminal Justice Agency will complete a research project approved by the instructor.

Note: This course cannot be taken as a directed study.

Term Offered: *Spring*

CRJS 583 - Capstone Project

Semester Hours: *Three*

This course is designed to allow graduate students to research, examine, and develop a major project. The project will demonstrate the student's ability to incorporate classroom academics with professional experiences to address in a real and practical way current issues and problems in the criminal justice career fields. Students currently working in a criminal justice career will enter into dialogue with their immediate Chief Executive Officer, Agent, Administrator, or their designee, to assist in guiding their choice of project. Students not currently working in a criminal justice career will contact the Criminal Justice Coordinator for direction on their project.

Note: This course cannot be taken as a directed study.

Term Offered: *Fall, Spring, Summer*

CRPH 423/523 - Criminal Justice Ethics and Leadership

Semester Hours: *Three*

This course is an intense examination of the ethical considerations facing criminal justice practitioners. Ethical behavior and its counters, egoism, narcissism, the abuse of authority, are explored in criminal courts, corrections, law enforcement, probation and parole settings and scenarios. The successful completion of this course is evidence of the student's skill-set to lead with integrity and demonstrate the critical ability to confront issues with an informed, ethical response.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Term Offered: *Fall*

CRPO 513 - Civil Remedies in Criminal Justice

Semester Hours: *Three*

State and federal legal liabilities and remedies in criminal justice and policy implications as they pertain to such matters as use of excessive force, police vehicle pursuits, high risk drug enforcement operations, and failure to arrest intoxicated drivers.

Note: This course cannot be taken as a directed study.

Term Offered: *Fall*

CRPS 523 - Criminal Justice and the Mental Health Systems

Semester Hours: *Three*

This course introduces students to some prevalent mental illnesses as well as the social and legal issues most often represented when Criminal Justice System professionals interact with individuals experiencing mental health issues.

Note: This course cannot be taken as a directed study.

Term Offered: *Summer*

CSCE 423/523 - Basics of Biblical Counseling

Semester Hours: *Three*

Based on the sufficiency of Scripture, this study focuses on the basic realities of regeneration and the processes of progressive sanctification so that care providers can assist others toward godliness within the context and nurture of the local church.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Prerequisites(s): Undergraduate prerequisite: CSCE 343 or consent of instructor.

CSCE 483/583 - Storying and Discipling Cross-Culturally

Semester Hours: *Three*

An advanced study and practicum in cross-cultural evangelism utilizing biblical narratives and missional tools/strategies in order to make disciples among the nations. Particular attention will be given to how to use storytelling to reach oral cultures.

CSCE 513 - Spiritual Formation

Semester Hours: *Three*

Based upon the study of the processes of restraining the flesh, renewing the mind, and reflecting the Lordship of Christ Jesus, this course applies the discipline of sanctification to discipleship and evangelism in a local church context as well as a missions context.

CSCM 423/523 - Theology of Christian Ministry

Semester Hours: *Three*

This course is designed to apply the theological foundation of the Christian ministry to the life and practice of the Christian minister. After reviewing Bible study skills and Christian growth processes with particular application to the responsibilities and privileges of the Christian ministry, the student will evaluate his own call with a view to his own future ministry. For those majoring in Christian Ministry or Ministry and Leadership, this course must be taken in conjunction with the internship class, CEWL 473 Christian Ministry Internship, and thus be taken in the Spring semester prior to graduation. Students taking this course for graduate credit must complete all graduate course requirements.

CSCM 433/533 - Principles of Pastoral Ministry

Semester Hours: *Three*

This course is a guide to the integration of theological and practical aspects of ministry in a church-related vocation. Congregational leadership issues are emphasized, including relational skills, administration, financial stewardship, staff management, worship planning, weddings, funerals, baptism, and the Lord's Supper.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Prerequisites(s): Undergraduate prerequisite: CSCE 273

CSCM 483/583 - Expository Biblical Ministry

Semester Hours: *Three*

The most important activity in leading a New Testament church and the best operative method for leading any effective evangelistic church is a Bible-based preaching and teaching ministry. This course studies the basic principles of interpreting and applying the Bible-including a survey of the various types of resources for Bible study-and the best methods for preparing and presenting expository messages and lessons from Bible texts.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Prerequisites(s): Undergraduate prerequisite: CSCE 273 or consent of instructor.

CSCM 503 - Knowing God

Semester Hours: *Three*

Knowing that the promise of God is that all believers shall know Him from the least to the greatest, this course is designed to introduce each student to the several steps involved in getting to personally know God. Included are the subjects of the doctrines of Scripture, God, Jesus Christ, Man, and Sin.

CSCM 513 - Following God

Semester Hours: *Three*

This is a theologically oriented study of the divine-human relationship between God and man that includes togetherness with Christ, living in His will, counting the cost, and following in His steps. The primary goal of this course is to see what it means to follow God and become like Christ. Subjects include the Holy Spirit, Salvation, the Church, and Last Things.

CSCP 403/503 - The Philosophical and Scriptural Foundations of Church Planting

Semester Hours: *Three*

This course will examine the redemptive work of God as it relates to the nature of the church and church planting. Using Scripture the students will develop a clear theology and philosophy for the planting of churches. This will include an examination of church planting models as well as foundational characteristics, calling, and needs for church planters.

Term Offered: *Fall, Odd Years*

CSCP 433/533 - Church Planting Methods

Semester Hours: *Three*

This course will examine the basics of church planting from the ground up. Students will research and reflection on central issues of planting churches including church and leadership structure, choosing a location, name and branding, core group formation, program structure, worship style, fund-raising, meeting location, children's and youth ministry, mission of the church, and launching a church plant.

Term Offered: *Spring, Even Years*

CSCP 443/543 - Gospel-Centered Cultural Engagement

Semester Hours: *Three*

This course is an advanced course on church planting and will challenge students to think as a missionary to the culture to which they minister. The purpose is to lead students to faithfully proclaim the Gospel while also exegeting the culture. The course will explore ways church planters and leaders can examine a community, obtain demographic information, and develop relationships with non-Christian people in the culture. The class will also examine church leadership and preaching with the culture in view.

Term Offered: *Fall, Even Years*

CSCP 453/553 - Disciple Making in the Church

Semester Hours: *Three*

This course is an advanced class in church planting and ministry and will examine the Biblical call to make disciples by examining strategies and plans to develop people as disciples at all stages of spiritual formation. Students will think of people from the time they enter a church parking lot for the first time all the way through spiritual maturity and will consider ways churches can structure themselves to fulfill the Biblical mandate.

Term Offered: *Spring, Odd Years*

CSCR 413/513 - Church Revitalization Strategies

Semester Hours: *Three*

This course introduces students to the needs of plateaued and/or dying churches and explores approaches to bringing new life into these congregations. Students will learn skills for identifying issues plaguing declining churches, raising up local leaders for these churches, and reinvigorating the unity and evangelistic effectiveness of these churches.

CSCR 473/573 - Church Revitalization Internship

Semester Hours: *Three*

This course gives students real-life experience in churches undergoing the church revitalization process with the Missouri Baptist Convention's Resound Network, laying a foundation of a biblical vision of a healthy church and the key characteristics of church revitalization leaders. Further attention will be given to the needs of and approaches to giving renewed life to plateaued and/or dying churches.

CSFM 413/513 - Leading a Ministry to Families

Semester Hours: *Three*

This course analyzes the historical development, structure, processes, and material related to ministry with families. The course will equip students with the tools necessary to build a unified vision and program of family ministry in a local church. Consideration will be given not only to direct ministry to families in a local church, but also to how to train parents to disciple their children at home.

CSFM 423/523 - Youth Education in the Church

Semester Hours: *Three*

This course presents the principles and methods of effective Christian teaching of adolescents including the development of presentation skills. Approaches include planning and teaching for knowledge, understanding, attitude change, and Christian action. Opportunity for practice teaching and video taped evaluation provided.

CSFM 433/533 - Youth and Media

Semester Hours: *Three*

This course examines the various media worldview messages directed toward adolescents and teens, evaluating these messages in light of a Biblical worldview. Strategies in apologetics and evangelism for adolescents will be developed. Media to be examined includes the secular music industry, contemporary Christian music industry, television and movie industry, video game industry, advertising industry, digital media, and social media.

CSFM 443/543 - Issues in Family Ministry

Semester Hours: *Three*

This course identifies special research interests of students working with youth or families and to creatively develop a comprehensive project of ministry. Significant topics of study include value systems, parental relationships, sub-cultures, sexual patterns, school cultures, generational separations, and religious patterns.

ECCL 5703 - Student Teaching: Early Childhood

Semester Hours: *Three*

Student teaching consists of a full semester of teaching experiences in an appropriate classroom setting in a state or nationally accredited public or private school under the supervision of an experienced and highly qualified cooperating teacher. Students seeking certification in a single content area will complete one full semester teaching experience. Students seeking certification at more than one level (K-12) or in more than one content area must student teach for twelve weeks at one level or content area and four weeks at the other level or content area as approved by the Dean of Education or Director of Field Experiences. This culminating field experience enables students to practice and develop the pedagogical skills necessary to meet the Missouri performance standards for teacher certification. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time. After being formally admitted to the Teacher Education program, certification candidates must apply to student teach. Application for Student Teaching must be made to the Education Office by the end of the second week of the Fall semester for Spring Student Teaching and by the end of the second week of the Spring semester for Fall Student Teaching. The final decision regarding placement will be left to the discretion of the Director of Field Experiences in order to insure the quality of student teaching experiences in diverse settings. Candidates are required to complete their student teaching experience in the grade level(s) and subject area(s) for which they are seeking recommendation for certification.

Note: Students must complete the equivalent of a full semester/12 credit hours of student teaching before being recommended for certification, either 4712 or 4709 + 4703, depending on certification(s) sought. A Student Teaching Fee is charged for this course.

Prerequisites(s): 1. Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Some districts may also require a valid Missouri substitute certificate and/or current tuberculosis (TB) test results for placement. 2. EDUC 401 and EDCL 411/511 with a grade of B or better. 3. Both undergraduate and graduate students must be formally admitted into the Teacher Education Program, must have satisfactorily completed all education courses, and must be approved by the School of Teacher Education prior to student teaching.

Corequisite(s): EDUC 470 and EDTR 413/513

Required Assessments: Passing composite score of 42 or better on the Missouri Educator Evaluation System (MEES) summative evaluation for teacher candidates (completed during student teaching)

Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Students desiring to petition for credit for a portion of their student teaching experience must have a minimum of two years of classroom instructional experience in the grade level and/or subject area for which they are seeking certification in order to apply. The experience must be in a public or accredited private school and must be concurrent with enrollment in the Teacher Education Program. To determine eligibility, the student must first complete a CPL conference with the Teacher Certification and Compliance Liaison at least one semester prior to the anticipated student teaching semester. Students must be fully admitted to the Teacher Education Program and have passed the Folio exit interview before CPL credit may be awarded.

ECCL 5709 - Student Teaching: Early Childhood

Semester Hours: *Nine*

Student teaching consists of a full semester of teaching experiences in an appropriate classroom setting in a state or nationally accredited public or private school under the supervision of an experienced and highly qualified cooperating teacher. Students seeking certification in a single content area will complete one full semester teaching experience. Students seeking certification at more than one level (K-12) or in more than one content area must student teach for twelve weeks at one level or content area and four weeks at the other level or content area as approved

by the Dean of Education or Director of Field Experiences. This culminating field experience enables students to practice and develop the pedagogical skills necessary to meet the Missouri performance standards for teacher certification. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time. After being formally admitted to the Teacher Education program, certification candidates must apply to student teach. Application for Student Teaching must be made to the Education Office by the end of the second week of the Fall semester for Spring Student Teaching and by the end of the second week of the Spring semester for Fall Student Teaching. The final decision regarding placement will be left to the discretion of the Director of Field Experiences in order to insure the quality of student teaching experiences in diverse settings. Candidates are required to complete their student teaching experience in the grade level(s) and subject area(s) for which they are seeking recommendation for certification.

Note: Students must complete the equivalent of a full semester/12 credit hours of student teaching before being recommended for certification, either 4712 or 4709 + 4703, depending on certification(s) sought. A Student Teaching Fee is charged for this course.

Prerequisites(s): 1. Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Some districts may also require a valid Missouri substitute certificate and/or current tuberculosis (TB) test results for placement. 2. EDUC 401 and EDCL 411/511 with a grade of B or better. 3. Both undergraduate and graduate students must be formally admitted into the Teacher Education Program, must have satisfactorily completed all education courses, and must be approved by the School of Teacher Education prior to student teaching.

Corequisite(s): EDUC 470 and EDTR 413/513

Required Assessments: Passing composite score of 42 or better on the Missouri Educator Evaluation System (MEES) summative evaluation for teacher candidates (completed during student teaching)

Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Students desiring to petition for credit for a portion of their student teaching experience must have a minimum of two years of classroom instructional experience in the grade level and/or subject area for which they are seeking certification in order to apply. The experience must be in a public or accredited private school and must be concurrent with enrollment in the Teacher Education Program. To determine eligibility, the student must first complete a CPL conference with the Teacher Certification and Compliance Liaison at least one semester prior to the anticipated student teaching semester. Students must be fully admitted to the Teacher Education Program and have passed the Folio exit interview before CPL credit may be awarded.

ECCL 5712 - Student Teaching: Early Childhood

Semester Hours: *Twelve*

Student teaching consists of a full semester of teaching experiences in an appropriate classroom setting in a state or nationally accredited public or private school under the supervision of an experienced and highly qualified cooperating teacher. Students seeking certification in a single content area will complete one full semester teaching experience. Students seeking certification at more than one level (K-12) or in more than one content area must student teach for twelve weeks at one level or content area and four weeks at the other level or content area as approved by the Dean of Education or Director of Field Experiences. This culminating field experience enables students to practice and develop the pedagogical skills necessary to meet the Missouri performance standards for teacher certification. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time. After being formally admitted to the Teacher Education program, certification candidates must apply to student teach. Application for Student Teaching must be

made to the Education Office by the end of the second week of the Fall semester for Spring Student Teaching and by the end of the second week of the Spring semester for Fall Student Teaching. The final decision regarding placement will be left to the discretion of the Director of Field Experiences in order to insure the quality of student teaching experiences in diverse settings. Candidates are required to complete their student teaching experience in the grade level(s) and subject area(s) for which they are seeking recommendation for certification.

Note: Students must complete the equivalent of a full semester/12 credit hours of student teaching before being recommended for certification, either 4712 or 4709 + 4703, depending on certification(s) sought. A Student Teaching Fee is charged for this course.

Prerequisites(s): 1. Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Some districts may also require a valid Missouri substitute certificate and/or current tuberculosis (TB) test results for placement. 2. EDUC 401 and EDCL 411/511 with a grade of B or better. 3. Both undergraduate and graduate students must be formally admitted into the Teacher Education Program, must have satisfactorily completed all education courses, and must be approved by the School of Teacher Education prior to student teaching.

Corequisite(s): EDUC 470 and EDTR 413/513

Required Assessments: Passing composite score of 42 or better on the Missouri Educator Evaluation System (MEES) summative evaluation for teacher candidates (completed during student teaching)

Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Students desiring to petition for credit for a portion of their student teaching experience must have a minimum of two years of classroom instructional experience in the grade level and/or subject area for which they are seeking certification in order to apply. The experience must be in a public or accredited private school and must be concurrent with enrollment in the Teacher Education Program. To determine eligibility, the student must first complete a CPL conference with the Teacher Certification and Compliance Liaison at least one semester prior to the anticipated student teaching semester. Students must be fully admitted to the Teacher Education Program and have passed the Folio exit interview before CPL credit may be awarded.

ECED 413/513 - Language Acquisition of the Young Child

Semester Hours: *Three*

This course is designed to examine the process of language development from birth through early childhood. Emphasis will be upon identifying the normal process of language acquisition through observation of children in natural settings, and atypical language development will also be discussed. Students will discover how to encourage children's communication skills through supportive social interactions, classroom activities, and instructional practices that meet the needs of diverse learners. Additional components of language development to be explored through this course include vocabulary and phonological and phonemic awareness.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Prerequisites(s): PSYC 313, PSYC 333, or PSYC 553

Prerequisite(s)/Corequisite(s): ECTA 323 for those seeking initial teacher certification.

ECED 443/543 - Diagnostic Procedures in Early Childhood Education

Semester Hours: *Three*

This course is a study of formal and informal assessment instruments used with young children. Students will observe an assessment done in a school setting, develop observational skills, and learn to administer a standardized evaluation of a young child. Methods of identifying student's needs and diverse learning styles and strategies that ensure intellectual, social, and physical development will be discussed.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Prerequisites(s): PSYC 133 and EDPS 453/553

Prerequisite(s)/Corequisite(s): ECTA 323 for those seeking initial teacher certification.

ECED 453/553 - Role of Movement and Creative Arts in Development of the Young Child: Seminar and Field Experience

Semester Hours: *Three*

Students will examine the young child's fine motor, gross motor, and perceptual motor development and how it can be enhanced through a strong arts curriculum and cultivation of play. The course provides techniques for learning about children's motor development through observation of children in natural settings and early assessment of motor skills. It introduces methods and materials for integrating music and movement, creativity, imagination, and artistic expression into the early childhood classroom while focusing on a process-oriented approach. Students will apply this knowledge by completing a 15-clock hour field experience in a pre-kindergarten program.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Prerequisites(s): EDUC 203, EDUC 303, and PSYC 313 or PSYC 553 for those seeking initial teacher certification.

ECEL 5703 - Student Teaching: Early Childhood/Elementary (Grades 1-3)

Semester Hours: *Three*

Student teaching consists of sixteen (16) weeks of teaching experiences in an appropriate classroom setting in a state or nationally accredited public or private school under the supervision of an experienced and highly qualified cooperating teacher. Students seeking certification in a single content area will complete one sixteen-week teaching experience. Students seeking certification at more than one level (K-12) or in more than one content area must student teach for twelve weeks at one level or content area and four weeks at the other level or content area as approved by the Dean of Education or Director of Field Experiences. This course is restricted to those seeking certification in early childhood/elementary education combined who are placed at one of the grade levels common to both areas. This culminating field experience enables students to practice and develop the pedagogical skills necessary to meet the Missouri performance standards for teacher certification. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time. After being formally admitted to the Teacher Education program, certification candidates must apply to student teach. Application for Student Teaching must be made to the Education Office by the end of October/beginning of November for Spring Student Teaching and by the end of March for Fall Student Teaching. The final decision regarding placement will be left to the discretion of the Director of Field Experiences in order to ensure the quality of student teaching experiences in diverse settings. Candidates are required to complete their student teaching experience in the grade level(s) and subject area(s) for which they are seeking recommendation for certification.

Note: Students must complete the equivalent of 16 weeks/12 credit hours of student teaching before being recommended for certification, either 4712 or 4709+4703. A Student Teaching Fee is charged for this course.

Term Offered: *Fall, Spring*

Prerequisites(s): 1. Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Some districts may also require a valid Missouri substitute certificate and/or current tuberculosis (TB) test results for placement. 2. EDUC 401 and EDCL 411/511 with a grade of B or better. 3. Both undergraduate and graduate students must be formally admitted into the Teacher Education Program, must have satisfactorily completed all education courses, and must be approved by the School of Teacher Education prior to student teaching.

Corequisite(s): EDUC 470 and EDTR 413/513

Required Assessments: Passing composite score of 42 or better on the Missouri Educator Evaluation System (MEES) summative evaluation for teacher candidates (completed during student teaching)

Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Students desiring to petition for credit for a portion of their student teaching experience must have a minimum of two years of classroom instructional experience in the grade level and/or subject area for which they are seeking certification in order to apply. The experience must be in a public or accredited private school and must be concurrent with enrollment in the Teacher Education Program. To determine eligibility, the student must first complete a CPL conference with the Teacher Certification and Compliance Liaison at least one semester prior to the anticipated student teaching semester. Students must be fully admitted to the Teacher Education Program and have passed the Folio exit interview before CPL credit may be awarded.

ECEL 5709 - Student Teaching: Early Childhood/Elementary (Grades 1-3)

Semester Hours: *Nine*

Student teaching consists of sixteen (16) weeks of teaching experiences in an appropriate classroom setting in a state or nationally accredited public or private school under the supervision of an experienced and highly qualified cooperating teacher. Students seeking certification in a single content area will complete one sixteen-week teaching experience. Students seeking certification at more than one level (K-12) or in more than one content area must student teach for twelve weeks at one level or content area and four weeks at the other level or content area as approved by the Dean of Education or Director of Field Experiences. This course is restricted to those seeking certification in early childhood/elementary education combined who are placed at one of the grade levels common to both areas. This culminating field experience enables students to practice and develop the pedagogical skills necessary to meet the Missouri performance standards for teacher certification. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time. After being formally admitted to the Teacher Education program, certification candidates must apply to student teach. Application for Student Teaching must be made to the Education Office by the end of October/beginning of November for Spring Student Teaching and by the end of March for Fall Student Teaching. The final decision regarding placement will be left to the discretion of the Director of Field Experiences in order to ensure the quality of student teaching experiences in diverse settings. Candidates are required to complete their student teaching experience in the grade level(s) and subject area(s) for which they are seeking recommendation for certification.

Note: Students must complete the equivalent of 16 weeks/12 credit hours of student teaching before being recommended for certification, either 4712 or 4709+4703. A Student Teaching Fee is charged for this course.

Term Offered: *Fall, Spring*

Prerequisites(s): 1. Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Some districts may also require a valid Missouri substitute certificate and/or current tuberculosis (TB) test results for placement. 2. EDUC 401 and EDCL 411/511 with a grade of B or better. 3. Both undergraduate and graduate students must be formally admitted into the Teacher Education Program, must have satisfactorily completed all education courses, and must be approved by the School of Teacher Education prior to student teaching.

Corequisite(s): EDUC 470 and EDTR 413/513

Required Assessments: Passing composite score of 42 or better on the Missouri Educator Evaluation System (MEES) summative evaluation for teacher candidates (completed during student teaching)

Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Students desiring to petition for credit for a portion of their student teaching experience must have a minimum of two years of classroom instructional experience in the grade level and/or subject area for which they are seeking certification in order to apply. The experience must be in a public or accredited private school and must be concurrent with enrollment in the Teacher Education Program. To determine eligibility, the student must first complete a CPL conference with the Teacher Certification and Compliance Liaison at least one semester prior to the anticipated student teaching semester. Students must be fully admitted to the Teacher Education Program and have passed the Folio exit interview before CPL credit may be awarded.

ECEL 5712 - Student Teaching: Early Childhood/Elementary (Grades 1-3)

Semester Hours: *Twelve*

Student teaching consists of sixteen (16) weeks of teaching experiences in an appropriate classroom setting in a state or nationally accredited public or private school under the supervision of an experienced and highly qualified cooperating teacher. Students seeking certification in a single content area will complete one sixteen-week teaching experience. Students seeking certification at more than one level (K-12) or in more than one content area must student teach for twelve weeks at one level or content area and four weeks at the other level or content area as approved by the Dean of Education or Director of Field Experiences. This course is restricted to those seeking certification in early childhood/elementary education combined who are placed at one of the grade levels common to both areas. This culminating field experience enables students to practice and develop the pedagogical skills necessary to meet the Missouri performance standards for teacher certification. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time. After being formally admitted to the Teacher Education program, certification candidates must apply to student teach. Application for Student Teaching must be made to the Education Office by the end of October/beginning of November for Spring Student Teaching and by the end of March for Fall Student Teaching. The final decision regarding placement will be left to the discretion of the Director of Field Experiences in order to ensure the quality of student teaching experiences in diverse settings. Candidates are required to complete their student teaching experience in the grade level(s) and subject area(s) for which they are seeking recommendation for certification.

Note: Students must complete the equivalent of 16 weeks/12 credit hours of student teaching before being recommended for certification, either 4712 or 4709+4703. A Student Teaching Fee is charged for this course.

Term Offered: *Fall, Spring*

Prerequisites(s): 1. Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Some districts may also require a valid Missouri substitute certificate and/or current tuberculosis (TB) test results for placement. 2. EDUC 401 and EDCL 411/511 with a grade of B or better. 3. Both undergraduate and graduate students must be formally admitted into the Teacher Education Program, must have satisfactorily completed all education courses, and must be approved by the School of Teacher Education prior to student teaching.

Corequisite(s): EDUC 470 and EDTR 413/513

Required Assessments: Passing composite score of 42 or better on the Missouri Educator Evaluation System (MEES) summative evaluation for teacher candidates (completed during student teaching)

Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Students desiring to petition for credit for a portion of their student teaching experience must have a minimum of two years of classroom instructional experience in the grade level and/or subject area for which they are seeking

certification in order to apply. The experience must be in a public or accredited private school and must be concurrent with enrollment in the Teacher Education Program. To determine eligibility, the student must first complete a CPL conference with the Teacher Certification and Compliance Liaison at least one semester prior to the anticipated student teaching semester. Students must be fully admitted to the Teacher Education Program and have passed the Folio exit interview before CPL credit may be awarded.

ECON 503 - Business Economics

Semester Hours: *Three*

This course will examine the application of economic theory and economic methodology to managerial decision-making. Supply and demand, productivity, consumer behavior, business and economic forecasting, pricing and marketing strategies under differing competitive conditions, government's role, and the global market will also be explored.

Note: This course cannot be taken as a directed study.

ECSP 403/503 - Introduction to Early Childhood Special Education: Seminar and Field Experience

Semester Hours: *Three*

This course examines the state and federal special education laws with regard to children with disabilities birth through grades three. Additional emphasis will be placed on the following topics: education philosophies and theories that form the basis of current practices in early childhood special education, the models of delivery of educational services to individuals with disabilities from birth through adulthood, the special education process including child find practices, referral, assessment procedures, eligibility determination and programmatic needs, the use and purpose of an Individualized Education Plan (IEP) and the Individualized Family Service Plan (IFSP), the difference between program models in early childhood special education and how they relate to service delivery in child care or other settings, the roles and responsibilities of all members who serve on interdisciplinary teams, and current trends and issues in Early Childhood Special Education. Students will participate in a 15-clock hour field experience in at least two different Early Childhood Special Education programs in order to be able to apply the knowledge gained in this class.

Note: Students taking this course for graduate credit will be required to complete all undergraduate assignments plus successfully complete a graduate action research project. Some districts may also require current tuberculosis (TB) test results for placement.

Term Offered: *Fall, Odd Years*

Prerequisite(s): Prerequisites for those seeking initial certification: EDUC 203 and EDUC 303

Corequisite(s): Current Family Care Safety Registry background check (see bulletin section on Background Checks for Field Experience and Student Teaching for additional information).

ECSP 413/513 - Teaching Young Children with Disabilities: Seminar and Field Experience

Semester Hours: *Three*

This course will examine the various physical, cognitive, social, and emotional disabilities with regard to children birth through grade three. Students will also explore and demonstrate competency in the following topics and/or issues: Developing and implementing specialized intervention strategies for children with sensory and/or physical impairments, identifying appropriate methods for planning and implementing instruction in a variety of service delivery models for young children with disabilities, and identifying instructional and guidance procedures for integrating children with and without disabilities. Identify and plan curriculum for young children with disabilities, identify and apply principles of behavior support and management and appropriate self-management behaviors in young children, identify and apply teaching strategies and methods for young children with disabilities. The students will participate in a 30-clock hour field experience in an Early Childhood Special Education pre-

kindergarten setting.

Note: Students taking this course for graduate credit will be required to complete all undergraduate assignments plus successfully complete a graduate action research project. Some districts may also require current tuberculosis (TB) test results for placement.

Term Offered: *Spring, Even Years*

Prerequisites(s): Prerequisites for those seeking initial certification: EDUC 203, EDUC 303, and ECSP 403/503. Prerequisite for certified teachers: ECSP 403/503.

Corequisite(s): Current Family Care Safety Registry background check (see bulletin section on Background Checks for Field Experience and Student Teaching for additional information).

ECSP 423/523- Family Engagement and Partnership

Semester Hours: *Three*

This course emphasizes the role of teachers as parent partners, focused in early childhood and K-12 special education settings. Students will explore theories and methods which enhance positive relations with families as they learn approaches to working with children and their families in the school, home and community, with an emphasis on collaboration, partnerships, and a family systems approach. Methods will include a range of positive, effective communication strategies for working with families in a diverse society. A field experience is included within the scope of this course.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Prerequisites(s): Prerequisites for those seeking initial certification: EDUC 203, EDUC 303, and EDPS 453/553

ECSP 433/533- Assistive Technology and Augmentive Communication

Semester Hours: *Three*

This course will examine assistive technology and application in instructional programs, career tasks, and life skills for individuals with disabilities. Additional emphasis will be placed on augmentive and alternative communication tools for use by individuals with speech and communication disabilities. Exploration experiences enable students to locate, use and train others on the range of AAC technologies available. A field experience is included within the scope of this course.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Prerequisites(s): EDPS 453/553, EDSP 413/513, and ECSP 403/503 (for early childhood special education certification) or EDSP 433/533 (for cross-categorical disabilities certification).

ECSP 5703- Student Teaching: Early Childhood Special Education

Semester Hours: *Three*

Student teaching consists of a full semester of teaching experiences in an appropriate classroom setting in a state or nationally accredited public or private school under the supervision of an experienced and highly qualified cooperating teacher. Students seeking certification in a single content area will complete one full semester teaching experience. Students seeking certification at more than one level (K-12) or in more than one content area must student teach for twelve weeks at one level or content area and four weeks at the other level or content area as approved by the Dean of Education or Director of Field Experiences. This culminating field experience enables students to practice and develop the pedagogical skills necessary to meet the Missouri performance standards for teacher certification. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time. After being formally admitted to the Teacher Education program, certification candidates must apply to student teach. Application for Student Teaching must be made to the Education Office by the end of the second week of the Fall semester for Spring Student Teaching and by the end of the second week of the Spring semester for Fall Student

Teaching. The final decision regarding placement will be left to the discretion of the Director of Field Experiences in order to insure the quality of student teaching experiences in diverse settings. Candidates are required to complete their student teaching experience in the grade level(s) and subject area(s) for which they are seeking recommendation for certification.

Note: Students must complete the equivalent of a full semester/12 credit hours of student teaching before being recommended for certification, either 4712 or 4709 + 4703, depending on certification(s) sought. A Student Teaching Fee is charged for this course.

Prerequisites(s): 1. Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Some districts may also require a valid Missouri substitute certificate and/or current tuberculosis (TB) test results for placement. 2. EDUC 401 and EDCL 411/511 with a grade of B or better. 3. Both undergraduate and graduate students must be formally admitted into the Teacher Education Program, must have satisfactorily completed all education courses, and must be approved by the School of Teacher Education prior to student teaching.

Corequisite(s): EDUC 470 and EDTR 413/513

Required Assessments: Passing composite score of 42 or better on the Missouri Educator Evaluation System (MEES) summative evaluation for teacher candidates (completed during student teaching)

Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Students desiring to petition for credit for a portion of their student teaching experience must have a minimum of two years of classroom instructional experience in the grade level and/or subject area for which they are seeking certification in order to apply. The experience must be in a public or accredited private school and must be concurrent with enrollment in the Teacher Education Program. To determine eligibility, the student must first complete a CPL conference with the Teacher Certification and Compliance Liaison at least one semester prior to the anticipated student teaching semester. Students must be fully admitted to the Teacher Education Program and have passed the Folio exit interview before CPL credit may be awarded.

ECSP 5709 - Student Teaching: Early Childhood Special Education

Semester Hours: *Nine*

Student teaching consists of a full semester of teaching experiences in an appropriate classroom setting in a state or nationally accredited public or private school under the supervision of an experienced and highly qualified cooperating teacher. Students seeking certification in a single content area will complete one full semester teaching experience. Students seeking certification at more than one level (K-12) or in more than one content area must student teach for twelve weeks at one level or content area and four weeks at the other level or content area as approved by the Dean of Education or Director of Field Experiences. This culminating field experience enables students to practice and develop the pedagogical skills necessary to meet the Missouri performance standards for teacher certification. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time. After being formally admitted to the Teacher Education program, certification candidates must apply to student teach. Application for Student Teaching must be made to the Education Office by the end of the second week of the Fall semester for Spring Student Teaching and by the end of the second week of the Spring semester for Fall Student Teaching. The final decision regarding placement will be left to the discretion of the Director of Field Experiences in order to insure the quality of student teaching experiences in diverse settings. Candidates are required to complete their student teaching experience in the grade level(s) and subject area(s) for which they are seeking recommendation for certification.

Note: Students must complete the equivalent of a full semester/12 credit hours of student teaching before being recommended for certification, either 4712 or 4709 + 4703, depending on certification(s) sought. A Student Teaching Fee is charged for this course.

Prerequisites(s): 1. Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Some districts may also require a valid Missouri substitute certificate and/or current tuberculosis (TB) test results for placement. 2. EDUC 401 and EDCL 411/511 with a grade of B or better. 3. Both undergraduate and graduate students must be formally admitted into the Teacher Education Program, must have satisfactorily completed all education courses, and must be approved by the School of Teacher Education prior to student teaching.

Corequisite(s): EDUC 470 and EDTR 413/513

Required Assessments: Passing composite score of 42 or better on the Missouri Educator Evaluation System (MEES) summative evaluation for teacher candidates (completed during student teaching)

Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Students desiring to petition for credit for a portion of their student teaching experience must have a minimum of two years of classroom instructional experience in the grade level and/or subject area for which they are seeking certification in order to apply. The experience must be in a public or accredited private school and must be concurrent with enrollment in the Teacher Education Program. To determine eligibility, the student must first complete a CPL conference with the Teacher Certification and Compliance Liaison at least one semester prior to the anticipated student teaching semester. Students must be fully admitted to the Teacher Education Program and have passed the Folio exit interview before CPL credit may be awarded.

ECSP 5712 - Student Teaching: Early Childhood Special Education

Semester Hours: *Twelve*

Student teaching consists of a full semester of teaching experiences in an appropriate classroom setting in a state or nationally accredited public or private school under the supervision of an experienced and highly qualified cooperating teacher. Students seeking certification in a single content area will complete one full semester teaching experience. Students seeking certification at more than one level (K-12) or in more than one content area must student teach for twelve weeks at one level or content area and four weeks at the other level or content area as approved by the Dean of Education or Director of Field Experiences. This culminating field experience enables students to practice and develop the pedagogical skills necessary to meet the Missouri performance standards for teacher certification. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time. After being formally admitted to the Teacher Education program, certification candidates must apply to student teach. Application for Student Teaching must be made to the Education Office by the end of the second week of the Fall semester for Spring Student Teaching and by the end of the second week of the Spring semester for Fall Student Teaching. The final decision regarding placement will be left to the discretion of the Director of Field Experiences in order to insure the quality of student teaching experiences in diverse settings. Candidates are required to complete their student teaching experience in the grade level(s) and subject area(s) for which they are seeking recommendation for certification.

Note: Students must complete the equivalent of a full semester/12 credit hours of student teaching before being recommended for certification, either 4712 or 4709 + 4703, depending on certification(s) sought. A Student Teaching Fee is charged for this course.

Prerequisites(s): 1. Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Some districts may also require a valid Missouri substitute certificate and/or current tuberculosis (TB) test results for placement. 2. EDUC 401 and EDCL 411/511 with a grade of B or better. 3. Both undergraduate and graduate students must be formally admitted into the Teacher Education Program, must have satisfactorily completed all education courses, and must be approved by the School of Teacher Education prior to student teaching.

Corequisite(s): EDUC 470 and EDTR 413/513

Required Assessments: Passing composite score of 42 or better on the Missouri Educator Evaluation System (MEES) summative evaluation for teacher candidates (completed during student teaching)

Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Students desiring to petition for credit for a portion of their student teaching experience must have a minimum of two years of classroom instructional experience in the grade level and/or subject area for which they are seeking certification in order to apply. The experience must be in a public or accredited private school and must be concurrent with enrollment in the Teacher Education Program. To determine eligibility, the student must first complete a CPL conference with the Teacher Certification and Compliance Liaison at least one semester prior to the anticipated student teaching semester. Students must be fully admitted to the Teacher Education Program and have passed the Folio exit interview before CPL credit may be awarded.

ECTA 523 - Integration of Curriculum, Instruction, and Assessment

Semester Hours: *Three*

This course examines the integration of curriculum, instruction, and assessment. The design process will be considered, beginning with a definition of what we as educators want our students to know and be able to do, followed by a clear description of the evidence that indicates real student understanding. Learning experiences and instruction based on the defined curricular goals will be planned for all learners, including struggling and gifted learners as well as English Language Learners. Assessments will be developed that insure student understanding.

ECTA 533 - Curriculum Mapping

Semester Hours: *Three*

The educational tool of curriculum mapping is aimed at "fine-tuning" the scope and sequence of the curriculum that learners encounter through their 13+ years of schooling. This course will teach students how to use mapping in their school and at the district level in order to meet the needs of all learners. Students will create their own curriculum map.

ECTA 643CI - Advanced Curriculum Design, Evaluation and Field Experience

Semester Hours: *Three*

This course of study prepares the student for a leadership role in designing a school or district's curriculum, including the articulation of local, state, and federal requirements. The course provides the student with experiences in evaluating the effectiveness of the curriculum. This course includes a 15-20 hour field study.

Note: This course cannot be taken as a directed study. This course is designed for students in the Curriculum and Instruction track.

EDAD 503 - Introduction to Educational Administration Communications

Semester Hours: *Three*

This course will cover comprehensive communications principles and the spectrum of forces that a building principal encounters in the performance of the duties and responsibilities of this important building-level leadership role. The course will expose the graduate student to the importance of written and oral communications skills needed to be effective when dealing with internal and external forces that include, but are not limited to, individuals, school groups, community leaders and stakeholders, radio, television, newspaper, and other publications. The importance of proper writing skills will be reviewed and in-class writing practice will be emphasized. Each graduate student will develop a building-level marketing strategy, write letters and memos for a variety of school building scenarios, and role play a variety of sensitive school building issues i.e. school violence, student tragedy, media interviews, etc. There will be an emphasis on models of communications, problem solving, conflict resolution, decision-making, team-building, collaboration, and policy and procedure development.

Note: This course includes a 15-hour field experience designed to give students real-life experiences with their mentor in the specific areas of content listed in the course description.

EDAD 513- Foundations of Educational Administration

Semester Hours: *Three*

This course is designed for students seeking principal and/or special education director certification and is designed to provide a comprehensive discussion about the field of educational administration and the process of building a strong foundation of research-based administrative practices. Course content provides a problem-based approach through which students will address critical and contemporary issues. The course focuses on theories of educational administration; organization of American schools; local, state, and federal influences on education; political, social, and legal structures that impact education policy; and school administration ethics as well as current topics in educational administration, including the impact of technology. Explanations and scrutiny of various state and federal programs i.e. Early Childhood, Early Childhood Special Education, ESL, Migrant, Gifted and Talented, Title I, Title II, Title IV, and Title IX career/vocational programs are incorporated in this course.

Note: This course includes a 15-hour field experience designed to give students real-life experiences with their mentor in the specific areas of content listed in the description.

Term Offered: *Fall, Spring*

EDAD 523 - Data Analytics and Technology for Administrators

Semester Hours: *Three*

This course is designed to help the building leader be able to model technology integration in the teaching-learning process and to understand the power of technology in gathering, analyzing, and presenting data. The principal must be able to identify, use, evaluate, and promote appropriate technologies to enhance and support instruction. Additionally, the education leader today must understand the social, legal, and ethical issues surrounding technology. The second strand for this course is the identification, use, and evaluation of data to enhance and support instruction.

Note: This course includes a 15-hour field experience designed to give students real-life experiences with their mentor in the specific areas of content listed in the course description.

EDAD 533 - Basic Finance and Facilities Management: Seminar and Field Experience

Semester Hours: *Three*

This course examines building level finances, including budget preparation, the impact of tax levies and bond issues on building capital improvement projects, and operating costs. This course also examines the role and responsibilities of the principal in managing the school building facilities. Theoretical concepts and practical experiences are included in this course.

Note: This course includes a 15-hour field experience designed to give students real-life experiences with their mentor in the specific areas of content listed in the course description.

EDAD 573 - Education Administration Capstone

Semester Hours: *Three*

This is the culminating course for the Master of Education Administration degree. In this course the candidate will (1) complete the MEA program which includes the MBU and DESE required 300 hours of building level administration internship, (2) complete the required MPEA Building Level Administrator Performance Assessment, and (3) prepare for the Building Level Administrator content assessment. The student may satisfy the Missouri Baptist University degree requirements without having passed the state required content assessment and/or the MPEA Building Level Administrator Performance Assessment but the quality of the building level administrator performance assessment will be a significant portion of this determination. The student will receive a grade for the course at the end of the semester regardless since the grade is based on multiple components such as the quality and completion of the internship, in-class content, in-class engagement, and quality of the MPEA Building Level Administrator

Performance Assessment.

Note: An additional fee of \$50.00 is required for the MPEA Building Level Administrator Performance Assessment in this course. Additionally, student taking the state building level administrator content assessment will be assessed a fee set by the testing agency which is not included in this course. This fee is the responsibility of the student. This course cannot be taken as a directed study.

Corequisite(s): EDAS MPEA or EDAS MPEAR

EDAD 573SP - Special Education Administrator Internship

Semester Hours: *Three*

This is the final culminating course for the Special Education Administrator certification. In this course the candidate will meet with the MBU instructor to develop a menu of activities and observations for the candidate to complete the required 300 clock hours of internship. There will be a minimum of four class sessions, and the student will arrange one-on-one sessions with the instructor to discuss the student's documented progress in completing the hours and the assignments. Students will work with and shadow a minimum of two practicing special education administrators. In addition, the student will complete an operations manual for the first-time special education administrator. The internship grade will be based on the quality of effort the candidate puts into the internship, in-class special ed compliance activities, and the quality of a required 10-page reflection paper on the 300 clock hours of internship experience.

EDAD 613S - School-Community Relations and Field Experience

Semester Hours: *Three*

This course will assist professional educators in identifying strategies for assessing current public relations programs and approaches for implementing effective school district and community relations. Students will focus on various communication media and research methods leading to effective and responsive communication. In addition, unique functions of various groups within the school setting will be explored. Participants will formulate, develop, and implement a procedure for positive school and community relations. In partial fulfillment of the program and individual course requirements this course includes a 15-20 hour field experience in the specific areas of content listed in the course description. The field experience/internship must be conducted in a school district under the supervision of a currently employed certified Superintendent or Assistant Superintendent. This field experience/internship is in partial fulfillment of the MBU and state requirement of 300 hours of internship experiences which is culminated in the capstone course, GRED 673S.

Note: This course cannot be taken as a directed study.

EDAD 633S - District Financial Management and Field Experience

Semester Hours: *Three*

This course focuses on a critical task for administrators: managing district revenues and expenditures. It is important that all administrators have a thorough understanding of how public-school finance works so that information can be shared accurately with the staff and with the public. In partial fulfillment of the program and individual course requirements this course includes a 15-20 hour field experience in the specific areas of content listed in the course description. The field experience/internship must be conducted in a school district under the supervision of a currently employed certified Superintendent or Assistant Superintendent. This field experience/internship is in partial fulfillment of the MBU and state requirement of 300 hours of internship experiences which is culminated in the capstone course, GRED 673S. This course cannot be taken as directed study.

Note: This course cannot be taken as a directed study.

Prerequisites(s): A master's level finance class is a prerequisite for this course.

EDAD 643S - Facilities Planning and Management and Field Experience

Semester Hours: *Three*

This course will incorporate planning, design, construction, management, and maintenance involved in the daily operations of district buildings and grounds. It will incorporate activities related to selecting architects, construction and performance contracting, monitoring and tracking maintenance, furnishing and equipping facilities, and custodial and maintenance operations. In partial fulfillment of the program and individual course requirements this course includes a 15-20 hour field experience in the specific areas of content listed in the course description. The field/experience/internship must be conducted in a school district under the supervision of a currently employed certified Superintendent or Assistant Superintendent. This field experience/internship is in partial fulfillment of the MBU and state requirement of 300 hours of internship experiences which is culminated in the capstone course, GRED 673S.

Note: This course cannot be taken as a directed study.

EDAD 653S - Personnel Management and Field Experience

Semester Hours: *Three*

This course is designed to broaden the school administrator's perspective of personnel management and to give the administrator insight into the purposes, processes, planning procedures, and policy making in administering the personnel program. In partial fulfillment of the program and individual course requirements this course includes a 15-20 hour field with of two superintendents (or other central office administrators) and a reflective analysis of the findings. The field experience/internship must be conducted in a school district under the supervision of a currently employed certified Superintendent or Assistant Superintendent. This field experience/internship is in partial fulfillment of the MBU and state requirement of 300 hours of internship experiences which is culminated in the capstone course.

Note: This course cannot be taken as a directed study.

EDAD 733 - Higher Education Finance

Semester Hours: *Three*

A focus on fiscal management and budgeting practices applicable to higher education institutions. Candidates investigate effectiveness and efficiency issues associated with the use of funds. Topics include sources of higher education funding, budget development, financial management, and fiduciary control.

Note: This course cannot be taken as a directed study. There is a fee associated with this course.

EDAD 743 - Introduction to the Dissertation

Semester Hours: *Three*

This course focuses on the application of theory and organizational analysis to the strategic planning process of completing the doctoral program and for writing the dissertation. A variety of planning models and processes used by students who have successfully completed the dissertation journey will be introduced. One focus of this course will be to analyze situations using a variety of theories that focus on self-motivation and self-determination. Students will look at their abilities, choices, attitudes, character, and intentionality from Maxwell's faith-based perspective. Through the use of technological applications, applied research, and case studies, students will learn how to narrow the focus of their study, plan strategically, including time management, make ethical and moral decisions, build a collaborative culture with their colleagues and their dissertation committee, and manage the dissertation process in their professional and personal lives. Students will write an outline of chapters one and two, understand and apply APA, review the essentials of grammar and composition, and review literature related to their study. Case study analysis and field research will serve as essential components in this course.

Note: This course cannot be taken as a directed study. There is a fee associated with this course.

EDAD 753 - Student Affairs in Higher Education

Semester Hours: *Three*

A focus on the role of professionals in university student affairs, the populations served, the skills and competencies necessary to the profession, and current issues in the profession. Educational and philosophic assumptions associated with student affairs practice, and principal functional areas normally associated with student affairs practices will be discussed.

Note: This course cannot be taken as a directed study.

EDAD 763 - Enrollment Management in Higher Education

Semester Hours: *Three*

An examination of fundamental principles of enrollment management in a higher education context. Students study enrollment management theories, concepts, and research and the application of these to higher education administration. Students demonstrate enrollment management strategies through the development of a comprehensive enrollment management plan for use in a college or university setting.

Note: This course cannot be taken as a directed study. There is a fee associated with this course.

EDAD 773 - Community College Administration

Semester Hours: *Three*

An overview of the evolution and organization of community college administration. Candidates examine the dominant leadership and managerial themes shaping the community college, and consider administrative and management precedents that shaped the structuring and management of community colleges.

Note: This course cannot be taken as a directed study.

EDAS MPEA - MPEA Performance Assessment for Building Level Administrators

Semester Hours: *Zero*

DESE requires all building level administrator certification candidates to successfully complete the Missouri Professors of Education Administration (MPEA) performance assessment for building level administration. This performance assessment will be monitored through a zero-credit class, EDAS MPEA.

Note: A fee of \$75.00 is required for this course which goes to pay for a second MPEA scorer and to the MPEA organization.

Corequisite(s): EDAD 573

EDAS MPEAR - MPEA Performance Assessment for Administrators

Semester Hours: *Zero*

DESE now requires all administrator certification candidates to successfully complete the Missouri Professors of Education Administration (MPEA) performance assessment. This course is for students who do not pass on their performance assessment for certification.

Note: A fee of \$350.00 is required for this course which goes to pay for remediation support and scoring.

EDAS SUPT - Superintendent Capstone Performance Exam

Semester Hours: *Zero*

This course is designed to allow the student to submit their required state superintendent performance assessment. This course will be taken concurrently with GRED 673S. The superintendent performance assessment will be scored by two MBU professors: the instructor of GRED 673S and blind scored by a trained educational leadership faculty member. There is a course fee of \$75.

Corequisite(s): EDUC 640S and GRED 673S

EDBM 403/503 - Administration of Business and Marketing Education Programs

Semester Hours: *Three*

This course combines topics related to implementing business and marketing education programs and the coordination of cooperative education programs. Problems, procedures, and

school-community relationships in the organization, implementation, and administration of business and marketing education programs in the secondary schools will be addressed. Topics will include sponsoring youth organizations and selecting equipment. This course will also prepare the teacher candidate to plan, organize, deliver, supervise, and evaluate a variety of community-based experiences.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

EDCL 411/511 - Teaching Field Experience II

Semester Hours: *One*

This is a second field experience to be completed in a different setting than the initial experience in EDCL 211. This field experience should be completed near the end of the student's pre-service teacher education program prior to the student teaching experience. This field experience requires 45 clock hours of tutoring, observing, and assisting with small groups or individuals in an instructional setting within the grade levels of desired certification. The student is expected to present a minimum of two lessons, keep a log, write a reflective report, collect artifacts, and meet with the university supervisor to discuss educational issues/topics and the field experience. The field experience location will be assigned by the Director of Field Experiences in order to insure that students have an opportunity to experience diverse school settings.

Note: School of Education Gateway Course: A grade of B or better is required for this course with the opportunity to repeat this course once to achieve the minimum grade. A lab fee is charged for this field experience. This course cannot be accepted in transfer from another institution. Some districts may also require current tuberculosis (TB) test results for placement.

Term Offered: *Fall, Spring*

Prerequisite(s): EDCL 211 and admission to the Teacher Education Program

Corequisite(s): EDUC 510 and current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information).

EDCL 420/520 - Field Experience with English Language Learners

Semester Hours: *Zero*

This course is required for students transferring a course equivalent to the lecture component of EDRD 423/523 who do not have a comparable field experience working with English Language Learners. A study of mandated assessment and best practices for instruction of English Language Learners (ELL) will be included. A minimum ten (10) clock-hour field experience working with ELL students is required for this course. This course must be taken before student teaching. Students must earn a final grade of Credit (CR) for program completion.

Note: A lab fee is charged for this field experience. Some districts may also require current tuberculosis (TB) test results for placement.

Term Offered: *On Demand*

Corequisite(s): Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information).

EDCL 571-576 - Professional Development

Semester Hours: *One to Six*

Pre-service teachers will refine their skills as reflective practitioners through a variety of Professional Development exercises focused on the field of education. As pre-service teachers, students will be able to draw from and build upon their knowledge as it relates to their experience in the classroom. The Coordinator for Remediation will mentor the students through various methods such as regularly scheduled meetings, observation of students in the classroom, dispositional reflections, and other means deemed necessary. This course is offered on the Main campus. This course is directly related to the Professional Teacher Dispositions and the Educator

Review Process.

Note: Students taking this course for graduate credit must complete all graduate course requirements. A special fee is charged for this course.

Term Offered: *Fall, Spring*

EDDR 403/503 - Driver Education I: Introduction to Safety Education

Semester Hours: *Three*

A course aimed at developing concepts which are basic to safety education and for preparing the student to assume responsibility for accident prevention in the school, home, and community.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

EDDR 413/513 - Driver Education II: Organization

Semester Hours: *Three*

The first of two courses designed to prepare teachers of driver education for secondary schools. Special attention is given to administration, organization, finance, adult education, research, and evaluation of the driver education program. Traffic safety problems at the local, state, and national levels are also considered.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

EDDR 433/533 - Driver Education III: Instruction

Semester Hours: *Three*

This course is a continuation of EDDR 413/513. The place of the motor vehicle in American life, traffic safety, instructional materials, and recommended method of presenting such materials in the classroom and on the road. Students must have a valid driver's license and safe driving record.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

EDDR 443/543 - Driver Education IV: Developing Operational Skills (Train the Trainer)

Semester Hours: *Three*

This course will focus on preparing the prospective Driver Education teacher to develop techniques related to behind-the-wheel instruction for a novice driver. The prospective instructor will place emphasis upon developing laboratory organizational modules for on-the-road situations and/or use of simulators.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Prerequisites(s): EDDR 403/503, EDDR 413/513, and EDDR 433/533

EDEN 453/553 - Teaching Language Arts and Composition in Grades 5-12: Seminar and Field Experience

Semester Hours: *Three*

The student will investigate the middle school secondary language arts curricula, materials and various instructional strategies designed to meet the needs of diverse middle and secondary school learners; application will be made to the Missouri Learning Standards, including the Common Core State Standards, and the NCTE/IRA Standards. Students will become competent in applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. A field experience is included in the scope of this course. This course is required for middle school language arts certification and/or secondary teacher certification in English, and for middle school certification for all subject areas.

Note: Students taking this course for graduate credit must complete all graduate course

requirements.

Prerequisites(s): Prerequisites for candidates seeking initial teacher certification: ENGL 123, EDUC 203, and EDUC 303

EDEN 463/563 - Teaching Literature Within the Curriculum

Semester Hours: *Three*

This course will consist of units which survey literature appropriate for both children and adolescents, including examples of literature from various ethnic groups that reflect the diversity in today's society. Attention is given to analysis, selection, and encouragement of the appreciation of quality literature. Students will become competent in applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. This course is required for students seeking middle school language arts certification and/or secondary certification in English, as well as for students seeking Library Media Specialist certification.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Prerequisites(s): Prerequisites for candidates seeking initial teacher certification: ENGL 123, EDUC 203, and EDUC 303

Prerequisite(s)/Corequisite(s): Prerequisite/Corequisite: LIBR 553 for Library Media Specialist.

EDET 523 - Digital Citizenship

Semester Hours: *Three*

This course is designed for K-12, technical and community college instructors, administrators, library media specialists, and technology leaders. The goal is to develop an understanding of the International Society for Technology in Education (ISTE) Citizen Standard. With a participatory citizenship approach as the focus, students will learn to implement experiences for learners to be empathetic and socially responsible, mentor learners in safe, ethical and legal use while honoring intellectual property rights, and model responsible use, including protection of digital identity and personal data.

Prerequisites(s): EDUC 573

EDET 543 - Online Applications for Collaboration

Semester Hours: *Three*

This course will enable participants to harness the power of using online collaboration tools for professional development and student engagement and learning. Course participants will experience the Web as more than a source of information, instead using it as a means of constructing new knowledge through conversation, networking, and collaboration. Social media, crowdsourcing: curating, and virtual networking applications will be explored.

Prerequisites(s): EDUC 573

EDET 553 - Differentiating Instruction with Technology

Semester Hours: *Three*

This course is designed to provide the participants with a philosophical, professional, and practical framework for the integration of technology into instruction in the K-12 classroom by designing for diversity. Participants will explore learner characteristics, student needs and elements of differentiated instruction. Digital products and a comprehensive unit plan will be developed and evaluated to meet the needs of a diverse student population. Choices allow graduate students with varied backgrounds and interests to select topics that meet their professional needs.

Prerequisites(s): EDUC 573

EDET 563 - Web-Based Design, Implementation, and Assessment

Semester Hours: *Three*

Through active engagement, students will be introduced to online and blended learning,

instructional design and design thinking, and evaluation and assessment. Features of digital learning environments will be explored, as well as the benefits and disadvantages of synchronous and asynchronous learning. Students will be guided in applying current technologies to create a web-based community of learning.

Prerequisites(s): EDUC 573

EDET 573 - Methods of Using Technology to Enhance Literacy

Semester Hours: *Three*

This course is designed to provide graduate students with an understanding and application of an array of digital applications and strategies to teach reading and writing to diverse learners. Students will explore how digital technologies and educational research have changed instructional practices. With a focus on personalized learning and lesson planning, culminating digital products such as blogs, vlogs, podcasts, infographics, interactive fiction, digital comics, book trailers, and digital stores will be explored.

Prerequisites(s): EDUC 573

EDET 593 - Capstone: E-Portfolio

Semester Hours: *Three*

This capstone, culminating course is designed to allow graduate students to research, examine, and complete the development of their online portfolio with the purpose of demonstrating their knowledge and abilities addressing the International Society for Technology in Education (ISTE) Standards. Students will reflect on how their learning in the MET program has prepared them to be leaders in the field of educational technology. This course should be taken as the final course in the MET degree program and cannot be taken at the same time as other MET courses.

Prerequisites(s): EDUC 573 and GRED 543

EDHE 453/553 - Curriculum, Theory, And Methods of Health Education For Grades PK-Grade 12: Seminar And Field Experience

Semester Hours: *Three*

This course covers methods and materials, including curriculum development, used in health education classes designed to meet the needs of diverse school learners. This course is designed to provide future health educators with the latest techniques for effective teaching. Students will become competent in applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. A field experience is included in the scope of this course.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Term Offered: *Spring, Odd Years*

Prerequisites(s): Prerequisites for those seeking initial teacher certification: KHSC 333, EDUC 203, and EDUC 303.

EDMS 403/503 - Teaching Business and Marketing: Seminar and Field Experience

Semester Hours: *Three*

The student will investigate the middle school and secondary business education and secondary marketing education curricula, materials, and various instructional strategies designed to meet the needs of diverse middle and secondary school learners. Application will be made to the Career Education Model Curriculum for Business and Marketing Education. Students will become competent in applying assessment strategies for the improvement of student learning. A field experience is included in the scope of this course. Students taking this course for graduate credit must complete all graduate course requirements.

Term Offered: *Spring*

Prerequisites(s): Prerequisite(s): EDUC 203 and EDUC 303

EDMS 433/533 - Teaching Social Science for Middle/ Secondary: Seminar and Field Experience

Semester Hours: *Three*

The student will investigate the middle school and secondary school social science curricula, materials, and various instructional strategies designed to meet the needs of diverse middle and secondary school learners. Application will be made to the Missouri Learning Standards and the Revised National Curriculum Standards for Social Studies. Students will become competent in applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. A field experience is included in the scope of this course. This course is required for students seeking teacher certification in middle school and/or secondary social science.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Prerequisites(s): Prerequisites for candidates seeking initial teacher certification: EDUC 203 and EDUC 303

EDMS 443/543 - Middle School: Philosophy and Organization

Semester Hours: *Three*

This course is designed to assist participants in the development of a knowledge base and understanding of the major philosophical and organizational aspects of education at the middle school level. Diversity is explored as a source of enrichment and challenge for middle schools and the communities they serve. This course will also provide students with the opportunity to apply this knowledge and understanding to middle school level programs.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Prerequisites(s): For those seeking initial teacher certification, prerequisites: EDUC 203 and EDUC 303

EDMS 473/573 - Teaching Mathematics for Middle/ Secondary: Seminar and Field Experience

Semester Hours: *Three*

The student will investigate the middle school and secondary math curricula, materials, and various instructional strategies appropriate for average learners as well as those with special needs, including struggling learners and gifted learners. Application will be made to the Show-Me Standards and the NCTM Principles and Standards for School Mathematics. Students will become competent in applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. A field experience is included in the scope of this course.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Prerequisites(s): Prerequisites for candidates seeking initial teacher certification: EDUC 203 and EDUC 303

EDMS 483/583 - Teaching Science for Middle Secondary: Seminar and Field Experience

Semester Hours: *Three*

The student will investigate the middle school and secondary science curricula, materials, and various instructional strategies designed to meet the needs of diverse middle and secondary school learners. Application will be made to the Missouri Learning Standards and the Next Generation Science Standards. Students will become competent in applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. A field experience is included in the scope of this course.

Note: Students taking this course for graduate credit must complete all graduate course

requirements.

Prerequisites(s): Prerequisites for candidates seeking initial teacher certification: EDUC 203 and EDUC 303

EDOC 700 - Statistical Proficiency

Semester Hours: *Zero*

This is a credit/no credit course offered to incoming doctoral students who fall into category 3 or 4 below, regarding satisfaction of the GRED 703 prerequisite requirement. The four categories are: (1) prior to entering the doctoral program, the student successfully completes GRED 703; (2) prior to entering the doctoral program, the student presents an official transcript from another institution that indicates he/she has successfully completed the equivalent to GRED 703; (3) the student successfully completed a research methods course that lacked the statistics content; (4) the student successfully completed at least one research/data analysis-type course but earned it prior to the number of years permitted by the University policy (seven) or has extensive work experience in research. If the student falls into categories 3 or 4, the student will complete in this course a set of ten self-paced statistics modules prepared by Missouri Baptist University. The student must complete the assessment for each of the ten modules with a minimum score of 85% to demonstrate proficiency. The student will be admitted provisionally into the doctoral program and may enroll concurrently with the first doctoral course. Completion of the course must be completed successfully by the end of the first doctoral quarter. Students who do not successfully complete the course will not be able to continue in the doctoral program and would be required to take the GRED 703 prerequisite and join a subsequent cohort after completion of GRED 703.

Note: This course cannot be taken as a directed study.

EDOC 713 - Special Topics

Semester Hours: *Three*

Special Topics will offer students a variety in the program's elective options by broadening the curriculum. The topics will be designed around the variable needs and interests of the students and can be proposed as a response to a current trend or issue in higher education.

Note: This course cannot be taken as a directed study.

EDPE 433/533 - Curriculum, Theory, and Methods of Physical Education in the Elementary School: Seminar and Field Experience

Semester Hours: *Three*

This course includes methods and theories of curriculum development at the elementary school level. Course content will include the study of skill analysis and techniques of teaching developmental games, educational gymnastics, and perceptual-motor activities. Emphasis will be given to biomechanical analysis of movement, application of motor learning concepts, and design and preparation of appropriate instructional experience and materials. On-site experiences in a local elementary school, which include a minimum of five (5) clock hours of observation, participation, and teaching, will be an integral part of the course. Attention to growth and development and understanding of the many diverse student needs found at the elementary level are included. Students will become competent in applying assessment strategies for the improvement of student learning.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Term Offered: *Fall, Odd Years*

Prerequisites(s): EDUC 201, 203, and 303; EXSC 343 and 363; and PHED 263.

EDPE 453/553 - Curriculum, Theory, and Methods of Physical Education in the Middle School: Seminar and Field Experience

Semester Hours: *Three*

This course includes methods and theories of curriculum development at the middle school

level. The study of skill analysis and techniques of teaching team sports, such as soccer, softball, volleyball, basketball, flag football, team handball, floor hockey, track and field, and orienteering. Emphasis will be given to motor learning concepts, and design and preparation of appropriate instructional experience and materials. Exploration of the middle school curriculum and the components associated with teaching grades five through nine will be addressed.

Attention to growth and development and understanding of the many diverse student needs found at the middle school level are included. Students will become competent in applying assessment strategies for the improvement of student learning. On-site experiences in a local middle school, which include a minimum of five (5) clock hours of observation, participation, and teaching, will be an integral part of the course.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Term Offered: *Fall, Even Years*

Prerequisites(s): EDUC 201, 203, and 303; and EXSC 343 and 363.

EDPE 463/563 - Curriculum, Theory, and Methods of Physical Education in the Secondary School: Seminar and Field Experience

Semester Hours: *Three*

This course includes methods and theories of curriculum development at the high school level. The study of skills analysis and techniques of teaching racquet sports, aquatics, bowling, golf, and archery are included. Emphasis will be given to motor learning concepts, design, and preparation of appropriate instructional experience and materials. Investigation of activities in outdoor education and their development and application in the secondary school will be examined. Exploration of the secondary curriculum and the components associated with teaching grades nine to twelve will be examined. Attention to growth and development and understanding of the many diverse student needs found at the secondary level are included. Students will become competent in applying assessment strategies for the improvement of student learning. An emphasis on wellness will be incorporated. On-site experiences in a local high school, which include a minimum of five (5) clock hours of observation, participation, and teaching, will be an integral part of the course.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Term Offered: *Spring, Even Years*

Prerequisites(s): EDUC 201, 203, and 303; and EXSC 343 and 363.

EDPS 453/553 - The Exceptional Child

Semester Hours: *Three*

This course stresses the study of and identification of the physical, psychological, social, and educational needs of special needs children. Attention is given to differences in growth and development of individual children as well as group differences, in addition to appropriate modifications of the educational process. This course will also explore cultural and linguistic diversity and the needs of gifted and talented students.

Undergraduate prerequisites: PSYC 133 and PSYC 313 for all teacher certification candidates except Music Education.

Prerequisites(s): Graduate prerequisite: PSYC 553. Prerequisite for Music Education: PSYC 133, EDPS 383, and MUED 313. Open to teachers, or prospective teachers or school counselors, and Psychology or Behavioral Science majors (prerequisite: PSYC 133 and PSYC 313, PSYC 333, or PSYC 343).

EDPS 503 - Advanced Theories of Learning and Personality

Semester Hours: *Three*

This course is a graduate level study of contemporary personality theories, classical theories of learning and development, and social interactional theories of learning and development. The emphasis in this course is on the nature of personality, factors in development, the examination

of metacognitive, motivational, social, and biological perspectives in the decision-making process, and how these perspectives affect learning and the development of intellect and personality.

Note: This course cannot be taken as a directed study, credit for prior learning portfolio, or as a web-based course.

EDPS 533 - Personality Assessment of Children, Adolescents, and Adults

Semester Hours: *Three*

This course is an in-depth study of individual methods for the appraisal of child, adolescent, and adult personalities. Emphasis is on the administration, scoring, and interpretation of rating scales, checklists, inventories, and projective tests, and inferential testing procedures used in the assessment of personality functioning and writing comprehensive psychological reports. Ethical, legal, and professional standards are considered within the scope of this course.

Note: This course cannot be taken as a directed study, credit for prior learning portfolio, or as a web-based course.

EDPS 543 - Psychological Tests and Measures

Semester Hours: *Three*

This is a graduate course in testing and measurement theory with emphasis on reliability, validity, associated descriptive statistics, derived and transformed scores, correlation and simple regression, standard scores, percentiles, stanines, and interpretation of test scores. This course will also focus on procedures for interpreting norm-referenced and criterion referenced tests.

Note: This course cannot be taken as a directed study, credit for prior learning portfolio, or as a web-based course.

EDPS 573 - Intelligence Testing

Semester Hours: *Three*

This course is an in-depth study with practical experience in administering, scoring, analyzing, and interpreting the Wechsler Intelligence Tests (WPPSI, WISC-III, WAIS, and WISC-IV) and the Stanford-Binet. Students will administer, score, analyze, and interpret intelligence tests for children, adolescents, and adults. Emphasis will also be given to writing a detailed diagnostic summary of intellectual functioning. This course is required for the Psychological Examiner Certification. A grade of B or better is required in this course in order to proceed with EDPS 583.

Note: This course cannot be taken as a directed study, credit for prior learning portfolio, or as a web-based course.

EDPS 583 - Psychological Examiner Internship

Semester Hours: *Three*

This internship includes 150 hours of administering, scoring, analyzing, and interpreting intelligence tests, individual achievement tests, adaptive behavior tests, behavior scales, and other tests and observations that are included in a full psychological evaluation. Ethical, legal, and professional standards are considered within the scope of this course. Students will be required to write detailed diagnostic summaries for each full psychological evaluation. Ethical, legal, and professional standards are considered within the scope of this course. Students will meet weekly with internship instructor on the Main campus.

Note: This course cannot be taken as a directed study, credit for prior learning portfolio, or as a web-based course. There is a \$175 lab fee charged for this course.

Prerequisites(s): Prerequisite(s): EDPS 453/553; PSYC 553, COUN 5153, or SCED 5153; EDPS 503; GRED 543, COUN 5263, or SCED 5263; EDSP 433/533; EDPS 533; EDPS 543; PSYC 563 or COUN 5203; EDSP 463/563, COUN 5223, or SCED 5223; and EDPS 573 with a grade of B or better.

EDRD 423/523 - Integration of Literacy in Content Areas: Seminar and Field Experience

Semester Hours: *Three*

Course participants will develop an understanding of how the use of technology, methods, principles, practices, contents and the selection of curricula and reading materials are used to support the development of the middle and secondary student's overall literacy development. The application will be made to both state and national standards. Students will analyze how the core components of reading, including phonemic awareness, phonics, fluency, comprehension, morphology, syntax, and vocabulary serve to support the understanding of content area text. Identification of reading deficiencies, dyslexia, and other language disabilities will be explored through the lens of the impact on content area acquisition. Students will become competent in applying assessment strategies for the improvement of student learning. A study of mandated assessment and best practices for the instruction of English Language Learners (ELL) will be included. A minimum of ten (10) hours of field experience working with ELL students is required for this course. This course must be taken before student teaching.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Prerequisites(s): Prerequisites for candidates seeking initial teacher certification: EDUC 203, EDUC 303, and all content area methods courses.

EDRD 433/533 - Foundations of Literacy Instruction for Early Childhood/Elementary: Seminar and Field Experience

Semester Hours: *Three*

This course explores current views and practices of teaching literacy, with an emphasis on methods and materials for implementing instruction based on learning styles, strengths, needs, and prior experiences. Teaching method competencies include language acquisition, phonological and phonemic awareness, phonics, vocabulary, fluency, comprehension, and the writing process. Application will be made to state and national standards. Students will become competent in applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. A field experience is included in the scope of this course.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Prerequisites(s): Prerequisites for candidates seeking initial teacher certification: EDUC 203 and EDUC 303

EDRD 443/543 - Analysis and Correction of Reading Disabilities: Seminar and Field Experience

Semester Hours: *Three*

This course examines modern methods used in treating reading disabilities, including an acquaintance with diagnostic procedures, remedial techniques, special materials, and evaluating devices. Students may concentrate on problems within their specific areas of concern. Students will become competent in applying assessment strategies for the improvement of student learning, including phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension. A study of state-mandated assessment is included. A field experience is included in the scope of this course.

Note: Students taking this course for graduate credit must complete all graduate course requirements. This course cannot be taken as a directed study.

Prerequisites(s): Prerequisites for candidates seeking initial teacher certification: EDUC 203, EDUC 303, and EDRD 433/533

EDRD 463/563 - Reading and Writing Strategies for Middle and Secondary Content Areas

Semester Hours: *Three*

This course explores current views and practices of teaching reading and writing in the middle

and secondary school content areas. This exploration includes topics related to the implementation of strategies for developing reading fluency, vocabulary, comprehension, as well as writing skills within the middle and secondary school content areas. Further explorations will serve to support an understanding of how oral reading and writing development contribute to the overall development of the secondary student's literacy skills. Students will analyze how phonemic awareness, phonics, morphology, syntax, and vocabulary contribute to the literacy skills of the secondary student especially as such skills relate to developing writing skills. An emphasis will be placed on methods and the selection of curricular materials for implementing instruction based on instructional interventions for students with reading and writing deficits, such as dyslexia. Application will be made to state and national standards. Students will become competent in applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. A ten (10) clock hour field experience is included in the scope of this course.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Prerequisites(s): Prerequisites for candidates seeking initial teacher certification: EDUC 203 and EDUC 303

EDRD 501/502/503 - Specialized Topics in Literacy Instruction

Semester Hours: [*Variable*"]

This course is designed to provide an avenue for intensive study of current issues, trends, or problems in literacy instruction. Application will be made to the Missouri Learning Standards, including the Common Core State Standards, as well as the NCTE/ILA Standards. May be repeated for credit on different topics, and may be offered as a class or by directed study. A total of six credit hours may be applied toward satisfying certification requirements for Special Reading and/or toward electives for the Master of Arts in Teaching; three credit hours may be applied toward electives for the Master of Science in Education - Curriculum and Instruction.

EDRD 573 - Advanced Elementary Reading Disorders Practicum

Semester Hours: *Three*

Students will participate in a 90-clock-hour supervised teaching experience, under the supervision of an experienced and qualified cooperating teacher. This field experience enables students to practice and develop pedagogical and specific reading, instructional, and prescriptive skills necessary to meet the Missouri performance standards.

Note: A lab fee is charged for this field experience. This course cannot be accepted in transfer from another institution. Some districts may also require current tuberculosis (TB) test results for placement.

Prerequisites(s): EDRD 433/533; EDRD 443/543; EDRD 423/523; EDSP 463/563 and approval of the Reading Curriculum Coordinator.

Corequisite(s): Current Family Care Safety Registry background check (see bulletin section on Background Checks for Field Experience and Student Teaching for additional information).

EDRD 583 - Advanced Secondary Reading Disorders Practicum

Semester Hours: *Three*

Students will participate in a 90-clock-hour supervised teaching experience, under the supervision of an experienced and qualified cooperating teacher. This field experience enables students to practice and develop pedagogical and specific reading, instructional, and prescriptive skills necessary to meet the Missouri performance standards.

Note: A lab fee is charged for this field experience. This course cannot be accepted in transfer from another institution. Some districts may also require current tuberculosis (TB) test results for placement.

Prerequisites(s): EDRD 463/563; EDRD 443/543; EDRD 423/523; EDSP 463/563 and approval of the Reading Curriculum Coordinator.

Corequisite(s): Current Family Care Safety Registry background check (see bulletin section on Background Checks for Field Experience and Student Teaching for additional information).

EDSP 403/503 - Introduction to Autism: Evident Practices in Teaching and Interventions

Semester Hours: *Three*

This course is designed to acquaint students with Autism and the criteria involved in assessing appropriate practices in intervention and therapy. Based upon the knowledge and understanding of the Spectrum of Autism, the student will be able to develop a working base in which to better promote a child's individual learning profile. The areas of Cognition, Communication, Behavior, and Social Skill acquisition will be addressed so the student will be able to utilize these in developing a holistic approach in the treatment of Autism.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Prerequisites(s): EDPS 453/553

EDSP 413/513 - Language Development and Disorders of the Exceptional Child

Semester Hours: *Three*

This course is a study of language and communication issues, disorders, and problems in special education. Topics include: normal and atypical language development, language assessment, strategies for language development in various service delivery models, utilizing technology with language impaired students, techniques for modifying instructional methods and materials, language curriculum materials, cultural influences on language and communication skills, and instructional strategies for enhancing oral and written communication with language impaired students. Students will become competent in applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Prerequisites(s): Prerequisites for those seeking initial certification: EDUC 203 and EDUC 303

Corequisite(s): EDPS 453/553

EDSP 433/533 - Introduction and Methods of Teaching and Inclusion for Students with Cross-Categorical Disabilities and Field Experience

Semester Hours: *Three*

This course is a detailed study of the characteristics of children and adolescents with cross-categorical disabilities and the issues impacting them intellectually, socially, academically, emotionally, and physically. This course will emphasize effective instructional and classroom management strategies with regard to students with cross-categorical disabilities. Students will become competent in applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. Other topics include: theories and approaches to learning and applied behavior analysis, oral language content and instructional strategies, reading strategies, written expression strategies, teaching in the content area and study skills, math strategies, classroom management and social skills development, educational technology for learning disabled and behavior disordered students, collaboration techniques for team teaching, working with IEP teams, and agencies, and communicating with parents. Students seeking Cross-Categorical Disabilities certification are required to participate in a 15-clock hour field experience in an appropriate setting working with students with cross-categorical disabilities outside of class time. For students in the MEA program pursuing Special Education Director certification, this course includes a 15-hour field experience designed to give students real-life experiences with their mentor in the specific areas of content listed in the course description.

Note: Students taking this course for graduate credit must complete all graduate course requirements. Some districts may also require current tuberculosis (TB) test results for

placement.

Prerequisites(s): Prerequisites for those seeking initial certification to teach: EDUC 203 and EDUC 303

Corequisite(s): Current Family Care Safety Registry background check (see bulletin section on Background Checks for Field Experience and Student Teaching for additional information) is a co-requisite for those completing the 15-clock hour field experience.

Prerequisite(s)/Corequisite(s): Prerequisite/Corequisite: EDPS 453/553. Prerequisite/Corequisite for those seeking initial certification as a school counselor: EDPS 453/553.

EDSP 453/553 - Teaching Remedial Math K-12: Seminar and Field Experience

Semester Hours: *Three*

This course is designed to analyze the recurring error patterns of students as they process mathematical skills and demonstrate the relationships between and among mathematical ideas. The course will address mental computation, estimation, alternative algorithms, creating, inventing, and constructing numerical methods which give meaning to operations with numbers and other techniques which will remediate the K-12 student in mathematical competencies. Students will become competent in applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. The course is directed to both the undergraduate and graduate level student. For graduate credit, an action research project pertinent to mathematical remediation must be designed, implemented, and analyzed during the course. This course is required for those seeking certification in middle school and secondary mathematics, early childhood education, elementary education, early childhood special education, and special education: cross-categorical disabilities, K-12.

Note: Students taking this course for graduate credit must complete all graduate course requirements. This course cannot be taken as a directed study.

Prerequisites(s): Prerequisites for candidates seeking initial teacher certification: EDUC 203 and EDUC 303

Prerequisite(s)/Corequisite(s): EDPS 453/553 and either ELED 433/533 or EDMS 473/573

EDSP 463/563 - Individual Diagnostic Assessment

Semester Hours: *Three*

This course is intended to provide teachers with basic measurement and evaluation principles and procedures and instruments used in the assessment and evaluation of non-disabled individuals and individuals with disabilities from birth through adult. Topics include: test selection, planning, and construction; item analysis for test improvement; basic terminology used in assessment, administration and interpretation of individual intelligence tests, group assessment/testing, administration, and interpretation of individual achievement tests, behavioral checklists and rating scales; performance-based assessments; ethical concerns; legal provisions; professional regulations and guidelines regarding assessment of individuals with disabilities and non-disabled individuals; and other pertinent topics.

Note: Students taking this course for graduate credit must complete all graduate course requirements. This course cannot be taken as a directed study or credit for prior learning portfolio. Special Course Fee - \$10.00.

Prerequisites(s): Prerequisites for candidates seeking initial teacher certification: EDUC 203, EDUC 303, and EDPS 383.

Prerequisite(s)/Corequisite(s): EDPS 453/553

EDSP 583 - Special Education Administration and Field Experience

Semester Hours: *Three*

This course is designed for students who are practicing building principals and for those who may assume the leadership role for Special Education programs. Emphasis is on P.L. 94-142, IDEA, Perkins Act H.B. 474 Vocational Rehabilitation Act, Section 504 of the Rehabilitation Act, State Special Education Compliance Plan, and federal and state special education career/vocational funding, developing the special education career/vocational district budget,

program development, and personnel issues.

Note: This course includes a 15-hour field experience designed to give students real-life experiences with their mentor in the specific areas of content listed in the course description.

EDSP 5703 - Student Teaching: Cross-Categorical Disabilities

Semester Hours: *Three*

Student teaching consists of sixteen (16) weeks of teaching experiences in an appropriate classroom setting in a state or nationally accredited public or private school under the supervision of an experienced and highly qualified cooperating teacher. Students seeking add-on certification in special education: cross-categorical disabilities mild/moderate must student teach for twelve weeks in an approved regular education setting (elementary, middle, or secondary) and four weeks in a special education/cross-categorical setting (elementary, middle, or secondary) as approved by the Dean of Education or Director of Field Experiences. Students seeking stand-alone certification in special education: cross-categorical disabilities mild/moderate must student teach for twelve weeks and four weeks in two different, approved special education settings (one placement in an elementary special education setting and one placement in a middle/secondary special education setting) as approved by the Dean of Education or Director of Field Experiences. This culminating field experience enables students to practice and develop the pedagogical skills necessary to meet the Missouri performance standards for teacher certification. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time. After being formally admitted to the Teacher Education program, certification candidates must apply to student teach. Application for Student Teaching must be made to the Education Office by the end of the second week of the Fall semester for Spring Student Teaching and by the end of the second week of the Spring semester for Fall Student Teaching. The final decision regarding placement will be left to the discretion of the Director of Field Experiences in order to insure the quality of student teaching experiences in diverse settings. Candidates are required to complete their student teaching experience in the grade level(s) and subject area(s) for which they are seeking recommendation for certification.

Note: Students must complete the equivalent of 16 weeks/12 credit hours of student teaching before being recommended for certification, E_CL 5709 Student Teaching (Elementary, Middle, or Secondary) and EDSP 5703 OR EDSP 5709 and E_CL 5703 Student Teaching (Elementary, Middle, or Secondary) OR EDSP 5709 and EDSP 5703 (one placement in an elementary special education setting and one placement in a middle/secondary special education setting for graduate students seeking special education stand-alone certification). A Student Teaching Fee is charged for this course.

Prerequisites(s): 1. Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Some districts may also require a valid Missouri substitute certificate and/or current tuberculosis (TB) test results for placement. 2. EDUC 401 and EDCL 411/511 with a grade of B or better. 3. Both undergraduate and graduate students must be formally admitted into the Teacher Education Program, must have satisfactorily completed all education courses, and must be approved by the School of Teacher Education prior to student teaching.

Corequisite(s): EDUC 470 and EDTR 413/513

Required Assessments: Passing composite score of 42 or better on the Missouri Educator Evaluation System (MEES) summative evaluation for teacher candidates (completed during student teaching)

Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Students desiring to petition for credit for a portion of their student teaching experience must have a minimum of two years of classroom instructional experience in the grade level and/or subject area for which they are seeking certification in order to apply. The experience must be in a public or accredited private school

and must be concurrent with enrollment in the Teacher Education Program. To determine eligibility, the student must first complete a CPL conference with the Teacher Certification and Compliance Liaison at least one semester prior to the anticipated student teaching semester. Students must be fully admitted to the Teacher Education Program and have passed the Folio exit interview before CPL credit may be awarded.

EDSP 5709 - Student Teaching: Cross-Categorical Disabilities

Semester Hours: *Nine*

Student teaching consists of sixteen (16) weeks of teaching experiences in an appropriate classroom setting in a state or nationally accredited public or private school under the supervision of an experienced and highly qualified cooperating teacher. Students seeking add-on certification in special education: cross-categorical disabilities mild/moderate must student teach for twelve weeks in an approved regular education setting (elementary, middle, or secondary) and four weeks in a special education/cross-categorical setting (elementary, middle, or secondary) as approved by the Dean of Education or Director of Field Experiences. Students seeking stand-alone certification in special education: cross-categorical disabilities mild/moderate must student teach for twelve weeks and four weeks in two different, approved special education settings (one placement in an elementary special education setting and one placement in a middle/secondary special education setting) as approved by the Dean of Education or Director of Field Experiences. This culminating field experience enables students to practice and develop the pedagogical skills necessary to meet the Missouri performance standards for teacher certification. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time. After being formally admitted to the Teacher Education program, certification candidates must apply to student teach. Application for Student Teaching must be made to the Education Office by the end of the second week of the Fall semester for Spring Student Teaching and by the end of the second week of the Spring semester for Fall Student Teaching. The final decision regarding placement will be left to the discretion of the Director of Field Experiences in order to insure the quality of student teaching experiences in diverse settings. Candidates are required to complete their student teaching experience in the grade level(s) and subject area(s) for which they are seeking recommendation for certification.

Note: Students must complete the equivalent of 16 weeks/12 credit hours of student teaching before being recommended for certification, E_CL 5709 Student Teaching (Elementary, Middle, or Secondary) and EDSP 5703 OR EDSP 5709 and E_CL 5703 Student Teaching (Elementary, Middle, or Secondary) OR EDSP 5709 and EDSP 5703 (one placement in an elementary special education setting and one placement in a middle/secondary special education setting for graduate students seeking special education stand-alone certification). A Student Teaching Fee is charged for this course.

Prerequisites(s): 1. Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Some districts may also require a valid Missouri substitute certificate and/or current tuberculosis (TB) test results for placement. 2. EDUC 401 and EDCL 411/511 with a grade of B or better. 3. Both undergraduate and graduate students must be formally admitted into the Teacher Education Program, must have satisfactorily completed all education courses, and must be approved by the School of Teacher Education prior to student teaching.

Corequisite(s): EDUC 470 and EDTR 413/513

Required Assessments: Passing composite score of 42 or better on the Missouri Educator Evaluation System (MEES) summative evaluation for teacher candidates (completed during student teaching)

Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Students desiring to petition for credit for a portion of their student teaching experience must have a minimum of two years of classroom

instructional experience in the grade level and/or subject area for which they are seeking certification in order to apply. The experience must be in a public or accredited private school and must be concurrent with enrollment in the Teacher Education Program. To determine eligibility, the student must first complete a CPL conference with the Teacher Certification and Compliance Liaison at least one semester prior to the anticipated student teaching semester. Students must be fully admitted to the Teacher Education Program and have passed the Folio exit interview before CPL credit may be awarded.

EDST 473/573 - Methods of Teaching Speech and Theatre in Grades 5-12: Seminar and Field Experience

Semester Hours: *Three*

This course concentrates on the principles, techniques, and problems unique to teaching speech and theatre. Unit and course plans, designed to meet the needs of diverse middle and secondary school learners, are developed for all areas of speech and theatre. Attention is given to directing forensic and dramatic activities. A field experience is included in the scope of this course. Students taking this course for graduate credit must complete all graduate course requirements.

Prerequisites(s): Prerequisites for candidates seeking initial teacher certification: EDUC 203 and EDUC 303

EDTR 413/513 - Trauma Informed Classroom I

Semester Hours: *Three*

This course provides students with the knowledge and skills necessary to recognize and understand the behaviors associated with childhood trauma and teaches students trauma-informed practices necessary for preparing a PK-12 school environment designed to empathetically support the needs of children and families impacted by trauma. Topics covered include the prevalence of trauma, the neuropsychological development of children impacted by trauma, the psychological, physiological, and social-emotional impact of trauma on children and systems of care, and methods for integrating evidence-based trauma informed practices into PK-12 school communities for the purpose of supporting children who have experienced trauma through socio-emotional learning. This course also teaches the significance of supporting families of trauma impacted children in their efforts to access and utilize community-based mental health services designed for children and families impacted by trauma.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Term Offered: *Fall, Spring*

Corequisite(s): Student Teaching Experience (for initial certification candidates only). Students accepted into the SOE Spartan Academy may take this course concurrently with EDCL 411/511. Students who are approved as eligible for credit for prior learning for the full 16 weeks of student teaching may take this course concurrently with EDUC 401. Students who are approved as eligible for credit for prior learning for less than 16 weeks of student teaching may take this course concurrently with EDUC 401 with permission from the Dean of the School of Education.

EDTR 423/523 - Trauma Informed Classroom II: The Impact and Effects of Trauma

Semester Hours: *Three*

This course provides students with a more in-depth understanding of the impact of trauma on the students in their classroom from the introduction of this idea in Trauma Informed Classroom I. Topics will include the neurology of the brain, behaviors that are driven by implicit memories, the interruption of the prefrontal cortex development and ways to retrain the brain to increase optimism and executive functioning skills.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Prerequisites(s): EDTR 413/513

EDTR 433/533 - Trauma Informed Classroom III: Trauma Informed Practices to Build Resilience

Semester Hours: *Three*

This course provides students with a more in-depth understanding of strategies to help students be successful in the classroom from the introduction of this idea in Trauma Informed Classroom I. Topics will include maximizing classroom practices to increase learning opportunities, fostering resilient learners and ways to provide preventative mental health issues through relationships.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Prerequisites(s): EDTR 413/513

EDTR 443/543 - Trauma Informed Classroom IV: Trauma Informed Teams and Schools

Semester Hours: *Three*

This course provides students with the knowledge and skills necessary to review school structures and policies and the possible positive or negative outcomes. Topics will include maximizing building practices to increase learning opportunities, reviewing the Missouri Model for Trauma Informed Care, exploring restorative discipline, and looking at ways to address a trauma-informed school structure.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Prerequisites(s): EDTR 413/513

EDUC 500 - Continuing Portfolio Development: MSE

Semester Hours: *Zero*

The purpose of this course is to allow students to have continuous access to their portfolio for two (2) years so that they can build on it course by course and make revisions as necessary.

Corequisite(s): EDUC 501

EDUC 501 - Orientation: Curriculum and Instruction

Semester Hours: *One*

This required orientation is for all individuals seeking the online Master of Science in Education in Curriculum and Instruction. The orientation will include an overview of the courses required for the program as well as the elective opportunities for the advanced graduate student. This will also include standards and expectations for completing the MSE degree.

Corequisite(s): EDUC 500

EDUC 510 - Field Experience II Seminar

Semester Hours: *Zero*

This course provides orientation and an overview of the requirements for EDCL 411/511. Topics covered will include placement information and expectations, planning for student teaching, and professional collaboration. Students will explore issues related to collegial activities, collaboration with others in the school system to meet student needs, and cooperative partnerships in support of student learning. Students must earn a final grade of Credit (CR) for program completion.

Corequisite(s): EDCL 411/511

EDUC 530 - Master of Educational Administration Internship K-12

Semester Hours: *Zero*

This internship course is designed to provide the MEA student with the required 300 hours of K – 12 building level internship experiences throughout the MEA program and a place for the MEA student to house the related documents (i.e. mentor agreement forms, internship logs, reflective pieces). Internship hours and experiences will be completed concurrently during MEA coursework and culminated in the Capstone course. The aspiring leader will demonstrate

engagement in and reflection of a variety of K -12 administrative internship experiences which align to the state Leadership Standards: (1) Visionary Leadership, (2) Instructional Leadership, (3) Managerial Leadership, (4) Relational Leadership, and (5) Innovative Leadership.

EDUC 573 - Applications of Technology

Semester Hours: *Three*

This course is designed to address current research and theory, instructional design and product development, information access and delivery issues, and pragmatic ideas for integrating educational technology in the classroom to meet the needs of diverse learners. Emphasis is on applying technology applications as an effective tool in teaching and learning as bases on the International Society for Technology in Education (ISTE) Standards for Educators and Students. <https://www.iste.org/standards>

This course is a core requirement for the MAT, MET, and the MSE in Curriculum and Instruction. EDUC 573 is the pre-requisite to all EDET courses. However, students may take EDUC 573 simultaneously with another course in the program.

EDUC 583 - Beginning Teacher Assistance

Semester Hours: *Three*

Students will refine their skills as reflective practitioners through a variety of experiences which focus on contemporary problems and issues in the field of education. As first-year teachers, students will be able to draw from and build upon their background knowledge as it relates to their experiences in the classroom. A university supervisor will be assigned to observe students in the classroom to provide periodic assessments and feedback. Students will also attend four seminars. This course is offered on the Main campus only. This course is only available to first- or second-year teachers teaching on a Temporary Authorization Certificate, Provisional Teaching Certificate, or IPC. It is required by DESE for all students on Temporary Authorization Certificates, except for those pursuing certification in Special Education: Cross- Categorical Disabilities Mild-Moderate.

EDUC 603CI - Professional Seminar in Education

Semester Hours: *Three*

In this seminar, candidates will focus on the issues and challenges for educational leadership in the first half of the 21st century. Topics will include the impact of globalization; the influence of values, ethics, and moral decision-making on school leadership; the accelerating effect of technology on teaching, curriculum construction and administration in schools; the challenges facing schools as a result of an increasingly diverse culture; and other topics related to educational change. A portion of the course will be devoted to an analysis of case studies of school districts known for excellence in leadership contrasted with comparable districts considered to be chronically challenged. Course discussions will be based on extensive readings in the field of educational leadership. This course will also include an overview of the courses required for the program as well as the elective opportunities for the advanced graduate student. This will also include standards and expectations for completing the portfolio, field studies, interviews, writing style requirements, reflections, and preparation for the program culminating written examination.

Note: This course cannot be taken as a directed study. This course is designed for students in the Curriculum and Instruction track.

EDUC 613CI - Learning Innovations for Continuous School Improvement and Field Experience

Semester Hours: *Three*

Practitioners will focus on established innovations for changing the culture of the school that are designed for continuous improvement which promote student achievement for all learners. The course will explore methods of maintaining a vigorous plan for change and a cycle for inventing, testing, and validating innovation. The course will include a 15-20 hour field experience.

Note: This course cannot be taken as a directed study. This course is designed for students in the Curriculum and Instruction track.

EDUC 613S - Learning Innovations for Continuous School Improvement and Field Experience

Semester Hours: *Three*

Practitioners will focus on established innovations for changing the culture of the school that are designed for continuous improvement which promotes student achievement. The course will explore methods of maintaining a vigorous plan for change and a cycle of inventing, testing, and validating innovation. Particular attention must be given to how diversity and district demographics impact continuous school improvement. The research in the area of continuous improvement will serve as the foundation for this course. In partial fulfillment of the program and individual course requirements this course includes a 15-20 hour field experience in the specific areas of content listed in the course description. The field/experience internship must be conducted in a school district under the supervision of a currently employed certified Superintendent or Assistant Superintendent. This field experience/internship is in partial fulfillment of the MBU and state requirement of 300 hours of internship experiences which is culminated in the capstone course, GRED 673S.

Note: This course cannot be taken as a directed study.

EDUC 623CI - Differentiated Instruction

Semester Hours: *Three*

The course is designed to foster inquiry into adapting content, process, and product so that all students in a classroom can be successful. Classroom teachers will consider student readiness, interests, and learning profiles when collaborating with their students so that maximum growth is possible. Consideration of access to learning, motivation to learn, and efficiency of learning by and for students will guide teachers as they participate in action research focused on implementation of differentiated instruction.

Note: This course cannot be taken as a directed study. This course is designed for students in the Curriculum and Instruction track.

EDUC 630 - Educational Specialist in Curriculum and Instruction Internship

Semester Hours: *Zero*

This internship course is designed to provide the Educational Specialist in Curriculum and Instruction student with the required 90 hours of internship experiences throughout their program and a place for the student to house the related documents (i.e. mentor agreement forms, internship logs, reflective pieces). Internship hours and experiences will be completed concurrently during program coursework and culminated in the final course. The aspiring leader of curriculum and instruction will demonstrate engagement in and reflection of a variety of internship experiences which align to the state Leadership Standards: (1) Visionary Leadership, (2) Instructional Leadership, (3) Managerial Leadership, (4) Relational Leadership, and (5) Innovative Leadership.

EDUC 640S - Educational Specialist - Superintendent Internship

Semester Hours: *Zero*

This internship course is designed to provide the Educational Specialist (Ed.S.) - Superintendent student with the required 300 hours of superintendent level internship experiences throughout their program and be the designated place for the student to house the required internship documents (i.e., mentor agreement forms, internship logs, reflective journal). Internship experiences and related hours will be completed concurrently during program courses with designated "field experience" and culminated in the Ed.S. – Superintendent Capstone course, GRED 673S. The aspiring superintendent/student of the Ed.S. Superintendent program will demonstrate engagement in and reflection of a variety of internship experiences which align to the 2021 Missouri Department of Elementary and Secondary Education Superintendent

Standards and related competencies: (1) Visionary Leadership, (2) Instructional Leadership, (3) Managerial Leadership, (4) Relational Leadership, and (5) Innovative Leadership. The rationale of the internship component of the program is to develop superintendent level skills and competencies for the purpose of preparing the aspiring superintendent/student to effectively serve within a diverse school community.

Corequisite(s): EDAS SUPT and GRED 673S

EDUC 663CI - The Supervisory Process

Semester Hours: *Three*

The course will provide an overview of the research and current practices/models of school supervision and instructional management at the elementary, middle, and secondary levels of education. Students will be introduced to programs and methods of instructional supervision designed to improve the instruction of both new and experienced teachers. Participants will gain knowledge and skill in using specific techniques in conferencing with teachers, observing their classroom teaching, and collecting data in classrooms to provide feedback to the teachers. Students will gain an understanding of the role differences of the supervisor as facilitator, evaluator, counselor, and instructional coach. The course will include a 6-10 hour field experience.

Note: This course cannot be taken as a directed study. This course is designed for students in the Curriculum and Instruction track.

EDUC 673CI - Teachers as Leaders and Field Experience

Semester Hours: *Three*

The course will focus on strategies for transforming school leadership to support effective student learning and development. Methods for motivating others, enhancing communication skills, applying methods of conflict resolution, and developing mentoring processes will be developed to transform a school/school district into a learning community that supports the growth of every child. The course will include a field experience of 15-20 hours.

Note: This course cannot be taken as a directed study. This course is designed for students in the Curriculum and Instruction track.

Term Offered: *Spring, Summer*

EDUC 683CI - Ethical Issues for School Leaders

Semester Hours: *Three*

The course focuses on ethics and moral reasoning in the education environment. The majority of all decision-making processes that impact education involve ethical considerations. Therefore, the course will examine learning theories through applied research, which has been developed to analyze ethical issues that affect the organizational environments of education settings. Technological applications, peer-reviewed journal articles, and case studies will be used to practically apply the ethical lens to organizational situations, logical decision-making, and rational and ethical arguments. It is important for teachers, curriculum specialists, and administrators to develop skills in organizational analysis and to understand the moral and ethical obligation that will impact any decision that they make and any action that they take, no matter how minimal. Through the examination of major "ethics" studies and theories, the graduate student will develop sensitivity to ethical issues of a contemporary society through a series of in-basket and scenario activities.

Note: This course cannot be taken as a directed study. This course is designed for students in the Curriculum and Instruction track.

Term Offered: *Fall*

EDUC 683S - Ethical Issues for School Leaders and Field Experience

Semester Hours: *Three*

The course focuses on ethics and moral reasoning in the education environment. The majority of all decision-making processes that impact education involve ethical considerations. Therefore,

the course will examine learning theories through applied research, which has been developed to analyze ethical issues that affect the organizational environments of education settings. Technological applications, peer-reviewed journal articles, and case studies will be used to practically apply the ethical lens to organizational situations, logical decision-making, and rational and ethical arguments. It is important for teachers, curriculum specialists, and administrators to develop skills in organizational analysis and to understand the moral and ethical obligation that will impact any decision that they make and any action that they take. Through the examination of major "ethics" studies and theories, the graduate student will develop sensitivity to ethical issues of a contemporary society through a series of in-basket and scenario activities. In partial fulfillment of the program and individual course requirements this course includes a 15-20 hour field experience in the specific areas of content listed in the course description. The field experience/internship must be conducted in a school district under the supervision of a currently employed certified Superintendent or Assistant Superintendent. This field experience/internship is in partial fulfillment of the MBU and state requirement of 300 hours of internship experiences which is culminated in the capstone course, GRED 673S.

Note: This course cannot be taken as a directed study.

EDUC 690CI - Written Exam: Curriculum and Instruction

Semester Hours: *Zero*

Students must register for this course in the term in which they are planning to graduate. The portfolio and all coursework must be complete prior to taking the Written Exam.

Note: This course cannot be taken as a directed study. This course is designed for students in the Curriculum and Instruction track.

EDUC 690S - Comprehensive Written Exam: Superintendent

Semester Hours: *Zero*

Students must register for this online course in the term in which they are planning to graduate. The portfolio and all coursework must be complete prior to taking the Comprehensive Written Exam.

Note: This course cannot be taken as a directed study.

EDUC 723 - Transformational Theories and Applications

Semester Hours: *Three*

This course explores different strategies for bringing about change leading to institutional improvement and reform in teaching and learning. Curriculum and best instructional practices are examined with a focus on research-based teaching and learning programs and systems that are proven to be effective and sustainable which address the needs of diverse learners. Candidates will consider the many critical factors that shape and influence efforts to bring about reform in educational institutions, including: vision, culture, climate, group dynamics, decision-making and communication processes, change theory, and influences of internal and external social systems. Special attention is given to the leader's role in creating a climate and building an organizational capacity to change. Case study analysis and field research will serve as essential components in this course.

Note: This course is offered through synchronous distance learning and cannot be taken as a directed study. There is a fee associated with this course.

EDUC 733 - Leading Teaching and Learning in Diverse and Emerging Educational Settings

Semester Hours: *Three*

This course examines the impact of diversity, culture, ethnic origin, and societal change on teaching and learning in the educational institution. The course is designed to better prepare leaders to meet the challenges of cultural diversity and rapid societal change in organizations to close the achievement gap between groups of students. Attention is given to how language, gender, race, tradition, education, economic structure, societal transitions, and global events

interact with organizational philosophy to create behavioral norms at all levels. The influence of these factors on leaders' behaviors, as well as their interactions with diverse groups both inside and outside the organization, will be studied.

Note: This course cannot be taken as a directed study. There is a fee associated with this course.

ELAD 571 - Master of Educational Administration - Elementary Internship

Semester Hours: *One*

This internship course is designed for MEA students who have previously completed the secondary building level administrator MEA program and internship and are now seeking K – 12 building level administrator certification endorsement. This one hour course requires the student to complete a 50 hour elementary internship. The student will engage in and reflect on a varied internship experience which align to the state Leadership Standards: (1) Visionary Leadership, (2) Instructional Leadership, (3) Managerial Leadership, (4) Relational Leadership, and (5) Innovative Leadership.

ELCL 5703 - Student Teaching: Elementary

Semester Hours: *Three*

Student teaching consists of a full semester of teaching experiences in an appropriate classroom setting in a state or nationally accredited public or private school under the supervision of an experienced and highly qualified cooperating teacher. Students seeking certification in a single content area will complete one full semester teaching experience. Students seeking certification at more than one level (K-12) or in more than one content area must student teach for twelve weeks at one level or content area and four weeks at the other level or content area as approved by the Dean of Education or Director of Field Experiences. This culminating field experience enables students to practice and develop the pedagogical skills necessary to meet the Missouri performance standards for teacher certification. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time. After being formally admitted to the Teacher Education program, certification candidates must apply to student teach. Application for Student Teaching must be made to the Education Office by the end of the second week of the Fall semester for Spring Student Teaching and by the end of the second week of the Spring semester for Fall Student Teaching. The final decision regarding placement will be left to the discretion of the Director of Field Experiences in order to insure the quality of student teaching experiences in diverse settings. Candidates are required to complete their student teaching experience in the grade level(s) and subject area(s) for which they are seeking recommendation for certification.

Note: Students must complete the equivalent of a full semester/12 credit hours of student teaching before being recommended for certification, either 4712 or 4709 + 4703, depending on certification(s) sought. A Student Teaching Fee is charged for this course.

Prerequisites(s): 1. Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Some districts may also require a valid Missouri substitute certificate and/or current tuberculosis (TB) test results for placement. 2. EDUC 401 and EDCL 411/511 with a grade of B or better. 3. Both undergraduate and graduate students must be formally admitted into the Teacher Education Program, must have satisfactorily completed all education courses, and must be approved by the School of Teacher Education prior to student teaching.

Corequisite(s): EDUC 470 and EDTR 413/513

Required Assessments: Passing composite score of 42 or better on the Missouri Educator Evaluation System (MEES) summative evaluation for teacher candidates (completed during student teaching)

Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Students desiring to petition for credit for a portion of their student teaching experience must have a minimum of two years of classroom instructional experience in the grade level and/or subject area for which they are seeking

certification in order to apply. The experience must be in a public or accredited private school and must be concurrent with enrollment in the Teacher Education Program. To determine eligibility, the student must first complete a CPL conference with the Teacher Certification and Compliance Liaison at least one semester prior to the anticipated student teaching semester. Students must be fully admitted to the Teacher Education Program and have passed the Folio exit interview before CPL credit may be awarded.

ELCL 5709 - Student Teaching: Elementary

Semester Hours: *Nine*

Student teaching consists of a full semester of teaching experiences in an appropriate classroom setting in a state or nationally accredited public or private school under the supervision of an experienced and highly qualified cooperating teacher. Students seeking certification in a single content area will complete one full semester teaching experience. Students seeking certification at more than one level (K-12) or in more than one content area must student teach for twelve weeks at one level or content area and four weeks at the other level or content area as approved by the Dean of Education or Director of Field Experiences. This culminating field experience enables students to practice and develop the pedagogical skills necessary to meet the Missouri performance standards for teacher certification. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time. After being formally admitted to the Teacher Education program, certification candidates must apply to student teach. Application for Student Teaching must be made to the Education Office by the end of the second week of the Fall semester for Spring Student Teaching and by the end of the second week of the Spring semester for Fall Student Teaching. The final decision regarding placement will be left to the discretion of the Director of Field Experiences in order to insure the quality of student teaching experiences in diverse settings. Candidates are required to complete their student teaching experience in the grade level(s) and subject area(s) for which they are seeking recommendation for certification.

Note: Students must complete the equivalent of a full semester/12 credit hours of student teaching before being recommended for certification, either 4712 or 4709 + 4703, depending on certification(s) sought. A Student Teaching Fee is charged for this course.

Prerequisites(s): 1. Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Some districts may also require a valid Missouri substitute certificate and/or current tuberculosis (TB) test results for placement. 2. EDUC 401 and EDCL 411/511 with a grade of B or better. 3. Both undergraduate and graduate students must be formally admitted into the Teacher Education Program, must have satisfactorily completed all education courses, and must be approved by the School of Teacher Education prior to student teaching.

Corequisite(s): EDUC 470 and EDTR 413/513

Required Assessments: Passing composite score of 42 or better on the Missouri Educator Evaluation System (MEES) summative evaluation for teacher candidates (completed during student teaching)

Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Students desiring to petition for credit for a portion of their student teaching experience must have a minimum of two years of classroom instructional experience in the grade level and/or subject area for which they are seeking certification in order to apply. The experience must be in a public or accredited private school and must be concurrent with enrollment in the Teacher Education Program. To determine eligibility, the student must first complete a CPL conference with the Teacher Certification and Compliance Liaison at least one semester prior to the anticipated student teaching semester. Students must be fully admitted to the Teacher Education Program and have passed the Folio exit interview before CPL credit may be awarded.

ELCL 5712 - Student Teaching: Elementary

Semester Hours: *Twelve*

Student teaching consists of a full semester of teaching experiences in an appropriate classroom setting in a state or nationally accredited public or private school under the supervision of an experienced and highly qualified cooperating teacher. Students seeking certification in a single content area will complete one full semester teaching experience. Students seeking certification at more than one level (K-12) or in more than one content area must student teach for twelve weeks at one level or content area and four weeks at the other level or content area as approved by the Dean of Education or Director of Field Experiences. This culminating field experience enables students to practice and develop the pedagogical skills necessary to meet the Missouri performance standards for teacher certification. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time. After being formally admitted to the Teacher Education program, certification candidates must apply to student teach. Application for Student Teaching must be made to the Education Office by the end of the second week of the Fall semester for Spring Student Teaching and by the end of the second week of the Spring semester for Fall Student Teaching. The final decision regarding placement will be left to the discretion of the Director of Field Experiences in order to insure the quality of student teaching experiences in diverse settings. Candidates are required to complete their student teaching experience in the grade level(s) and subject area(s) for which they are seeking recommendation for certification.

Note: Students must complete the equivalent of a full semester/12 credit hours of student teaching before being recommended for certification, either 4712 or 4709 + 4703, depending on certification(s) sought. A Student Teaching Fee is charged for this course.

Prerequisites(s): 1. Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Some districts may also require a valid Missouri substitute certificate and/or current tuberculosis (TB) test results for placement. 2. EDUC 401 and EDCL 411/511 with a grade of B or better. 3. Both undergraduate and graduate students must be formally admitted into the Teacher Education Program, must have satisfactorily completed all education courses, and must be approved by the School of Teacher Education prior to student teaching.

Corequisite(s): EDUC 470 and EDTR 413/513

Required Assessments: Passing composite score of 42 or better on the Missouri Educator Evaluation System (MEES) summative evaluation for teacher candidates (completed during student teaching)

Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Students desiring to petition for credit for a portion of their student teaching experience must have a minimum of two years of classroom instructional experience in the grade level and/or subject area for which they are seeking certification in order to apply. The experience must be in a public or accredited private school and must be concurrent with enrollment in the Teacher Education Program. To determine eligibility, the student must first complete a CPL conference with the Teacher Certification and Compliance Liaison at least one semester prior to the anticipated student teaching semester. Students must be fully admitted to the Teacher Education Program and have passed the Folio exit interview before CPL credit may be awarded.

ELED 433/533 - Integrated Mathematics Concepts for Early Childhood/Elementary: Seminar and Field Experience

Semester Hours: *Three*

This course is a study of materials, methods, principles, and concepts used in the elementary school to develop mathematics skills and understanding. Students will investigate early childhood and elementary mathematics curricula and materials. Application will be made to the Missouri Learning Standards including the Common Core State Standards and the Show-Me

Standards, as well as the NCTM Principles and Standards for School Mathematics. Students will increase proficiency with state and national standards by connecting their pedagogical decisions to relevant standards. Students will apply knowledge of multiple intelligences to various teaching strategies as they integrate art, music, and physical education experiences within integrated mathematics lessons and units, in order to meet the needs of all diverse learners and learning styles. Students will also become competent in differentiating instruction and applying assessment strategies for the improvement of student learning, including state-mandated assessment. A field experience is included in the scope of this course.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Prerequisites(s): Prerequisites for those seeking initial certification: EDUC 203 and EDUC 303

ELED 443/543 - Integrated Science Concepts for Early Childhood/Elementary: Seminar and Field Experience

Semester Hours: *Three*

This course is a study of materials, methods, principles, and concepts used in the elementary school to develop science skills and understanding. Students will investigate early childhood and elementary science curricula and materials. Application will be made to the Missouri Learning Standards including the Common Core State Standards and the Show-Me Standards, as well as the Next Generation Science Standards. Students will increase proficiency with state and national standards by connecting their pedagogical decisions to relevant standards. Students will apply knowledge of multiple intelligences to various teaching strategies as they integrate art, music, and physical education experiences within integrated science lessons and units, in order to meet the needs of all diverse learners and learning styles. Students will also become competent in differentiating instruction and applying assessment strategies for the improvement of student learning, including state-mandated assessment. A field experience is included in the scope of this course.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Prerequisites(s): Prerequisites for those seeking initial certification: EDUC 203 and EDUC 303

ELED 453/553 - Integrated Language Arts Concepts and Children's Literature for Early Childhood/Elementary: Seminar and Field Experience

Semester Hours: *Three*

The student will investigate early elementary language curricula and materials. Students will become competent in the use of multiple intelligences as a vehicle to apply various teaching strategies as they integrate art, music, and physical education experiences within integrated language arts units in order to meet the needs of all diverse learners and learning styles. Teaching method competencies include language acquisition, phonological and phonemic awareness, phonics, vocabulary, fluency, comprehension, and the writing process. The course will also consist of units that survey literature appropriate for children, including examples of literature from various ethnic groups that reflect the diversity in today's society. Application will be made to the Missouri Learning Standards for physical education, art, theater, and music, as well as the NCTE/IRA Standards. Students will become competent in applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. A field experience is included in the scope of this course.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Prerequisites(s): Prerequisites for those seeking initial certification: EDUC 203 and EDUC 303

ELED 463/563 - Integrated Concepts in Social Science, Geography, and Economics for Early Childhood/Elementary: Seminar and Field Experience

Semester Hours: *Three*

The student will investigate early childhood/elementary social studies curricula and materials. Students will become competent in the use of multiple intelligences as a vehicle to apply various teaching strategies as they integrate art, music, and physical education experiences within integrated social studies lessons and units in order to meet the needs of all diverse learners and learning styles. Application will be made to the Missouri Learning Standards for physical education, art, theater, and music as well as the Revised National Curriculum Standards for Social Studies. Students will become competent in differentiating instruction and applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. The course will also incorporate a study of the continents and countries of the world and their physical, economic, and cultural diversity. Economic concepts appropriate for elementary-level students will also be covered. A field experience is included in the scope of this course.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Prerequisites(s): Prerequisites for those seeking initial certification: EDUC 203 and EDUC 303

EMCL 5703 - Student Teaching: Middle School

Semester Hours: *Three*

Student teaching consists of a full semester of teaching experiences in an appropriate classroom setting in a state or nationally accredited public or private school under the supervision of an experienced and highly qualified cooperating teacher. Students seeking certification in a single content area will complete one full semester teaching experience. Students seeking certification at more than one level (K-12) or in more than one content area must student teach for twelve weeks at one level or content area and four weeks at the other level or content area as approved by the Dean of Education or Director of Field Experiences. This culminating field experience enables students to practice and develop the pedagogical skills necessary to meet the Missouri performance standards for teacher certification. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time. After being formally admitted to the Teacher Education program, certification candidates must apply to student teach. Application for Student Teaching must be made to the Education Office by the end of the second week of the Fall semester for Spring Student Teaching and by the end of the second week of the Spring semester for Fall Student Teaching. The final decision regarding placement will be left to the discretion of the Director of Field Experiences in order to insure the quality of student teaching experiences in diverse settings. Candidates are required to complete their student teaching experience in the grade level(s) and subject area(s) for which they are seeking recommendation for certification.

Note: Students must complete the equivalent of a full semester/12 credit hours of student teaching before being recommended for certification, either 4712 or 4709 + 4703, depending on certification(s) sought. A Student Teaching Fee is charged for this course.

Prerequisites(s): 1. Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Some districts may also require a valid Missouri substitute certificate and/or current tuberculosis (TB) test results for placement. 2. EDUC 401 and EDCL 411/511 with a grade of B or better. 3. Both undergraduate and graduate students must be formally admitted into the Teacher Education Program, must have satisfactorily completed all education courses, and must be approved by the School of Teacher Education prior to student teaching.

Corequisite(s): EDUC 470 and EDTR 413/513

Required Assessments: Passing composite score of 42 or better on the Missouri Educator Evaluation System (MEES) summative evaluation for teacher candidates (completed during

student teaching)

Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Students desiring to petition for credit for a portion of their student teaching experience must have a minimum of two years of classroom instructional experience in the grade level and/or subject area for which they are seeking certification in order to apply. The experience must be in a public or accredited private school and must be concurrent with enrollment in the Teacher Education Program. To determine eligibility, the student must first complete a CPL conference with the Teacher Certification and Compliance Liaison at least one semester prior to the anticipated student teaching semester. Students must be fully admitted to the Teacher Education Program and have passed the Folio exit interview before CPL credit may be awarded.

EMCL 5709 - Student Teaching: Middle School

Semester Hours: *Nine*

Student teaching consists of a full semester of teaching experiences in an appropriate classroom setting in a state or nationally accredited public or private school under the supervision of an experienced and highly qualified cooperating teacher. Students seeking certification in a single content area will complete one full semester teaching experience. Students seeking certification at more than one level (K-12) or in more than one content area must student teach for twelve weeks at one level or content area and four weeks at the other level or content area as approved by the Dean of Education or Director of Field Experiences. This culminating field experience enables students to practice and develop the pedagogical skills necessary to meet the Missouri performance standards for teacher certification. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time. After being formally admitted to the Teacher Education program, certification candidates must apply to student teach. Application for Student Teaching must be made to the Education Office by the end of the second week of the Fall semester for Spring Student Teaching and by the end of the second week of the Spring semester for Fall Student Teaching. The final decision regarding placement will be left to the discretion of the Director of Field Experiences in order to insure the quality of student teaching experiences in diverse settings. Candidates are required to complete their student teaching experience in the grade level(s) and subject area(s) for which they are seeking recommendation for certification.

Note: Students must complete the equivalent of a full semester/12 credit hours of student teaching before being recommended for certification, either 4712 or 4709 + 4703, depending on certification(s) sought. A Student Teaching Fee is charged for this course.

Prerequisites(s): 1. Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Some districts may also require a valid Missouri substitute certificate and/or current tuberculosis (TB) test results for placement. 2. EDUC 401 and EDCL 411/511 with a grade of B or better. 3. Both undergraduate and graduate students must be formally admitted into the Teacher Education Program, must have satisfactorily completed all education courses, and must be approved by the School of Teacher Education prior to student teaching.

Corequisite(s): EDUC 470 and EDTR 413/513

Required Assessments: Passing composite score of 42 or better on the Missouri Educator Evaluation System (MEES) summative evaluation for teacher candidates (completed during student teaching)

Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Students desiring to petition for credit for a portion of their student teaching experience must have a minimum of two years of classroom instructional experience in the grade level and/or subject area for which they are seeking certification in order to apply. The experience must be in a public or accredited private school and must be concurrent with enrollment in the Teacher Education Program. To determine

eligibility, the student must first complete a CPL conference with the Teacher Certification and Compliance Liaison at least one semester prior to the anticipated student teaching semester. Students must be fully admitted to the Teacher Education Program and have passed the Folio exit interview before CPL credit may be awarded.

EMCL 5712 - Student Teaching: Middle School

Semester Hours: *Twelve*

Student teaching consists of a full semester of teaching experiences in an appropriate classroom setting in a state or nationally accredited public or private school under the supervision of an experienced and highly qualified cooperating teacher. Students seeking certification in a single content area will complete one full semester teaching experience. Students seeking certification at more than one level (K-12) or in more than one content area must student teach for twelve weeks at one level or content area and four weeks at the other level or content area as approved by the Dean of Education or Director of Field Experiences. This culminating field experience enables students to practice and develop the pedagogical skills necessary to meet the Missouri performance standards for teacher certification. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time. After being formally admitted to the Teacher Education program, certification candidates must apply to student teach. Application for Student Teaching must be made to the Education Office by the end of the second week of the Fall semester for Spring Student Teaching and by the end of the second week of the Spring semester for Fall Student Teaching. The final decision regarding placement will be left to the discretion of the Director of Field Experiences in order to insure the quality of student teaching experiences in diverse settings. Candidates are required to complete their student teaching experience in the grade level(s) and subject area(s) for which they are seeking recommendation for certification.

Note: Students must complete the equivalent of a full semester/12 credit hours of student teaching before being recommended for certification, either 4712 or 4709 + 4703, depending on certification(s) sought. A Student Teaching Fee is charged for this course.

Prerequisites(s): 1. Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Some districts may also require a valid Missouri substitute certificate and/or current tuberculosis (TB) test results for placement. 2. EDUC 401 and EDCL 411/511 with a grade of B or better. 3. Both undergraduate and graduate students must be formally admitted into the Teacher Education Program, must have satisfactorily completed all education courses, and must be approved by the School of Teacher Education prior to student teaching.

Corequisite(s): EDUC 470 and EDTR 413/513

Required Assessments: Passing composite score of 42 or better on the Missouri Educator Evaluation System (MEES) summative evaluation for teacher candidates (completed during student teaching)

Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Students desiring to petition for credit for a portion of their student teaching experience must have a minimum of two years of classroom instructional experience in the grade level and/or subject area for which they are seeking certification in order to apply. The experience must be in a public or accredited private school and must be concurrent with enrollment in the Teacher Education Program. To determine eligibility, the student must first complete a CPL conference with the Teacher Certification and Compliance Liaison at least one semester prior to the anticipated student teaching semester. Students must be fully admitted to the Teacher Education Program and have passed the Folio exit interview before CPL credit may be awarded.

ENCP 433/533 - C. S. Lewis and J. R. R. Tolkien

Semester Hours: *Three*

This course introduces students to the works of the literary group known as the Oxford Christians

(or the Inklings). We will focus on both popular and lesser-known literary texts by the most famous and prolific members of this group: C. S. Lewis and J. R. R. Tolkien. This class engages critical thinking by utilizing these writings to raise questions about a broad range of philosophical issues. To this end, students will familiarize themselves with various theoretical approaches to literature such as New Criticism, Ecological Criticism, Postcolonial Criticism, and other relevant critical theories. Students will also read essays, poetry, and scholarly works to consider the cultural, philosophical, and religious forces that shaped these writers as thinkers, artists, and friends.

Term Offered: *Spring, Odd Years*

Prerequisites(s): Undergraduate Prerequisites: CPHI 203 or CPHI 213 and ENGL 203; or consent of the instructor.

ENGL 453/553 - History of the English Language

Semester Hours: *Three*

The course content covers the internal development of the English language from its roots in Indo-European to Modern English as currently written and spoken in the world. Building upon the literary backgrounds of British, American, and world literature, the student will examine the linguistic changes in the context of external, historical, and cultural circumstances.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Prerequisites(s): ENGL 203, and completion of six hours of the ENGL 333 sequence or completion of six hours of the ENGL 353 sequence, or consent of instructor.

ENGL 463/563 - Multicultural Literature

Semester Hours: *Three*

This course examines selected writings by representative American authors of racial and ethnic minority, including Native Americans, African Americans, Hispanic Americans, and Asian Americans. Among the authors to be examined are Frederick Douglass, Richard Wright, Carlos Bulosan, Maya Angelou, Toni Morrison, N. Scott Momaday, Maxine Hong Kingston, William Least Heat Moon, Richard Rodriguez, Denise Chávez, Leslie Marmon Silko, Amy Tan, and Louise Erdrich. Emphasis is on genre, theme, style, and aesthetics as well as on the political, historical, cultural, and intellectual context of multicultural literature in the United States.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Prerequisites(s): Undergraduate prerequisite: ENGL 203 or consent of instructor.

ENGL 503 - Mystery Unit for Secondary Teachers

Semester Hours: *Three*

This course explores the roots of the mystery story from Edgar Allan Poe to the present. Students will examine the structural and literary merit of each text, as well as the themes and archetypes that run through these texts. The course will also discuss how secondary teachers can present mystery fiction to their students.

ENGL 533 - Shakespeare Seminar

Semester Hours: *Three*

This seminar provides a survey of the representative plays by William Shakespeare, focusing on their major genres (history, comedy, tragedy, and romance), their dominant themes, and their aesthetics. As part of the study, students will explore the questions of authorship, sources, and history as related to the playwright's texts.

ENGL 543 - Asian American Women Writers

Semester Hours: *Three*

This course examines some of the notable writings by Asian American women authors with emphasis on their genre, theme, style, and aesthetics. Texts for study will include Sui Sin Far's

short stories, Maxine Hong Kingston's *China Men*, Yoshiko Uchida's *Desert Exile: The Uprooting of a Japanese American Family*, Jessica Hagedorn's *Dogeaters*, Gish Jen's *Typical American*, and Amy Tan's *The Bonesetter's Daughter*.

ENGL 573 - Asian Literature in Translation

Semester Hours: *Three*

Students will study the rich and varied literary works from Asian countries such as Bangladesh, China, India, Indonesia, Japan, Korea, Malaysia, Myanmar (formerly Burma), Pakistan, the Philippines, and Vietnam. Among the authors to be considered are Lu Xun, Ding Ling, Yu Hua, Abe Kobo, R. K. Narayan, Salman Rushdie, Kim Sung-dong, Song Su-kwon, Raden Adjeng Kartini, U Win Pe, Bapsi Sidhwa, and Duong Thu Huong. Students will study the preoccupations, values, and worldviews of Asian people groups as reflected in the texts.

ENGL 583 - The American Novel

Semester Hours: *Three*

This course offers an in-depth study of notable American novels with emphasis on their themes, genres, and aesthetics. Students will not only read primary texts but also examine the historical, social, and literary backgrounds to the texts. Among the writers to be considered are Susanna Rowson, James Fenimore Cooper, Nathaniel Hawthorne, Herman Melville, Harriet Beecher Stowe, Kate Chopin, John Steinbeck, F. Scott Fitzgerald, Ernest Hemingway, William Faulkner, Flannery O'Connor, John Updike, Toni Morrison, and Thomas Pynchon.

EPEP 541/542/543 - Specialized Topics in Education

Semester Hours: *Variable*

This course is designed to provide for intensive study of current topics in education, specifically in the areas of professional development and school improvement. Topics to be considered are technology, data-driven decision making, assessment, literacy, tiered support systems, evidence-based teaching strategies, and/or other topics as needed. Students will implement new strategies and information learned within their current school setting through careful alignment of the school or district's improvement plan.

EPHP 573A - Internship in Strength and Conditioning I

Semester Hours: *3*

The student will complete a 150-hour supervised internship in a strength and conditioning facility. The supervisor must have a CSCS, or equivalent certification. Examples of appropriate internship sites include collegiate strength and conditioning facility, high school strength and conditioning facility, private sector strength and conditioning facility.

Term Offered: *Fall, Spring, Summer*

Prerequisites(s): Permission from advisor

EPHP 573B - Internship in Strength and Conditioning

Semester Hours: *3*

This course builds on EPHP 573A, where the student will complete an additional 150-hour supervised internship in a strength and conditioning facility. For this internship the student will be encouraged to either change facilities or change the team or population from those they worked with in the previous course. The supervisor must have a CSCS, or equivalent certification. Examples of appropriate internship sites include collegiate strength and conditioning facility, high school strength and conditioning facility, private sector strength and conditioning facility.

Term Offered: *Fall, Spring, Summer*

Prerequisites(s): EPHP 573A and permission from advisor

ESAD 571 - Master of Educational Administration - Secondary Internship

Semester Hours: *One*

This internship course is designed for MEA students who have previously completed the elementary building level administrator MEA program and internship and are now seeking K –

12 building level administrator certification endorsement. This one hour course requires the student to complete a 50 hour secondary internship. The student will engage in and reflect on a varied internship experience which align to the state Leadership Standards: (1) Visionary Leadership, (2) Instructional Leadership, (3) Managerial Leadership, (4) Relational Leadership, and (5) Innovative Leadership.

ESCL 5703 - Student Teaching: Secondary

Semester Hours: *Three*

Student teaching consists of a full semester of teaching experiences in an appropriate classroom setting in a state or nationally accredited public or private school under the supervision of an experienced and highly qualified cooperating teacher. Students seeking certification in a single content area will complete one full semester teaching experience. Students seeking certification at more than one level (K-12) or in more than one content area must student teach for twelve weeks at one level or content area and four weeks at the other level or content area as approved by the Dean of Education or Director of Field Experiences. This culminating field experience enables students to practice and develop the pedagogical skills necessary to meet the Missouri performance standards for teacher certification. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time. After being formally admitted to the Teacher Education program, certification candidates must apply to student teach. Application for Student Teaching must be made to the Education Office by the end of the second week of the Fall semester for Spring Student Teaching and by the end of the second week of the Spring semester for Fall Student Teaching. The final decision regarding placement will be left to the discretion of the Director of Field Experiences in order to insure the quality of student teaching experiences in diverse settings. Candidates are required to complete their student teaching experience in the grade level(s) and subject area(s) for which they are seeking recommendation for certification.

Note: Students must complete the equivalent of a full semester/12 credit hours of student teaching before being recommended for certification, either 4712 or 4709 + 4703, depending on certification(s) sought. A Student Teaching Fee is charged for this course.

Prerequisites(s): 1. Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Some districts may also require a valid Missouri substitute certificate and/or current tuberculosis (TB) test results for placement. 2. EDUC 401 and EDCL 411/511 with a grade of B or better. 3. Both undergraduate and graduate students must be formally admitted into the Teacher Education Program, must have satisfactorily completed all education courses, and must be approved by the School of Teacher Education prior to student teaching.

Corequisite(s): EDUC 470 and EDTR 413/513

Required Assessments: Passing composite score of 42 or better on the Missouri Educator Evaluation System (MEES) summative evaluation for teacher candidates (completed during student teaching)

Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Students desiring to petition for credit for a portion of their student teaching experience must have a minimum of two years of classroom instructional experience in the grade level and/or subject area for which they are seeking certification in order to apply. The experience must be in a public or accredited private school and must be concurrent with enrollment in the Teacher Education Program. To determine eligibility, the student must first complete a CPL conference with the Teacher Certification and Compliance Liaison at least one semester prior to the anticipated student teaching semester. Students must be fully admitted to the Teacher Education Program and have passed the Folio exit interview before CPL credit may be awarded.

ESCL 5709 - Student Teaching: Secondary

Semester Hours: *Nine*

Student teaching consists of a full semester of teaching experiences in an appropriate classroom setting in a state or nationally accredited public or private school under the supervision of an experienced and highly qualified cooperating teacher. Students seeking certification in a single content area will complete one full semester teaching experience. Students seeking certification at more than one level (K-12) or in more than one content area must student teach for twelve weeks at one level or content area and four weeks at the other level or content area as approved by the Dean of Education or Director of Field Experiences. This culminating field experience enables students to practice and develop the pedagogical skills necessary to meet the Missouri performance standards for teacher certification. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time. After being formally admitted to the Teacher Education program, certification candidates must apply to student teach. Application for Student Teaching must be made to the Education Office by the end of the second week of the Fall semester for Spring Student Teaching and by the end of the second week of the Spring semester for Fall Student Teaching. The final decision regarding placement will be left to the discretion of the Director of Field Experiences in order to insure the quality of student teaching experiences in diverse settings. Candidates are required to complete their student teaching experience in the grade level(s) and subject area(s) for which they are seeking recommendation for certification.

Note: Students must complete the equivalent of a full semester/12 credit hours of student teaching before being recommended for certification, either 4712 or 4709 + 4703, depending on certification(s) sought. A Student Teaching Fee is charged for this course.

Prerequisites(s): 1. Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Some districts may also require a valid Missouri substitute certificate and/or current tuberculosis (TB) test results for placement. 2. EDUC 401 and EDCL 411/511 with a grade of B or better. 3. Both undergraduate and graduate students must be formally admitted into the Teacher Education Program, must have satisfactorily completed all education courses, and must be approved by the School of Teacher Education prior to student teaching.

Corequisite(s): EDUC 470 and EDTR 413/513

Required Assessments: Passing composite score of 42 or better on the Missouri Educator Evaluation System (MEES) summative evaluation for teacher candidates (completed during student teaching)

Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Students desiring to petition for credit for a portion of their student teaching experience must have a minimum of two years of classroom instructional experience in the grade level and/or subject area for which they are seeking certification in order to apply. The experience must be in a public or accredited private school and must be concurrent with enrollment in the Teacher Education Program. To determine eligibility, the student must first complete a CPL conference with the Teacher Certification and Compliance Liaison at least one semester prior to the anticipated student teaching semester. Students must be fully admitted to the Teacher Education Program and have passed the Folio exit interview before CPL credit may be awarded.

ESCL 5712 - Student Teaching: Secondary

Semester Hours: *Twelve*

Student teaching consists of a full semester of teaching experiences in an appropriate classroom setting in a state or nationally accredited public or private school under the supervision of an experienced and highly qualified cooperating teacher. Students seeking certification in a single content area will complete one full semester teaching experience. Students seeking certification at more than one level (K-12) or in more than one content area must student teach for twelve

weeks at one level or content area and four weeks at the other level or content area as approved by the Dean of Education or Director of Field Experiences. This culminating field experience enables students to practice and develop the pedagogical skills necessary to meet the Missouri performance standards for teacher certification. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time. After being formally admitted to the Teacher Education program, certification candidates must apply to student teach. Application for Student Teaching must be made to the Education Office by the end of the second week of the Fall semester for Spring Student Teaching and by the end of the second week of the Spring semester for Fall Student Teaching. The final decision regarding placement will be left to the discretion of the Director of Field Experiences in order to insure the quality of student teaching experiences in diverse settings. Candidates are required to complete their student teaching experience in the grade level(s) and subject area(s) for which they are seeking recommendation for certification.

Note: Students must complete the equivalent of a full semester/12 credit hours of student teaching before being recommended for certification, either 4712 or 4709 + 4703, depending on certification(s) sought. A Student Teaching Fee is charged for this course.

Prerequisites(s): 1. Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Some districts may also require a valid Missouri substitute certificate and/or current tuberculosis (TB) test results for placement. 2. EDUC 401 and EDCL 411/511 with a grade of B or better. 3. Both undergraduate and graduate students must be formally admitted into the Teacher Education Program, must have satisfactorily completed all education courses, and must be approved by the School of Teacher Education prior to student teaching.

Corequisite(s): EDUC 470 and EDTR 413/513

Required Assessments: Passing composite score of 42 or better on the Missouri Educator Evaluation System (MEES) summative evaluation for teacher candidates (completed during student teaching)

Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Students desiring to petition for credit for a portion of their student teaching experience must have a minimum of two years of classroom instructional experience in the grade level and/or subject area for which they are seeking certification in order to apply. The experience must be in a public or accredited private school and must be concurrent with enrollment in the Teacher Education Program. To determine eligibility, the student must first complete a CPL conference with the Teacher Certification and Compliance Liaison at least one semester prior to the anticipated student teaching semester. Students must be fully admitted to the Teacher Education Program and have passed the Folio exit interview before CPL credit may be awarded.

ETOP 423/523 - Classroom and Behavior Management

Semester Hours: *Three*

This course is a study of the underlying causes of school violence and students being at-risk for school failure at the elementary and secondary school level, as well as a study of the theories and research-based practices that can be used to establish a positive learning environment for all. Topics include: 1) Identifying at-risk students; 2) Building a positive learning community; 3) Teaching social skills and internal behavior management strategies to decrease discipline problems; 4) Investigating theories of behavior and discipline; 5) Developing proactive classroom management techniques, and culturally responsive instructional and behavioral strategies to decrease disruptive behavior; 6) Making your classroom and school safe for students and staff.

Note: This course is required for all education majors. This course must be completed before Student Teaching will be allowed. Students taking this course for graduate credit must complete all graduate course requirements. This course may not be taken as a directed study, credit for

prior learning portfolio, or as a web course if it is to be used as part of the Master of Arts in Counseling requirements.

Prerequisites(s): Undergraduate prerequisites: EDPS 453/553, EDPS 383, EDUC 203, EDUC 303.
Graduate prerequisite: EDPS 453/553

ETOP 503 - Current Influences in Education

Semester Hours: *Three*

Course will focus on major issues of the 21st century that influence school reform. School Choice initiatives will be studied with an in depth examination of the charter school movement. This course will focus on current trends in education such as: educator retention, generational poverty, the search for individuality, international, national, and political influences, and the break down in standardized testing.

ETOP 513 - Character Education

Semester Hours: *Three*

This course will guide one to understand what "character education" is and how it relates to home, school, and work, and one's relationships with others. Education and classroom strategies will be taught as well as how to incorporate character education in our business and faith communities.

ETOP 533 - Classroom Applications for Brain Research

Semester Hours: *Three*

Current scientific knowledge about how the brain learns and opportunities for instruction will be examined in this course. Traditional beliefs about teaching will be compared to the latest brain research and multiple intelligences (including emotional intelligence) to determine compatibility and implementation of appropriate instructional methodologies. Methods and approaches compatible with how the human brain learns best will be studied in a manner that classroom teachers can implement immediately in their own instructional program.

ETOP 541/542/543 - Specialized Topics in Professional Development for Educators

Semester Hours: *Variable*

This course is designed to provide an avenue for intensive study of current issues, trends, or problems in education. With an emphasis on the construction of knowledge through analysis, synthesis, and evaluation, faculty and students will collaborate to structure appropriate investigations based on individual interests and career aspirations.

ETOP 543AI - Specialized Topics in Educational Technology: Artificial Intelligence

Semester Hours: *Three*

This advanced course offers K-12 educators an immersive opportunity to delve into the dynamic realm of educational technology with an emphasis on artificial intelligence (AI). By emphasizing the collaborative construction of knowledge through analysis, synthesis, and evaluation, both faculty and students will tailor investigations to align with their individual interests and career goals. The course empowers educators to comprehend and ethically harness AI's potential within education. Throughout the course, participants will navigate diverse AI technologies and applications, refining their teaching practices to prioritize student-centric approaches. From optimizing classroom management to refining administrative tasks, educators will gain insights into leveraging AI for personalized learning experiences, assessments, and targeted support for students with exceptionalities. The course places a substantial emphasis on addressing ethical considerations and potential challenges tied to AI integration, equipping educators with the knowledge needed to make well-informed choices when utilizing AI tools.

ETOP 553 - Developing Responsible Learners

Semester Hours: *Three*

The focus of this course is to introduce educators to a variety of highly effective learner-centered best practices for designing classroom and school programs that empower diverse PK-12

students to become responsible learners. Candidates will learn to utilize techniques and strategies to encourage the development of ethical/moral decision making in the classroom and school community. Practical applications in relation to classroom instruction, professional development, and counseling will be demonstrated.

Note: Students in the online MAC program must enroll in the OLP section.

ETOP 563- Legal Issues in Regular and Special Education

Semester Hours: *Three*

This course provides a study of the educational issues in school law and court cases that have impacted American education as we know it today. A historical perspective of school law will be presented along with selected issues in school law with an emphasis on those having direct impact at the school-building level. Topics to be examined include: a historical overview of educational governance, schools and the state, students and the law, teachers and the law, school desegregation, individuals with disabilities and the law, school finance issues and laws, and educator and school district liability.

Note: For students in the MEA program, this course includes a 15-hour field experience designed to give students real-life experiences with their mentor in the specific areas of content listed in the course description.

ETOP 573- Contemporary Trends and Issues in Education

Semester Hours: *Three*

This course provides an exploration of the issues in education that have the potential to influence the implementation, planning, and evaluation of curriculum at all levels of learning. This course of study will focus on six major areas that influence the field: philosophy, teaching, learning, instruction, supervision, and policy. Topics for discussion include such issues as: alternative curriculum conceptions, teachers, public life and curriculum reform, preparing teachers to support inclusion, knowledge and teaching, foundations of the new reform, cognitive-developmental approach to moral education, critical thinking, cooperative learning research findings, impact of tracking, synthesis of research on compensatory and remedial education, multiple intelligences, professional development, school leadership, bridging multicultural theory and practice, performance-based assessment, family, community, and school partnerships, and the new role of the principal.

ETOP 583- Perspectives on Diversity in Education

Semester Hours: *Three*

This course is designed to give education professionals a better understanding of the theoretical foundations of multicultural education as well as current practices in this field. This is a systematic study of what transpires in intercultural contacts and interactions within the educational setting when the communication process involves culturally diverse people. The diversities on which we will focus will include race, ethnicity, socioeconomic class, personality/temperament, gender, religion, and communication styles.

Note: This course includes a 15-hour field experience designed to give students real-life experiences with their mentor in the specific areas of content listed in the course description.

ETOP 623CI - Organizational Leadership, Governance, and Field Experience

Semester Hours: *Three*

This course includes a review of school administration in the rural, suburban, and urban environment, leadership styles, governance, and policy development. The course will also examine organizations outside education and whether these organizational designs may be applied to school settings. This course includes a 15-20 hour field experience in rural, suburban, and urban school districts and a reflective analysis of the findings of differences and common leadership styles.

Note: This course cannot be taken as a directed study. This course is designed for students in the curriculum and instruction track.

ETOP 623S- Organizational Leadership, Governance, and Field Experience

Semester Hours: *Three*

This course includes a review of school administration in the rural, suburban, and urban environment, leadership styles, governance, and policy development. The course will also examine organizations outside education and whether these organizational designs may be applied to school settings. In partial fulfillment of the program and individual course requirements this course includes a 15-20 hour field experience in the specific areas of content listed in the course description. The field experience/internship must be conducted in a school district under the supervision of a currently employed certified Superintendent or Assistant Superintendent. This field experience/internship is in partial fulfillment of the MBU and state requirement of 300 hours of internship experiences which is culminated in the capstone course, GRED 673S.

Note: This course cannot be taken as a directed study.

ETOP 663S- Advanced School Law and Field Experience

Semester Hours: *Three*

This course will focus on federal, state, and local areas of law that influence school districts. This includes case and legislative laws dealing with: human resources, special services, finances, curriculum, student rights, student conduct and discipline, teacher's rights, etc. A master's level class in education law is a prerequisite for this course. In partial fulfillment of the program and individual course requirements this course includes a 15-20 hour field experience in the specific areas of content listed in the course description. The field experience/internship must be conducted in a school district under the supervision of a currently employed certified Superintendent or Assistant Superintendent. This field experience/internship is in partial fulfillment of the MBU and state requirement of 300 hours of internship experiences which is culminated in the capstone course.

Note: This course cannot be taken as a directed study.

Prerequisites(s): A master's level class in education law.

ETTP 543 - Specialized Topics in Educational Technology

Semester Hours: *Three*

This course is designed to provide an avenue for intensive study of current issues, trends, or problems in educational technology. With an emphasis on the construction of knowledge through analysis, synthesis, and evaluation, faculty and students will collaborate to structure appropriate investigations based on individual interests and career aspirations.

EXSC 403/503 - Exercise Psychology

Semester Hours: *Three*

The student will develop a better understanding of the antecedents and consequences of exercise participation by exploring various psychosocial factors that influence activity participation.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Term Offered: *Fall*

Prerequisites(s): Undergraduate Prerequisite: Senior standing.

EXSC 453/553 - Fitness Management

Semester Hours: *Three*

This course examines management principles as they relate to budget, facility design, purchasing, scheduling, marketing, programming, and personnel issues in the field of exercise science and wellness.

Note: Students taking this course for graduate credit must complete all graduate course requirements. There is a special fee charged for this course.

Term Offered: *Fall, Spring*

Prerequisites(s): Undergraduate prerequisite: Senior standing

EXSC 483/583 - Principles of Human Performance

Semester Hours: *Three*

This course examines the advanced methods and techniques associated with the design of strength and conditioning programs to enhance human performance in sport and fitness. This course is designed to further develop the student's current level of knowledge in preparation for the National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning (CSCS) certification exam.

Note: Students taking this course for graduate credit must complete all graduate course requirements. there is a special fee charged for this course.

Term Offered: *Fall, Spring*

Prerequisites(s): Undergraduate prerequisites: EXSC 313, EXSC 323, EXSC 321, and senior standing.

GREED 500CE - Continuing Portfolio Development: MA - School Counseling

Semester Hours: *Zero*

The purpose of this course is to allow candidates in the Master of Arts degree in School Counseling to have continuous access to their portfolio for two (2) years so that they can build on it course by course and make revisions as necessary.

Corequisite(s): SCED 5123

GREED 543 - Methods of Inquiry I

Semester Hours: *Three*

This course will consist of a survey of research methods; Qualitative, Quantitative, Mixed Method, and Action Research. A variety of research designs will be explored for each method noted above. Students will receive an overview of different methods of data collection and analysis frequently used in research literature. A survey of basic statistical methods including descriptive statistics, z- and t-tests of means, and correlation will be included. General research terms and processes will be discussed and reviewed during the class, including tools to collect data, code data, and present the data. Excel will be used for this course when performing the statistical analysis of data. A study of Action Research for teachers, counselors, and administrators will be one component of the course. As part of the course requirements, students are required to complete a research prospectus using one of the following methods; Qualitative, Quantitative, Mixed method, or Action Research. You will also be expected to use a web-based presentation system to present your proposal presentation.

Note: This course cannot be taken as a directed study or credit for prior learning portfolio. Students seeking counselor licensure may not take this as a web-based course.

GREED 573CE - Professional Portfolio Development: MAC

Semester Hours: *Three*

This course is designed to allow graduate students to research, examine, and develop a major project within their field of interest in counseling. Students in the counselor certification programs are required to complete a professional portfolio including an action research project. The portfolio must be completed and scored before the degree is conferred. Students should register for this course during the first or second semester of enrollment. This course is offered only online. Only students pursuing initial certification as a school counselor will be permitted to enroll for this course.

Corequisite(s): For students in the Master of Arts in Counseling program: GREED 500CE

GREED 653CI - Data Analysis for Decision-Making

Semester Hours: *Three*

This course is designed to include practical research theories and studies related to the use of

demographic data in planning and projecting for decision-making, student achievement as related to context and content of learning, and other curriculum outcomes used in public education, including, but not limited to, attendance patterns, dropout rates, and state assessment results. Some emphasis will be placed on evaluating data needed for financial planning.

Note: This course cannot be taken as a directed study. This course is designed for students in the Curriculum and Instruction track.

Prerequisites(s): A master's level research class must be completed prior to enrolling in this course.

GREd 653S - Data Analysis for Decision-Making and Field Experience

Semester Hours: *Three*

This course is designed to include practical research theories and studies related to the use of demographic data in planning and projecting for decision-making, student achievement as related to context and content of learning, and other curriculum outcomes used in public education, including, but not limited to, attendance patterns, dropout rates, and state assessment results. Some emphasis will be placed on evaluating data needed for financial planning. In partial fulfillment of the program and individual course requirements this course includes a 15-20 hour field experience in the specific areas of content listed in the course description. The field/experience internship must be conducted in a school district under the supervision of a currently employed certified Superintendent or Assistant Superintendent. This field experience/internship is in partial fulfillment of the MBU and state requirement of 300 hours of internship experiences which is culminated in the capstone course, GREd 673S.

Note: This course cannot be taken as a directed study.

Prerequisites(s): A master's level research class must be completed prior to enrolling in this course.

GREd 673CI - Professional Portfolio and Field Experience: C&I

Semester Hours: *Three*

The student will complete a professional electronic portfolio that will include both artifacts and reflections. The portfolio will serve as both a culminating capstone project of scholarship, field experience (90 hours total), artifacts, and reflections from the courses in the program and serve as a professional resource for the teacher-leader, administrative leader, and/or leader of curriculum and instruction in their school context. Specific guidance in the preparation of the portfolio is provided in the Missouri Baptist University Educational Specialist Online Portfolio Writing manual for the Educational Specialist Curriculum and Instruction Degree. The portfolio must be completed and scored before the degree is conferred. This course contains a 15 hour field experience.

Note: This course cannot be taken as a directed study. This course is designed for students in the Curriculum and Instruction track.

GREd 673S - Superintendent Capstone

Semester Hours: *Three*

This is the culminating course for the Education Specialist – Superintendent degree. In this course the candidate will (1) complete the EdS – Superintendent program and DESE required 300 cumulative internship hours, (2) complete the required Superintendent's Performance Assessment, and (3) prepare for the Superintendent content assessment. The student may satisfy Missouri Baptist University degree requirements without having passed the state-required content assessment and/or the Superintendent Performance Assessment but the quality of the performance assessment will be a significant portion of this determination. The student will receive a grade for the course regardless since the grade is based on multiple components such as the quality and completion of the internship, in-class content, in-class engagement, and the quality of the Superintendent Performance Assessment completed in the class.

Note: An additional fee of \$100.00 is required for the Superintendent Performance Assessment

within this course. Students taking the state Missouri Content Assessment will be assessed a fee set by the testing agency which is not included in this course. This fee is the responsibility of the student. This course cannot be taken as a directed study.

Corequisite(s): EDAS SUPT (Passing score for EDAS SUPT is not required for graduation. It is required for certification from the state.)

GED 703 - Statistics and Methods

Semester Hours: *Three*

This course will consist of a survey of research methods; Qualitative, Quantitative, Mixed Methods and pre-dissertation prospectus. A variety of research designs will be explored for each method and noted above. Students will receive an overview of different methods including descriptive statistics, z- and t-tests of means, and correlations will be included. General research terms and processes will be discussed and reviewed during the class, including tools to collect data, code data, and present the data. Excel will be used for this course when performing the statistical analysis of data. As part of the course requirements, students are required to complete a pre-dissertation prospectus using one of the following methods, Qualitative, Quantitative, Mixed method. You will also be expected to use a web-based presentation system to present your proposal presentation.

Note: This course cannot be taken as a directed study.

GED 753 - Methods of Inquiry II: Quantitative Analysis

Semester Hours: *Three*

The course is an in-depth study of quantitative statistical techniques and research models that can be used in the conduct of the doctoral dissertation (and are not meant to be the only body of quantitative techniques students may use). The general areas of measuring of variables, descriptive, correlational, inferential statistics and experimental design will be examined from the perspective of a change agent for the teaching/learning process functioning in the role of an organizational leader. The student is expected to learn how to analyze quantitative data using computer based package(s) that simplify arithmetic and algebraic procedures, allowing for concentration on the results and what they mean. A quantitative research proposal will be required, including a pilot data collection, which may be the precursor to the doctoral dissertation.

Note: This course cannot be taken as a directed study. There is a fee associated with this course.

GED 763 - Methods of Inquiry III: Qualitative Analysis

Semester Hours: *Three*

The course is an in-depth study of qualitative techniques and research models used in the conduct of the doctoral dissertation. The narrative, phenomenological, grounded theory, ethnographic, and case study approaches will be examined from the perspective of an organizational leader analyzing aspects of the teaching and learning process. In addition, students will examine quantitative data within the context of qualitative analysis. A qualitative research analysis project will serve as the course's culminating assessment. Students will conduct studies in real-world education settings to effect positive change. Data collection, interpretation, and presentation of findings will be required. The course provides students with feedback and strategies for dissertation completion, as well. Progress on the doctoral dissertation proposal chapters must be documented through a series of revisions.

Note: This course cannot be taken as a directed study. There is a fee associated with this course.

GED 770 - Doctoral Dissertation Continuation

Semester Hours: *Zero*

Ed.D. students must register for this course when they have not completed the Doctoral Dissertation during the doctoral coursework program. Students will register for this course each quarter until the dissertation is completed and receive final approval.

Note: This course cannot be taken as a directed study. There is a fee associated with this course.

GREED 773 - Doctoral Dissertation ABD in Leadership in Teaching and Learning

Semester Hours: *Three*

This course is the capstone to doctoral studies for the ABD in Leadership in Teacher and Learning doctoral student and is targeted at promoting change and improvement in the teaching/learning process. The student will engage in a culminating original piece of research-based school improvement study located in a field setting at the PK-12 or community college level. The student must get preproposal approval (PPD), present the proposal to the doctoral committee program director, and instructional review board (IRB) for approval prior to conducting the research. The student will defend the dissertation at a public presentation scheduled by the University.

Note: This course cannot be taken as a directed study. This course is a 12-week course offered on the quarter schedule of the doctoral program.

GREED 786 - Doctoral Dissertation

Semester Hours: *Six*

This course is the capstone to doctoral studies and is targeted at promoting change and improvement in the teaching/learning process. Normally, the student will engage in a culminating original piece of research-based school improvement activity located in a field setting at the P-12 or community college level. The student must present his/her proposal to the doctoral committee, program director, and institutional review board for approval prior to conducting the research. The dissertation will be defended at a public presentation scheduled by the University.

Note: This course cannot be taken as a directed study. There is a fee associated with this course.

HCMG 513 - Healthcare Law and Ethics

Semester Hours: *Three*

This course is an advanced exploration of the major legal and ethical issues in contemporary healthcare settings. It covers the legal issues surrounding the relationships of patients, providers, and healthcare systems. Also considered are the social and ethical issues encountered in trying to balance the interests, needs and rights of individual citizens against those of society.

HEDD 703 - Dissertation Seminar

Semester Hours: *Three*

This course will deal with both the theoretical and practical aspects of designing dissertation research and writing a successful proposal. The purpose of the course is to assist students through the proposal and dissertation writing processes.

Note: This course cannot be taken as a directed study. There is a fee associated with this course.

HEDD 723 - Higher Education Leadership and Strategic Planning

Semester Hours: *Three*

A critical examination of leadership theories and their corresponding practices within the context of higher education. Candidates assess, apply, and explore effective and ethical leadership practices, culture, and change processes as they relate to individuals and organizations. Through the use of technological applications, applied research, and case studies, students learn how to plan strategically, make ethical and moral decisions, build a collaborative culture, and manage the change process in an educational setting so that student achievement goals are met.

Note: This course cannot be taken as a directed study. There is a fee associated with this course.

HEDD 733 - Curriculum Development in Higher Education

Semester Hours: *Three*

An emphasis on techniques of improving instruction through application of research on effective schools and models of instruction. Topics include foundations of leadership, leadership for curriculum instruction and assessment, leadership for supervision and professional development, leadership for communication and community partnerships, and leadership for organizational

management.

Note: This course cannot be taken as a directed study.

HEDD 743 - American Higher Education

Semester Hours: *Three*

An examination of the educational mission of American higher education with concentration on the impact of dominant historical, philosophical, and social constructs. Particular emphasis is given to the philosophical, pedagogical, and organizational underpinnings of higher education.

Note: This course cannot be taken as a directed study. There is a fee associated with this course.

HEDD 753 - Higher Education Law and Ethics

Semester Hours: *Three*

A focus on the most current laws at the state and federal levels and their impact on the operation of colleges and universities. Statutes will be examined with a focus on accurate analysis and interpretation of the law through case reviews. Law, legislation, and court decisions that may impact the rights and responsibilities of faculty, students, and parents will be studied and analyzed.

Note: This course cannot be taken as a directed study. There is a fee associated with this course.

HEDD 763 - Critical Issues in Higher Education and Diversity

Semester Hours: *Three*

A focus on contemporary issues impacting higher education environments in today's world and the impact of diversity, culture, ethnic origin, and societal change on teaching and learning in higher education. Students explore selected trends and challenges that ultimately affect college students, faculty, administrators, and staff. Attention is given to how language, gender, race, tradition, education, economic structure, societal transitions, and global events interact with organizational philosophy to create behavioral norms at all levels. The influence of these factors on leaders' behaviors, as well as their interactions with diverse groups both inside and outside the organization, will be studied.

Note: This course cannot be taken as a directed study. There is a fee associated with this course.

HEDD 773A - Higher Education Internship I

Semester Hours: *Three-credit-hour internship consisting of 75 clock hours*

Collaboratively developed, field-based internship experiences on a higher education campus and with a servant leader perspective. The experience is designed to extend administrative knowledge, skills, and sensitivity through a range of on-the-job tasks and duties. Regularly arranged meetings are held with a faculty intern advisor. The purpose of these meetings is to reflect on and analyze the preceding administrative and supervisory experiences and to plan for the effective utilization of the phase of the internship. Application for the 75-clock hour internship must be made one quarter prior to enrollment. This internship is required for the Higher Education Leadership program.

Note: This course cannot be taken as a directed study.

HEDD 773B - Higher Education Internship II

Semester Hours: *Three-credit-hour internship consisting of 75 clock hours*

Collaboratively developed, field-based internship experiences on a higher education campus and with a servant leader perspective. The experience is designed to extend administrative knowledge, skills, and sensitivity through a range of on-the-job tasks and duties. Regularly arranged meetings are held with a faculty intern advisor. The purpose of these meetings is to reflect on and analyze the preceding administrative and supervisory experiences and to plan for the effective utilization of the phase of the internship. Application for the 75-clock hour internship must be made one quarter prior to enrollment. This internship is an elective option for the Higher Education Leadership program.

Note: This course cannot be taken as a directed study.

HEDD 783 - College Student Development

Semester Hours: *Three*

An overview of the social science and student affairs literature related to college student development. Students will study psycho-social, cognitive, developmental, and person-environment interaction theories and their relevance to those who engage with diverse students in higher education settings. Students will bridge the theoretical and practical by applying theoretical learning to case studies and exploring how theory informs decision making in the diverse institutional cultures that make up American higher education.

Note: This course cannot be taken as a directed study. There is a fee associated with this course.

HELM 503 - Historical Foundations of Higher Education

Semester Hours: *Three*

A study of the historical foundations of American higher education. Examines the impact of dominant historical, philosophical, and social constructs on the development of various modes of higher education, including private and state-controlled institutions and professional, technical, and graduate studies. Special emphasis is given to the study of the philosophical and organizational underpinnings of the educational mission and administration of higher education. Growth and trends in higher education with an emphasis on the twentieth century are discussed.

HELM 513 - College Student Development

Semester Hours: *Three*

Overview of the theoretical foundations related to how college students change and develop during their educational experience, with a focus on the most seminal student development theories. Literature exploring psychological, social, cultural, developmental, and cognitive theories are discussed. Students bridge the theoretical and practical by exploring the application of these theories within the diverse institutional cultures of higher education.

HELM 523 - Student Affairs Administration in Higher Education

Semester Hours: *Three*

An overview of the historical, philosophical and theoretical foundations of the field of student affairs in higher education in the United States, with a focus on the how these affect the practical role of professionals in university student affairs. Examines areas of content related to the study of student affairs in higher education that have an impact on the student affairs profession and the work of practitioners. Roles and functions of various student affairs divisions and positions and how they contribute to the purposes of post-secondary education are discussed.

HELM 533 - Legal and Ethical Issues in Higher Education

Semester Hours: *Three*

A focus on the most current laws at the state and federal levels and their impact on the operation of colleges and universities. Statutes and case studies are examined with a focus on accurate analysis of the law, constitutional interpretations, legislation, and judgments that may impact the rights and responsibilities of higher education faculty, students, and employees.. Students discuss the legal environments of postsecondary institutions and learn how practitioners may recognize legal and ethical issues and what steps to take to act within the parameters of the law.

HELM 543 - Finance in Higher Education

Semester Hours: *Three*

A detailed study of the fiscal management and budgeting practices related to financial management of the higher education institution. Students explore theoretical concepts and review case studies to understand effectiveness and efficiency issues associated with the use of funds, operating and capital improvement budget development, financial management, fiduciary control, and fundraising. Students apply fiscal management models to understand how financial decisions reflect and affect an institution's strategic initiatives and mission.

HELM 553 - Enrollment Management

Semester Hours: *Three*

An examination of fundamental principles of enrollment management in a higher education context. Provides an overview of the higher education admissions process, including recruitment, financial aid, advising, placement, articulation agreements, legal and regulatory considerations, and transfer programs. Students examine the data-centric enrollment management process and explore how university departments cooperate to efficiently onboard students. Explores fundamental marketing principles and tools (including digital) needed to attract and retain students and examines the relationship between enrollment processes and student achievement and persistence.

HELM 563 - Governance and Administration in Higher Education

Semester Hours: *Three*

An examination of theoretical and philosophical foundations of leadership, management, and governance and the corresponding administrative practices within the context of higher education. Using case studies, technological applications, and applied research, students study leadership styles, governance models, organizational culture, and change processes as they relate to individuals, groups, and higher education institutions.

HELM 573 - Crisis Management on the College Campus

Semester Hours: *Three*

Prepares higher education administrators to respond to crises effectively and develop protocols and practices that minimize the potential for occurrences. Students learn to manage all stages of a crisis event, including how to diagnose and understand an event, how to ensure appropriate accountability during and after an event, how to manage communication related to an event, how to manage the transition from immediate response to long-term recovery, and how to inspire confidence in the continued safety and security of their institutions. Students explore case studies, design and apply crisis response plans to theoretical events, and discuss how crisis events affect the students, faculty, staff, culture, and operations of an institution.

HELM 583 - Diversity in Higher Education

Semester Hours: *Three*

An overview of the empirical and theoretical perspectives on multiculturalism and diversity issues in higher education, with a focus on how these factors affect teaching and learning, as well as the experiences of students, faculty, administrators, and staff. Encourages the development of practitioners who will promote cross-cultural understanding among college students.

HERM 723 - Research I: Introduction to Scholarly Inquiry

Semester Hours: *Three*

This course is designed to introduce students to the field of scholarly investigation. In this course, students will focus on how to organize and develop a literature review related to their chosen topic and build arguments supported with evidence. Additionally, this course prepares students to develop the background and problem statements that will establish a framework the dissertation.

Note: There is a fee associated with this course.

HERM 733 - Research II: Survey of Methodology and Design

Semester Hours: *Three*

This course introduces students to the methodological assumptions that underpin quantitative and qualitative research that includes a balanced coverage of both. Attention will also be given to the centrality of philosophical and theoretical frameworks that guide methods in research. Specific attention will be given to program evaluation, case study, phenomenology, t-tests, and correlation designs.

Note: There is a fee associated with this course.

HERM 743 - Research III: Application of Methods

Semester Hours: *Three*

This course will engage students intensively in critical components of the dissertation's methodology section: sampling, data collection, and data analysis. Specific attention will also be given to validity and reliability and trustworthiness in quantitative and qualitative methods, respectively.

Note: There is a fee associated with this course.

HERM 753 - Research IV: Research Hours and Pre-Proposal Defense Capstone

Semester Hours: *Three*

This course is designed to move students into the andragogical stage of the dissertation process where they are engaging directly with their committee for the completion of the first major milestone for the dissertation, the Pre-Proposal Defense (PPD). Students must have an approved PPD to pass this course.

Note: There is a fee associated with this course.

HERM 763 - Research V: Research Hours and Final Dissertation Capstone

Semester Hours: *Three*

This course is the first of two capstone courses in the EdD in Higher Education Leadership. The student will engage in a culminating original piece of research that focuses on a problem or practice related to the post-secondary education setting. The student must present his/her proposal to the doctoral committee, program director, and institutional review board for approval prior to conducting the research. A final grade will be issued for this course when the student has passed their dissertation defense. The dissertation will be defended at a public presentation scheduled by the University.

Note: There is a fee associated with this course.

HERM 783 - Research VI: Research Hours and Final Dissertation Capstone

Semester Hours: *Three*

This course is the second of two capstone courses in the EdD in Higher Education Leadership. The student will engage in a culminating original piece of research that focuses on a problem or practice related to the post-secondary education setting. The student must present his/her proposal to the doctoral committee, program director, and institutional review board for approval prior to conducting the research. A final grade will be issued for this course when the student has passed their dissertation defense. The dissertation will be defended at a public presentation scheduled by the University.

Note: There is a fee associated with this course.

HRMG 513 - Employment Law

Semester Hours: *Three*

This course is an advanced exploration of the major legal and ethical issues in contemporary corporate human resource settings. It covers the legal issues surrounding the employer and employee relationship. Also considered are the social and ethical issues encountered in the corporate environment.

HRMG 533 - Talent Training and Development

Semester Hours: *Three*

This course is an advanced exploration of the current needs analysis, planning, and development of training in the corporate environment. Students will learn about designing and assessing employee training programs to enhance employee knowledge and skills for competitive advantage.

HUED 443/543 - Transition/Career Development and Vocational Education

Semester Hours: *Three*

This course is intended for candidates seeking certification in mild/moderate cross-categorical disabilities K-12. It will provide the necessary information and components for designing and implementing a career development program and service delivery system for special needs students. Topics include: legislation, a historical development of career counseling, instruments used in career counseling, interagency cooperation, transition strategies for school-to-work, pre-vocational and occupational planning, job training, placement, and supervision of students with disabilities.

Note: This course cannot be taken as a directed study or credit for prior learning portfolio. Students taking this course for graduate credit must complete all graduate course requirements.

KHSC 413/513 - Exercise Testing and Prescription for Special Populations

Semester Hours: *Three*

This course provides the basic principles of testing and training for those with chronic disease. Prominent focus is placed on understanding the framework for determining functional capacity and developing appropriate exercise programming to optimize functional capacity in persons with chronic diseases and/or disabilities.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Term Offered: *Fall, Spring*

Prerequisites(s): Undergraduate Prerequisites: EXSC 313, 321, 323, 411, 413, and senior standing.

LBCL 583 - Library Practicum

Semester Hours: *Three*

Students will complete a 100-clock-hour practicum in an approved library setting under the supervision of an experienced librarian. The field experience location will be assigned by the Director of Field Experiences in order to insure the quality of field experiences in diverse settings.

Note: Some districts may also require current tuberculosis (TB) test results for placement. A lab fee is charged for this practicum.

Term Offered: *Fall, Spring, Summer*

Prerequisites(s): LIBR 523 and LIBR 533

Corequisite(s): Current Family Care Safety Registry background check (see bulletin section on Background Checks for Field Experience and Student Teaching for additional information).

LBCL 5703 - Student Teaching: Library Media Specialist

Semester Hours: *Three*

Student teaching consists of sixteen (16) weeks of teaching experiences in an appropriate classroom setting in a state or nationally accredited public or private school under the supervision of an experienced and highly qualified cooperating teacher. Students seeking add-on certification in special education: cross-categorical disabilities mild/moderate must student teach for twelve weeks in an approved regular education setting (elementary, middle, or secondary) and four weeks in a special education/cross-categorical setting (elementary, middle, or secondary) as approved by the Dean of Education or Director of Field Experiences. Students seeking stand-alone certification in special education: cross-categorical disabilities mild/moderate must student teach for twelve weeks and four weeks in two different, approved special education settings (one placement in an elementary special education setting and one placement in a middle/secondary special education setting) as approved by the Dean of Education or Director of Field Experiences. This culminating field experience enables students to practice and develop the pedagogical skills necessary to meet the Missouri performance standards for teacher certification. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom

teacher, and have the opportunity and responsibility to lead the class over an extended period of time. After being formally admitted to the Teacher Education program, certification candidates must apply to student teach. Application for Student Teaching must be made to the Education Office by the end of the second week of the Fall semester for Spring Student Teaching and by the end of the second week of the Spring semester for Fall Student Teaching. The final decision regarding placement will be left to the discretion of the Director of Field Experiences in order to insure the quality of student teaching experiences in diverse settings. Candidates are required to complete their student teaching experience in the grade level(s) and subject area(s) for which they are seeking recommendation for certification.

Note: Students must complete the equivalent of 16 weeks/12 credit hours of student teaching before being recommended for certification, one placement in an elementary school library setting and one placement in a middle/secondary school library setting. A Student Teaching Fee is charged for this course.

Term Offered: *Fall, Spring*

Prerequisites(s): 1. Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Some districts may also require a valid Missouri substitute certificate and/or current tuberculosis (TB) test results for placement. 2. EDUC 401 and EDCL 411/511 with a grade of B or better. 3. Both undergraduate and graduate students must be formally admitted into the Teacher Education Program, must have satisfactorily completed all education courses, and must be approved by the School of Teacher Education prior to student teaching.

Corequisite(s): EDUC 470 and EDTR 413/513

Required Assessments: Passing composite score of 28 or better on the Missouri Educator Evaluation System (MEES) summative evaluation for library media specialist candidates (completed during student teaching)

Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Students desiring to petition for credit for a portion of their student teaching experience must have a minimum of two years of classroom instructional experience in the grade level and/or subject area for which they are seeking certification in order to apply. The experience must be in a public or accredited private school and must be concurrent with enrollment in the Teacher Education Program. To determine eligibility, the student must first complete a CPL conference with the Teacher Certification and Compliance Liaison at least one semester prior to the anticipated student teaching semester. Students must be fully admitted to the Teacher Education Program and have passed the Folio exit interview before CPL credit may be awarded.

LBCL 5709 - Student Teaching: Library Media Specialist

Semester Hours: *Nine*

Student teaching consists of sixteen (16) weeks of teaching experiences in an appropriate classroom setting in a state or nationally accredited public or private school under the supervision of an experienced and highly qualified cooperating teacher. Students seeking add-on certification in special education: cross-categorical disabilities mild/moderate must student teach for twelve weeks in an approved regular education setting (elementary, middle, or secondary) and four weeks in a special education/cross-categorical setting (elementary, middle, or secondary) as approved by the Dean of Education or Director of Field Experiences. Students seeking stand-alone certification in special education: cross-categorical disabilities mild/moderate must student teach for twelve weeks and four weeks in two different, approved special education settings (one placement in an elementary special education setting and one placement in a middle/secondary special education setting) as approved by the Dean of Education or Director of Field Experiences. This culminating field experience enables students to practice and develop the pedagogical skills necessary to meet the Missouri performance standards for teacher certification. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom

teacher, and have the opportunity and responsibility to lead the class over an extended period of time. After being formally admitted to the Teacher Education program, certification candidates must apply to student teach. Application for Student Teaching must be made to the Education Office by the end of the second week of the Fall semester for Spring Student Teaching and by the end of the second week of the Spring semester for Fall Student Teaching. The final decision regarding placement will be left to the discretion of the Director of Field Experiences in order to insure the quality of student teaching experiences in diverse settings. Candidates are required to complete their student teaching experience in the grade level(s) and subject area(s) for which they are seeking recommendation for certification.

Note: Students must complete the equivalent of 16 weeks/12 credit hours of student teaching before being recommended for certification, one placement in an elementary school library setting and one placement in a middle/secondary school library setting. A Student Teaching Fee is charged for this course.

Term Offered: *Fall, Spring*

Prerequisites(s): 1. Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Some districts may also require a valid Missouri substitute certificate and/or current tuberculosis (TB) test results for placement. 2. EDUC 401 and EDCL 411/511 with a grade of B or better. 3. Both undergraduate and graduate students must be formally admitted into the Teacher Education Program, must have satisfactorily completed all education courses, and must be approved by the School of Teacher Education prior to student teaching.

Corequisite(s): EDUC 470 and EDTR 413/513

Required Assessments: Passing composite score of 28 or better on the Missouri Educator Evaluation System (MEES) summative evaluation for library media specialist candidates (completed during student teaching)

Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Students desiring to petition for credit for a portion of their student teaching experience must have a minimum of two years of classroom instructional experience in the grade level and/or subject area for which they are seeking certification in order to apply. The experience must be in a public or accredited private school and must be concurrent with enrollment in the Teacher Education Program. To determine eligibility, the student must first complete a CPL conference with the Teacher Certification and Compliance Liaison at least one semester prior to the anticipated student teaching semester. Students must be fully admitted to the Teacher Education Program and have passed the Folio exit interview before CPL credit may be awarded.

LIBR 503 - Foundations of Librarianship

Semester Hours: *Three*

An introductory study to the fundamentals of librarianship and its developing role in the American school system, today's society, and exploration of the technological systems developing for the future.

Term Offered: *Fall, Odd Years*

LIBR 513 - Selection and Acquisition

Semester Hours: *Three*

The selection of books and non-book materials for the library is covered in this course. The use of selection tools, together with a careful analysis of the entire acquisition process, is thoroughly studied.

Term Offered: *Spring, Even Years*

LIBR 523 - Library Media Administration

Semester Hours: *Three*

The organization and administration of the school media center as a learning center is an integral part of the educational process. Attention is given to budgeting, architecture, interior

design, equipment, personnel, community resources, and administrative roles.

Term Offered: *Spring, Even Years*

LIBR 533 - Cataloging and Classification

Semester Hours: *Three*

The principals and practice of cataloging and classification, together with consideration of the unit card, subject headings, and call numbers. Both book and non-book materials are covered.

Cataloging automated systems will be discussed.

Term Offered: *Summer, Even Years*

LIBR 543 - Reference Sources and Services

Semester Hours: *Three*

This course is designed to acquaint the prospective librarian and interested student with the many facets of reference work, including the evaluation and use of reference works. Ways of assisting the library user are included, with some basics in automated reference.

Term Offered: *Spring, Odd Years*

LIBR 553 - Curriculum and the Library Media Center

Semester Hours: *Three*

This course is a study of the utilization and integration of the Library Media Center in the curriculum of a school in order to meet the many needs of diverse learners. Attention is given to developing curriculum and instructional techniques and strategies unique to library media specialists. Emphasis is placed on the role of reading and literature, information processing, and academic achievement issues.

Term Offered: *Fall, Odd Years*

LIBR 563 - Library Services for Children and Youth

Semester Hours: *Three*

This course is a study of the history, philosophy, and description of programming for children from Pre-School through 12th grade. Special attention is given to planning, implementing, and evaluating summer reading services, reading incentive programs, outreach services, and related trends and issues in order to meet the many needs of diverse learners.

Term Offered: *Summer, Odd Years*

LIBR 573 - Research in Library and Information Science

Semester Hours: *Three*

This course provides an examination of research methodologies applicable to school library media centers and information technology, including the defining of research problems and their contexts. Special attention is given to action research.

Term Offered: *Fall, Even Years*

LIBR 583 - Information Technologies

Semester Hours: *Three*

This course is a survey of the role of information technologies as they apply to school libraries. Particular attention is given to automated circulation, catalog, and indexing systems.

Competencies are developed in the areas of managing a library automation project, the use of CD-ROM, local area networks, and the Internet.

Term Offered: *Spring, Odd Years*

MATH 453A/553A - Advanced Calculus I

Semester Hours: *Three*

This course is an advanced study of calculus topics including convergence of sequences and series, open, closed, and compact sets of real numbers, continuity, uniform continuity, and differentiability of functions, Riemann integrals, sequences and series of functions, and the Fundamental Theorem of Calculus.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

MATH 463/563 - Numerical Analysis

Semester Hours: *Three*

This course covers the study of numerical methods for the solution of nonlinear algebraic equations, systems of algebraic equations, and ordinary and partial differential equations as well as numerical approximation, extrapolation, differentiation, and quadrature.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Term Offered: *Fall*

MATH 523 - Abstract Algebra

Semester Hours: *Three*

This course is an advanced study of abstract algebra focusing on groups, rings, and fields, including such topics as permutation groups, factor groups and rings, the field of quotients of an integral domain, rings of polynomials, extension fields, unique factorization domains, and applications in areas such as number theory.

Term Offered: *Fall*

MATH 533 - Advanced Differential Equations

Semester Hours: *Three*

This course covers advanced topics in differential equations, including both ordinary and partial differential equations. Topics include series solutions to differential equations, integral transform methods, perturbation problems, first-order partial differential equations, and initial- and boundary-value problems for parabolic, hyperbolic, and elliptic second-order equations.

Term Offered: *Fall*

MATH 543M - Methods of Inquiry I

Semester Hours: *Three*

This course will consist of a survey of research methods: Qualitative, Quantitative, Mixed Methods, and Action Research. A variety of research designs will be explored for each method noted above. Students will receive an overview of different methods of data collection and analysis frequently used in research literature. A survey of basic statistical methods including descriptive statistics, z- and t-tests of means, and correlation will be included. General research terms and processes will be discussed and reviewed during the class, including tools to collect data, code data, and present the data. Excel will be used for this course when performing the statistical analysis of data. A study of Action Research for teachers, counselors, and administrators will be one component of the course. Students will select a research topic related to the field of Mathematics.

As a part of the course requirements, students are required to complete a research prospectus using one of the following methods: Qualitative, Quantitative, Mixed Methods, and Action Research. Students will also be expected to use a web-based presentation system to present their proposal presentation.

Note: This course cannot be taken as a directed study or credit for prior learning portfolio.

Term Offered: *Fall*

MATH 573 - Advanced Methods in Mathematics Education

Semester Hours: *Three*

This course approaches mathematics education methodology through historic, contemporary, and future perspectives. Students will examine the historic educational ideologies, systems, and experiences that influenced the development of their personal mathematics pedagogy. Personal pedagogies will then be analyzed considering the needs of present-day mathematics learners and institutional expectations. After formulating an understanding of their current position in

mathematics education, students will engage with educational research and teaching strategies to create tangible, proactive plans to achieve more effective mathematics education now and in the future.

MATH 583 - Advanced Educational Statistics

Semester Hours: *Three*

This course involves an examination of descriptive statistics and basic inferential statistical techniques. Hypothesis testing, confidence intervals, analysis of variance, correlation techniques and nonparametric statistical methods will be discussed. This course is designed to help educators learn how to perform statistical tests in SPSS, interpret, and then report the results using current APA format. At the conclusion, the students should be able to write up a result section to a quantitative study. The focus will be to help students select the correct statistical test, run assumptions test, reject, or fail to reject the nulls, and apply what they have learned in actual practice. Practicum experience focuses on data related to the secondary school system.

MATH 593 - Special Topics in Mathematics

Semester Hours: *Three*

This course is intended to provide an avenue for intensive study of current topics or problems in mathematics. The course will involve close collaboration between students and faculty, and topics and content will vary depending on the interests of students and faculty.

Term Offered: *Fall*

MCSE 503 - Building Environmentally Sound Security Solutions

Semester Hours: *Three*

Employment of proper design and effective use of the environment to reduce the incidence and fear of crime; improving the quality of life and enhancing profitability for the business.

MCSE 513 - Transportation Systems Security

Semester Hours: *Three*

Transportation Systems Security focuses on all risks in which an organization may be exposed. Air, sea and land transportation systems will be examined. A systematic approach to acquiring and analyzing the information necessary to support decision-makers in the protection of assets and the allocation of security resources is reviewed. The risk management process, asset identification, threat identification, threat assessments, vulnerability identification and assessment, risk management, and cost benefit analysis are also examined.

MCSE 523 - Health Care Systems Security

Semester Hours: *Three*

Health Care Systems Security focuses on all risks in which an organization may be exposed. Hospitals, clinics and private office health care systems will be examined. A systematic approach to acquiring and analyzing the information necessary to support decision-makers in the protection of assets and the allocation of security resources is reviewed. The risk management process, asset identification, threat identification, threat assessments, vulnerability identification and assessment, risk management, and cost benefit analysis are also examined.

MCSE 533 - Retail Systems Security

Semester Hours: *Three*

Retail Systems Security focuses on all risks in which an organization may be exposed. All retail markets will be examined. A systematic approach to acquiring and analyzing the information necessary to support decision-makers in the protection of assets and the allocation of security resources is reviewed. The risk management process, asset identification, threat identification, threat assessments, vulnerability identification and assessment, risk management, and cost benefit analysis are also examined.

MCSE 543 - Manufacturing Systems Security

Semester Hours: *Three*

Manufacturing Systems Security focuses on all risks in which an organization may be exposed. All manufacturing industries will be examined. A systematic approach to acquiring and analyzing the information necessary to support decision-makers in the protection of assets and the allocation of security resources is reviewed. The risk management process, asset identification, threat identification, threat assessments, vulnerability identification and assessment, risk management, and cost benefit analysis are also examined.

MCSE 553 - Emergencies, Disasters and Contingency Planning

Semester Hours: *Three*

Emergencies, Disasters and Contingency Planning examines the essential roles of corporate security managers and demonstrates the importance of their relationships with federal, state, and local government agencies as well as public and private community sectors. The emergency response plan, hazards, personnel training, and hazard and risk reduction strategies are covered. Contingency planning to protect vital facilities and critical operations is discussed via an implementation strategy, guidelines for minimizing development costs, and proven plan development methodology.

MCSL 503 - Ethical Corporate Security Leadership

Semester Hours: *Three*

Ethical Corporate Security Leadership is an intense examination of the ethical considerations facing corporate security practitioners. Ethical behavior and its counters, egoism, narcissism, and the abuse of authority, are explored in domestic and international corporate security settings and scenarios. Leadership and the ability to influence an organization toward ethical behavior is a primary emphasis of this course. The successful completion of this course is evidence of the students' skill-set to lead with integrity and demonstrate the critical ability to confront issues with an informed, ethical response.

MCSL 513 - Physical Security

Semester Hours: *Three*

Physical Security emphasizes real-world concepts, principles, and processes for building security and safety design, including assessing needs and working with security consultants. Security design concepts, security evaluation and planning, building hardening, security technology, and biochemical and radiological protection are covered. Conducting vulnerability assessments of physical protection systems is a central focus. This course reveals how to recognize security vulnerabilities and analyze risks. Students learn a systematic approach to acquiring and analyzing the information necessary to support decision-makers in the protection of assets and the allocation of security resources. This course will cover elements required for the Certified Protection Professional (CPP) credentials.

MCSL 523 - Information Systems Security

Semester Hours: *Three*

Information Systems Security examines how to successfully defend and protect today's valuable resources- information and information systems. It covers a systematic and practical approach for establishing, managing and operating a comprehensive information assurance program.

MCSL 533 - Financial Systems Security

Semester Hours: *Three*

Financial Systems Security examines how to successfully defend and protect financial resources. Risk will be identified and the factors that influence them; e.g., theft, money laundering, corruption, bribery, etc. Risk management frameworks will be analyzed. The student will understand the how to implement a fraud risk management program along with helping to

create a strong ethical corporate culture. This course will cover elements required for the Certified Fraud Examiners (CFE) credentials.

MCSL 543 - Security Law and Compliance

Semester Hours: *Three*

Security Law and Compliance looks at the laws governing the operation of a security organization within a corporate entity. Most significantly, this course examines the implications and penalties for non-compliance with regulatory agencies (especially financial). The student will understand due diligence measures undertaken to deter non-compliance. The compliance statutes examined are not limited to: Graham-Leach-Bliley Act, U.S. Sentencing Guidelines, U.S. Patriot Act, International Money Laundering Abatement and Anti-Terrorist Financing Act, 2001(Title III of USA Patriot Act, 2001), the Bank Secrecy Act, 1970, UN Convention Against Corruption, OECD Anti- Bribery Convention, U.S. Foreign Corrupt Practices Act, and Transparency International's Corruption Perceptions Index, etc.

MCSL 553 - Corporate Investigations

Semester Hours: *Three*

Corporate Investigations covers the essentials of private and public investigations with the comprehensive study of the investigative process, tools of investigations, and types of investigations. A thorough examination of fraud detection, employee theft, embezzlement, accounting improprieties, compliance investigations, internal controls and safeguards to prevent fraud, information access and control strategies, and legal issues in corporate investigations are also reviewed. Other covered areas include surveillance and undercover, violent crimes, property crimes, controlled substances and drug offenses, terrorist activities, computer crime, and private sector investigations. This course will cover elements associated with the Certified Professional Investigator (CPI) credentials.

MCSL 563 - Corporate Espionage, Counter Intelligence and Terrorism

Semester Hours: *Three*

Corporate Espionage, Counter Intelligence and Terrorism examines the surveillance and the theft of corporate ideas, product and strategy perpetrated by competitors and foreign governments on a company working both domestically and internationally. Then look at counter intelligence frameworks to keep corporate information and product from falling into competitive or destructive hands by gathering information and intelligence. An examination of terrorism as it applies to corporate assets will also be examined; e.g., theories, threats, motivations, and counter measures.

MCSL 573 - Executive Protection, Kidnapping and Ransom Planning and Response

Semester Hours: *Three*

Executive Protection, Kidnapping and Ransom Planning and Response will examine managing a corporate executive protection program. Consideration is given to the depth and breadth of the program's purpose and requirement. Key evaluations are given to proactive and reactive program in cases of kidnapping and ransom.

MCSL 583 - Security Leadership Capstone

Semester Hours: *Three*

This course is designed to allow graduate students to research, examine, and develop a major project. The project will demonstrate the student's ability to incorporate classroom academics with professional experiences to address in a real and practical way current issues and problems in the corporate security career fields. Students currently working in a corporate security career will enter into dialogue with their immediate Chief Executive Officer, Chief Security Officer, or designee, to assist in guiding their choice of project. Students not currently working in a criminal justice career will contact the Corporate Security Leadership professor for direction on their

project.

Note: This course cannot be taken as a directed study.

MGMT 513 - Leading Change in Organizations

Semester Hours: *Three*

This course focuses on the knowledge and skill necessary for leading, planning, and implementing organizational change. Students will examine how different methods of change can affect direction and outcome. The examination of internal and external change agents will be used to assist students in focusing on their own change in the areas of communication, leadership, and team development.

Note: This course cannot be taken as a directed study.

MGMT 523 - Managerial Decision Making

Semester Hours: *Three*

This course focuses on conveying the knowledge and skills required to practice effective management in the 21st century. Grounded in profiling management thought, students also explore new ideas, development, and trends that permeate current managerial practice. Through a variety of rigorous learning experiences, such as interactive classroom discussions, case analysis, and group projects, students discover, test, and enhance their analytical, interpersonal, leadership, and ultimately, their managerial skills.

Note: This course cannot be taken as a directed study.

MGMT 533 - Human Resource Management

Semester Hours: *Three*

This course will examine the role of all managers, as well as the role of the personnel department in administering human resources. The course will view human resource management as a dynamic process that has a significant impact on any business. Topics include, position analysis, performance, appraisal, staffing, selection, promotion, training, personnel development, employee values, and employee value change. The course will utilize discussion of case studies and lectures.

Note: This course cannot be taken as a directed study.

MGMT 543 - Integration Management

Semester Hours: *Three*

This course discusses the processes, methods, techniques and tools that organizations use to manage their projects. The course covers a systematic methodology for initiating, planning, executing, controlling, and closing projects. This course assumes that project management in the modern organization is a complex team-based activity, where various types of technologies (including project management software as well as software to support group collaboration) are an inherent part of the project management process. This course also acknowledges that project management involves both the use of resources from within the firm, as well as contracted from outside the organization. This course may require a lab fee.

Term Offered: *Fall*

Prerequisites(s): Professional experience in project management includes 12 months of unique, non-overlapping project management experience and 100 hours spent leading or directing a project.

MGMT 553 - Microsoft Project

Semester Hours: *Three*

This course is designed to prepare students to utilize the Microsoft Project tool to create and manage project plans and reports. Students will produce projects demonstrating their ability to effectively communicate and manage all aspects of projects.

Note: Books ACCESS Fee applies.

Term Offered: *Spring*

Prerequisites(s): MGMT 543 and professional experience in project management.

MGMT 563 - Project Management

Semester Hours: *Three*

This course is designed to prepare students to take the professional certification exam to be a project management professional (PMP) from the Project Management Institute. The course will cover topics including schedules, budgets, costs, quality, procurement, and risk and stakeholder management.

Note: Books ACCESS Fee applies.

Term Offered: *Spring*

Prerequisites(s): MGMT 543 and MGMT 553

MGPS 403/503 - Organizational Behavior and Leadership

Semester Hours: *Three*

This course explores the dynamics of individual, group, and firm behavior used to develop broader managerial skills. Theoretical models and concepts will be evaluated in the areas of values, attitudes, personality traits, decision-making, motivation, communication, and the development of effective relationships in a diverse work environment. Students will examine the need for individuals to identify, comprehend, and maximize various aspects of proactive leadership devices such as organizational development, influence techniques, and total quality management as a means of effective leadership. Experiential exercises and case studies may be utilized to develop a broader understanding of behavior and leadership in the workplace.

Note: Students taking this course for graduate credit must complete all graduate course requirements. This course cannot be taken as a directed study.

Prerequisites(s): Undergraduate prerequisite: MGMT 303 passed with a grade of C or better.

This course may not be taken as a Directed Study.

MRKT 413/513 - Digital and Social Media Marketing

Semester Hours: *Three*

This course provides students with an overview of Social Media Marketing (SMM) by utilizing projects that include social media marketing tools, data, and consumer journey mapping to create engaging digital customer experiences and compelling integrated marketing strategies. A heavy emphasis is directed towards strategic planning, tactical execution, and measurement of social media marketing using SMM dashboards and data analytics. Students will learn by doing and focusing on social media content writing and publishing, ad management and measurement tools, a social media audit, an editorial calendar, a social media strategy and tactical plan, and crisis management. Upon completion, students will be able to use social media marketing technologies to create a basic integrated digital ad campaign and to improve SMM efforts for businesses.

Note: Students taking this course for graduate credit must complete all graduate course requirements. MBA students taking this course are excused from the prerequisites.

Term Offered: *Spring*

MRKT 503 - Current Issues in Marketing

Semester Hours: *Three*

This course analyzes the formation of marketing policies and strategies as it examines product planning and development, selection, and development of marketing channels, marketing research, and cost allocation. Managerial aspects of marketing and the relationship of marketing to the total organizational operation are discussed. Skills developed: Problem solving, presentation, and team building. Practical application: Heavy use of case analysis for organizations.

Note: This course cannot be taken as a directed study.

MRKT 523 - Marketing Analytics

Semester Hours: *Three*

This course provides (1) applied perspectives and practices of digital analytics in the era of big data and artificial intelligence (AI). Understanding the factors affecting and predicting consumer demand (psychographics, geographics, demographics, and behaviors), through big data and marketing analytics are fundamental inputs in making marketing decisions. Data informed decision making is a key to creating and maintaining a competitive advantage in today's integrated data-driven marketplace. Students will learn to identify which metrics are best to measure web, mobile, social and marketing channels, and how organizations use analytics in product planning, increase sales revenue, obtain higher profits, improve customer relationships, and add measurable value. Students will learn how to apply digital marketing analytic methods, dashboards, and analytic platforms to extract useful marketing insights.

Term Offered: *Fall*

MRKT 563 - Innovations in Advertising and Marketing Leadership

Semester Hours: *Three*

This course provides students with an exploration of innovations in modern advertising and marketing leadership. Innovation and change leadership transcend managing current processes and demands the ability to make decisions in a complex and dynamic business world. Modern advertising and marketing leadership requires creative thinking, innovative processes, and organizational structures and infrastructures to promote creativity, innovation, and change. The focus is on the concept of innovation in business, including the introduction of new market offerings and the use of new technologies, strategies, and tactics for achieving marketing objectives. An integrative approach combines discussions on innovation theory and methodologies with industry analysis and practical applications. Assignments include applying innovation by design, creative problem-solving, and other methodologies in the design and the marketing of new products, analysis, and application of modern marketing innovation strategies, and exploring real world examples from creative, innovative, and sustainability-oriented organizations.

Term Offered: *Spring*

MUCL 511/521/531 - Choral Society

Semester Hours: *One*

Choral Society is a vocal ensemble open to students and community members. The ensemble stresses vocal development and ensemble singing skills with repertoire focusing on major works for chorus and orchestra. Choral Society normally performs with the MBU Chorale and has a required performance each semester.

Term Offered: *Fall, Spring*

MUWA 403/503 - Foundations of Worship

Semester Hours: *Three*

This course helps students to develop a biblical theology of worship through a survey of the doctrine, practice, and musical materials of worship found in the Old and New Testaments. The course focuses on the biblical principles of worship and the manner in which the people of God have expressed themselves spiritually, physically, and artistically in worship throughout time. Emphasis will be placed on studying biblical teaching on worship in its various parts and then synthesizing that information into a meaningful whole.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Term Offered: *Fall, Odd Years*

MUWA 413/513 - Congregational Song

Semester Hours: *Three*

A study of the structure and content of congregational singing from Biblical times to present.

This course will examine the musical development of congregational worship and particularly song, focusing on biblical, theological, literary, and musical dimensions and guiding the student to make wise and practical decisions for congregational singing today. Students will also be introduced to song writing for the church.

Term Offered: *Fall, Even Years*

MUWA 423/523 - Worship Technology

Semester Hours: *Three*

The purpose of this course is to prepare Worship Leaders and technicians to implement current computer technology in corporate worship. This course may include, but not be limited to, presentational software like ProPresenter and SongSelect as well as musical technology like Ableton and MainStage, and management programs such as Planning Center. Attention will also be given to copyright and reporting through Christian Copyright Licensing International (CCLI) and tracking emerging trends of creative uses of technology for church services and special events.

Term Offered: *Spring, Odd Years*

MUWA 483/583 - Worship Leadership

Semester Hours: *Three*

A study of Biblical principles of leadership as it pertains to the music ministry inside and outside of the local church. This course will cover philosophical and practical leadership and music skills needed to lead others in corporate musical worship that honors God and others and how to administer a comprehensive music ministry that is pastoral in nature.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Term Offered: *Spring, Even Years*

NPMH 513 - Psychopathology

Semester Hours: *Three*

This course focuses on equipping psychiatric-mental health nurse practitioner students with the necessary expertise to conduct thorough and proficient mental health assessments. Students will apply their understanding of psychopathology and diagnostic thinking to enhance health promotion and perform psychiatric evaluations. Additionally, the course will aid students in forming varied diagnoses for individuals across the lifespan who are dealing with psychiatric and substance use issues.

NPMH 523 - Psychopharmacology & Mental Health Assessment

Semester Hours: *Three*

This course presents advanced concepts in neuroscience, pharmacokinetics, and pharmacodynamics and the clinical management of targeted psychiatric symptoms related to the psychopharmacologic treatment of various psychiatric disorders across the lifespan. Distinctions between experimental and clinical psychopharmacology will be addressed. Collaborative clinical services, such as group counseling, therapeutic communities, and medication support, are explored. The foundational information in psychopharmacology guides students in planning individualized mental health drug management for individuals across the lifespan based on setting, context, and professional ethics.

NPMH 533 - Individual, Family, & Group Psychotherapy

Semester Hours: *Three*

This course advances the student's competence in recognizing and applying concepts, theories, and principles to individuals, groups, and families with complex mental health challenges. Students develop expertise by employing interventions based on evidence-based practices, efficiently managing caseloads, and discerningly analyzing process dynamics within individuals, families, and groups, ensuring consistent identification of patterns in oneself and others.

Through exposure to various roles and models, students will delve into the comprehensive scope of practice for psychiatric mental health nurse practitioners. The course continues to enhance diagnostic capabilities, pharmacological and nonpharmacological management skills, as well as clinical reasoning.

NPMH 543 - PMHNP Practicum I

Semester Hours: *Three*

This clinical course provides a synthesis experience during which students implement the role of the psychiatric-mental health nurse practitioner. The focus is on assessment and intervention with persons with mental illness and persons/populations at risk for mental illness and primary prevention in mental health. Interprofessional collaboration with other healthcare providers is emphasized. Students complete 250 practicum hours during this course.

NPMH 553 - Diagnosis & Treatment of Mental Health Disorders Across the Lifespan I

Semester Hours: *Three*

In this course, students are presented with theoretical concepts and clinical practice protocols essential for assessing, diagnosing, and intervening in maladaptive coping behaviors and psychiatric disorders exhibited by individuals across the lifespan. The DSM-5 (Diagnostic and Statistical Manual of Mental Disorders) will serve as the foundation for diagnostic terminology spanning the entire lifespan. Emphasis will be placed on the assessment, accurate diagnosis, and evidence-based nonpharmacological and pharmacological treatment of mental disorders in individuals, families, and groups.

NPMH 563 - PMHNP Practicum II

Semester Hours: *Three*

This clinical course provides a synthesis experience during which students implement the role of the psychiatric-mental health nurse practitioner. The focus is on assessment and intervention with persons with mental illness and persons/populations at risk for mental illness and primary prevention in mental health. Interprofessional collaboration with other healthcare providers is emphasized. Students will complete 250 practicum hours during this course.

NPMH 573 - Diagnosis & Treatment of Mental Health Disorders Across the Lifespan II

Semester Hours: *Three*

This didactic course builds on the first diagnostic reasoning course by expanding the student's ability to identify and apply theoretical content and clinical practice guidelines for assessing, diagnosing, and intervening in the dysfunctional coping patterns and psychiatric disorders of individuals and groups across the lifespan. The DSM-5 (Diagnostic Statistical Manual of Mental Disorders) will be used for diagnostic nomenclature across the lifespan. Emphasis will be placed on refining skills in the assessment, diagnosis, and evidence-based non-pharmacological and pharmacological treatment of mental disorders in individuals, families, and groups.

NPMH 583 - PMHNP Practicum III

Semester Hours: *Three*

Within this clinical course, students engage in a comprehensive synthesis, embodying the role of the psychiatric-mental health nurse practitioner. The emphasis lies in conducting assessments and interventions for individuals with mental health concerns, as well as those who are either susceptible to such conditions or belong to populations at risk. Moreover, a significant component involves the practice of primary prevention within the realm of mental health. The course underscores the importance of interprofessional collaboration, fostering teamwork and coordination with various healthcare providers. Students complete 250 practicum hours during this course.

NRSG 543 - Advanced Evidence-Based Practice Methods

Semester Hours: *Three*

This course prepares the master's prepared nurse to examine policies and seek evidence by identifying gaps in the literature. Learners will be able to assess needs for practice change, critically appraise existing evidence, and develop a plan for implementation and evaluation of the evidence-based practice interventions. Ethical and legal issues in conducting research will be analyzed.

NRSG 553 - Application of Informatics and Health Technologies in Quality Improvement and Safety

Semester Hours: *Three*

This course will examine the continuous quality improvement cycle and information technology as they relate to the provision of safe, quality, evidence-based care. Elements of high-reliability organizations will be discussed. The learner will develop competencies related to the management of information science and technology as a communication and information management tool to direct care and support clinical decision-making.

NUED 513 - Introduction to Nursing Education and the Educator Role

Semester Hours: *Three*

This course provides an introduction to nursing education and the educator role in both the academic and healthcare settings. Major topics include the history of nursing education, the NLN Core Competencies for Nurse Educators, scholarship, shared governance, legal & ethical issues, enrollment management, and issues in student affairs.

NUED 523 - Evidence-Based Teaching Strategies in Nursing Education

Semester Hours: *Three*

This course explores a variety of teaching methods to engage the adult learner and facilitate learning. An emphasis is placed on evidence-based dynamic and active teaching/learning strategies. The application of technology in learning will be investigated. Learners will develop, implement, and evaluate a teaching plan for a defined target audience as a course requirement.

NUED 533 - Curriculum Development in Nursing Education

Semester Hours: *Three*

This course focuses on the principles of culturally competent curriculum design, development, and evaluation in various educational environments. Traditional and innovative curriculum designs will be explored. The influence of nursing and health care trends, accrediting agencies, and community and societal needs will be discussed. Learners will design a sample curriculum with outcome criteria as a course requirement.

NUED 543 - Assessment and Evaluation in Nursing Education

Semester Hours: *Three*

This course concentrates on the role of the nurse educator in advanced assessment and evaluation of learner performance and nursing curricula in the academic, laboratory, simulation, and clinical practice setting. Various methods of assessment including formative and summative assessments of learner performance and systematic plans of curriculum evaluation will be explored.

NUED 553 - Simulation in Nursing Education

Semester Hours: *Three*

This course will enable learners to develop an understanding of the essential principles of nursing simulation education, including its history, different modalities for simulation-based learning, and how to integrate simulation into a curriculum. Learners will discuss best practices for simulation-based experiences, analyzing the challenges and solutions related to its

implementation. Learners will also explore the implications of evidence gathered in the National Council of State Boards of Nursing (NCSBN) study.

NUED 575 - Nurse Educator Practicum

Semester Hours: *Five*

This course focuses on the application of concepts and skills for the nurse educator in either the academic or hospital setting. In collaboration with a mentor, the learner will integrate evidence-based teaching, curriculum development, and assessment/evaluation strategies in an academic or hospital environment. The learner will implement an evidence-based teaching project relevant to nursing education. The practicum requires 140 clinical hours.

NUEL 513 - Leadership & Management of Healthcare Organizations

Semester Hours: *Three*

This course provides an introduction to leadership and management in healthcare organizations. After an introduction to the AONE Key Competencies and leadership theory, the course will focus on leading in a complex health care system, organizational structure, healthcare law and ethics, risk management, and conflict resolution.

NUEL 523 - Strategic Planning

Semester Hours: *Three*

This course applies organizational and strategic planning theories to the management of human and financial resources in a diverse and complex healthcare delivery system. Learners will explore the role of the nurse executive, change theory, decision-making, strategy formulation, ethical and legal standards, and the implementation, analysis, and evaluation of a strategic plan.

NUEL 533 - Financial Administration of Nursing Systems

Semester Hours: *Three*

This course applies budgeting and financial decision-making principles within the context of departmental or organizational strategic planning and management. Learners will explore the impact of health policy on finance and a variety of budgeting approaches, decision-making principles, and funding sources in healthcare.

NUEL 543 - Human Resource Management

Semester Hours: *Three*

This course explores the application of human resource theories and best practices to the role of the nurse executive. Emphasis will be placed on the ethical, legal, social, cultural, political and regulatory factors involved in human resource management in the healthcare setting. Learners will focus on shaping and influencing policy to improve client outcomes and employee satisfaction through the development of personnel policies, employee motivation, and evaluation strategies.

NUEL 575 - Executive Leadership Practicum

Semester Hours: *Five*

This course focuses on the application of leadership and management theories and concepts in the role of the nurse executive. In collaboration with a mentor, the learner will apply and analyze evidence-based leadership and management strategies in the selected organizational environment. The learner will implement a change or process improvement project relevant to professional nursing. The practicum requires 140 clinical hours.

NUNP 513 - Advanced Pathophysiology

Semester Hours: *Three*

This course focuses on the in-depth analysis of pathophysiological changes, risk factors, and clinical manifestations of commonly occurring health problems across the lifespan. The learner will incorporate clinical reasoning skills to distinguish alterations across multiple physiological systems to formulate diagnoses and health care goals.

NUNP 514 - Advanced Assessment w/Lab

Semester Hours: *Four*

This course focuses on the development of advanced practice nursing skills in health assessment to comprehensively assess clients across the life span using a diagnostic reasoning process. Current evidence-based findings on prevention and early detection of risk factors and disease are emphasized. Critical thinking, diagnostic reasoning, cultural diversity, and communication skills are advanced. This course incorporates 40 hours of virtual simulation experiences.

Prerequisites(s): NUNP 513

NUNP 523 - Integrated Clinical Competencies for Family Nurse Practitioners

Semester Hours: *Three*

This course equips the master's prepared nurse with the essential skills and knowledge necessary for excellence in advanced practice settings. The focus will be on four main areas: differential diagnosis, medical coding, radiology interpretation, and creation of SOAP (Subjective, Objective, Assessment, Plan) notes. Utilizing a combination of learning modalities, case studies, and practical applications, the student will learn to create differential diagnoses, code patient care visits, interpret radiological findings, and create individualized SOAP notes across the lifespan.

NUNP 533 - Advanced Pharmacology

Semester Hours: *Three*

This course focuses on the pharmacological foundation for safely prescribing medical regimens to manage common acute and/or chronic health problems across the lifespan. Illness prevention and non-pharmacological treatments will be discussed. The effects of culture, ethnicity, and funding on pharmacologic therapy will be addressed. Legal aspects of prescribing will be emphasized.

Prerequisites(s): NUNP 514

NUNP 543 - Primary Care of Adults & Geriatrics I

Semester Hours: *Three*

This course focuses on the holistic management of the adult and geriatric client. The learner will incorporate the principles of health promotion, disease prevention, and primary and rehabilitative concepts. Emphasis is placed on the assessment, diagnosis, management, and evaluation of the adult and geriatric client with selected acute episodic and chronic conditions. The learner will demonstrate the ability to analyze, integrate, and synthesize pathophysiologic concepts for collaborative and evidence-based management of adult and geriatric health problems. Strategies to eliminate health disparities will be explored.

Prerequisites(s): NUNP 533

Corequisite(s): NUNP 553

NUNP 553 - FNP Practicum I

Semester Hours: *Three*

This course focuses on the holistic management of the adult client through the lifespan in a supervised clinical practicum. The learner will incorporate the principles of health promotion, disease prevention, and primary and rehabilitative concepts. Emphasis is placed on the assessment, diagnosis, management, and evaluation of the adult client with selected acute episodic and chronic conditions. The learner will apply independent decision-making in an interprofessional environment. The practicum requires 250 clinical hours.

Prerequisites(s): NUNP 533

Corequisite(s): NUNP 543

NUNP 563 - Primary Care of Adult & Geriatrics II

Semester Hours: *Three*

This course focuses on the holistic management of the adult and geriatric client. The learner will

incorporate the principles of health promotion, disease prevention, and primary and rehabilitative concepts. Emphasis is placed on the assessment, diagnosis, management, and evaluation of the adult and geriatric client with selected acute episodic and chronic conditions. The learner will demonstrate his/her ability to analyze, integrate, and synthesize pathophysiologic concepts for collaborative and evidence-based management of adult and geriatric health problems. Strategies to eliminate health disparities will be explored.

Prerequisites(s): NUNP 543, NUNP 553

Corequisite(s): NUNP 573

NUNP 573 - FNP Practicum II

Semester Hours: *Three*

This course focuses on the holistic management of the geriatric client in a supervised clinical practicum. The learner will incorporate the principles of health promotion, disease prevention, and primary and rehabilitative concepts. Emphasis is placed on the assessment, diagnosis, management, and evaluation of the geriatric client with selected acute episodic and chronic conditions. The learner will apply independent decision-making in an interprofessional environment. The practicum requires 250 clinical hours.

Prerequisites(s): NUNP 543, NUNP 553

Corequisite(s): NUNP 563

NUNP 583 - Primary Care of Pediatrics and Women's Health

Semester Hours: *Three*

This course focuses on the holistic management of the childbearing woman, pediatric client, and families. The learner will incorporate the principles of health promotion, disease prevention, and primary and rehabilitative concepts. Emphasis is placed on the assessment, diagnosis, management, and evaluation of the childbearing women, pediatric client, and families with selected acute episodic and chronic conditions. Stages of development will be addressed from biophysical, cognitive, emotional, and sociocultural perspectives. The impact of the family on the health of the child/adolescent will be reviewed. The learner will demonstrate the ability to analyze, integrate, and synthesize pathophysiologic concepts for collaborative and evidence-based management of pediatric and women's health problems. Strategies to eliminate health disparities will be explored.

Prerequisites(s): NUNP 563, NUNP 573

Corequisite(s): NUNP 593

NUNP 593 - FNP Practicum III

Semester Hours: *Three*

This course focuses on the holistic management of the childbearing woman, pediatric client, and families in a supervised clinical practicum. The learner will incorporate the principles of health promotion, disease prevention, and primary and rehabilitative concepts. Emphasis is placed on the assessment, diagnosis, management, and evaluation of the childbearing women, pediatric client, and families with selected acute episodic and chronic conditions. The learner will apply independent decision-making in an interprofessional environment. The practicum requires 250 clinical hours.

Prerequisites(s): NUNP 563, NUNP 573

Corequisite(s): NUNP 583

PHED 413/513 - Sport Facility Management

Semester Hours: *Three*

This course focuses on various aspects of facility management, such as mission development, funding and budget, site selection/ planning/design, floor surfaces, risk management, equipment purchase and maintenance, and personnel management.

Note: Students taking this course for graduate credit must complete all graduate course requirements. Satisfies three of the twelve hours for the Certificate in Sport Management.

Prerequisites(s): Undergraduate prerequisites: SMGT 113, SMGT 263, SMGT 323, SMGT 373, SMGT 423/523, SMGT 433/533, and SMGT 463/563 for Sport Management majors; SMGT 333 and SMGT 433/533 for Physical Education majors; SMGT 223 and 323 for Religious Education/Sports Evangelism majors.

PLTH 5501 - History and Theories of Play Therapy

Semester Hours: *One*

This one credit course is designed as an introduction to the history of play therapy and the seminal theories of play therapy. Course content will focus on the foundations of play therapy, the core play therapy theories, and more recently developed theories that have contributed to the development of play therapy. During this course, students will identify and begin to develop their personal play therapy theory. This course is in compliance with the Association for Play Therapy training standards. Students will receive 22.5 hours towards their 150 hours of training required for Registered Play Therapist credentials.

Term Offered: *Summer*

PLTH 5511 - Introduction to Play Therapy Skills and Methods

Semester Hours: *One*

This one credit course focuses on developing foundational skills in play therapy techniques and their practical uses in the playroom. Students will receive instruction on the application of these techniques in the playroom, view live sessions demonstrating play therapy skills and methods, and have direct client contact in the playroom to practice skills learned. Particular attention will be given to the integration of skills learned with hands on experience in the playroom while under the instruction of an RPT-S. This course is in compliance with the Association for Play Therapy training standards. Students will receive 22.5 hours towards their 150 hours of training required for Registered Play Therapist credentials.

Term Offered: *Spring*

PLTH 5521 - Sandtray Therapy

Semester Hours: *One*

This one credit course provides students with an in depth understanding of the history, theories, methods, and application of sandtray techniques in therapeutic setting with clients of all ages, but with particular focus on its uses for children 12 and under. Students will be immersed in the world of symbolic representation through the use of sandtray and miniatures in order to bring about therapeutic healing with clients. Students will experience sandtray therapy first hand and learn a variety of directive and non-directive approaches. This course is in compliance with the Association for Play Therapy training standards. Students will receive 22.5 hours towards their 150 hours of training required for Registered Play Therapist credentials.

Term Offered: *Fall*

PLTH 5531 - Group and Family Play Therapy

Semester Hours: *One*

This special topics course focuses on the multifaceted aspects of using play therapy techniques in a therapeutic group and family setting. Particular attention will be given to group and family play therapy theories and techniques to better prepare students to work with multiple clients in a single therapeutic session. Students will receive instruction in both directive and non-directive approaches for group and family play therapy. This course is in compliance with the Association for Play Therapy training standards. Students will receive 22.5 hours towards their 150 hours of training required for Registered Play Therapist credentials.

Term Offered: *Fall*

Prerequisites(s): PLTH 5501, PLTH 5511, and PLTH 5521

PLTH 5541 - Trauma Focused Play Therapy

Semester Hours: *One*

The purpose of this special topics course is to provide students with an introduction to trauma focused play therapy and its application in the playroom when working with children that have experienced trauma. Students will develop an understanding of the neuroscience behind trauma, the impacts of trauma on child development, the play behaviors of traumatized children in the playroom, and application of theories and techniques of trauma focused play therapy. This course is in compliance with the Association for Play Therapy training standards. Students will receive 22.5 hours towards their 150 hours of training required for Registered Play Therapist credentials.

Term Offered: *Spring*

Prerequisites(s): PLTH 5501, PLTH 5511, and PLTH 5521

PLTH 5551 - Blended and Divorced Family Play Therapy

Semester Hours: *One*

This special topics course focuses on developing additional play therapy skills for specifically working with blended and divorced families. Students will further develop their family play therapy skills learned from the group and family play therapy course. Students will receive instruction in directive approaches that address common areas of concern for this population. This course is in compliance with the Association for Play Therapy training standards. Students will receive 22.5 hours towards their 150 hours of training required for Registered Play Therapist credentials.

Term Offered: *Fall*

Prerequisites(s): PLTH 5501, PLTH 5511, and PLTH 5521

PLTH 5561 - Attachment Play Therapy

Semester Hours: *One*

This special topics course provides an introduction to attachment work in the playroom. Students will learn of the significant impact of insecure attachments on childhood development both emotionally and relationally. Students will develop an understanding of the key principles of attachment theory and learn commonly used methods and techniques within the playroom to develop secure attachments between children and their caregivers. This course is in compliance with the Association for Play Therapy training standards. Students will receive 22.5 hours towards their 150 hours of training required for Registered Play Therapist credentials.

Term Offered: *Summer*

Prerequisites(s): PLTH 5501, PLTH 5511, and PLTH 5521

PSCM 433/533 - Psychology of Moral and Spiritual Development

Semester Hours: *Three*

This course is a study of the major theories of moral development from Piaget to Fowler and how those theories relate to a theological and ethical understanding of spiritual growth and development.

Note: This course cannot be taken as a directed study, credit for prior learning portfolio, or as a web-based course. Students taking this course for graduate credit must complete all graduate course requirements.

Prerequisites(s): Undergraduate prerequisite: PSYC 133

PSYC 553 - Advanced Human Development

Semester Hours: *Three*

This advanced course in human development will include an overview of the human life span from conception through death and theories of personality. Emphasis will be placed on normal development during childhood and adolescence. Issues involving physical changes, cognitive capabilities, psychological factors, and the social context of development will be discussed.

Note: This course cannot be taken as a directed study or credit for prior learning portfolio.

PSYC 563 - Psychology of Normal and Abnormal Personality

Semester Hours: *Three*

This graduate level course is an in-depth study of current theories, research, and issues in personality as defined in the DSM-IV. Emphasis will be on personality structure and individual differences, personality processes and dynamics, development, psychopathology, and change, and major mental disorders including anxiety disorders, dissociative disorder, disorders of mood, and psychosomatic disorders. Other topics will include: major psychodynamic, trait, phenomenological, cognitive and social learning approaches, and therapeutic alternatives.

Note: This course cannot be taken as a directed study, credit for prior learning portfolio, or as a web-based course.

Prerequisites(s): PSYC 553 or consent of instructor.

RNMS 403/503 - Theoretical Foundations of Nursing

Semester Hours: *Three*

This course provides the learner with an analysis of theoretical concepts from nursing and related sciences to serve as a foundation for the master's prepared nurse. Learners will analyze, compare, and evaluate selected theories for use in nursing education or clinical practice. The role of the master's prepared nurse will be explored.

RNMS 413/513 - Organizational and Systems Leadership

Semester Hours: *Three*

This course examines the role of the master's prepared nurse in applying leadership principles in organizations and systems. The role of the master's prepared nurse as a change agent will be explored. Leadership theories will be reviewed, along with communication strategies for negotiation, conflict resolution, and collaboration. Learners will examine the economic, ethical, legal and political factors that influence healthcare delivery systems.

RNMS 423/523 - Improving Population Health through Policy and Advocacy

Semester Hours: *Three*

This course provides an overview of healthcare reform and its impact on healthcare delivery, population health, and nursing practice. Learners will examine the effects of legal and regulatory processes on nursing practice, healthcare delivery, and population health outcomes. The health policy change process will be explored at the local, state, national, and global level.

RNMS 433/533 - Interprofessional Collaboration and Communication

Semester Hours: *Three*

This course emphasizes advanced communication skills and collaboration strategies of the master's prepared nurse as a member and leader of interprofessional teams at the interpersonal, population, and systems levels. A variety of communication modes including contemporary methods for communication and collaboration will be explored, practiced, and evaluated.

SCED 0000 - Tevera Membership

Semester Hours: *Zero*

There is a fee associated with this course.

SCED 5113 - Ethical, Legal, and Professional Issues in Counseling

Semester Hours: *Three*

This course examines ethical and legal issues in school counseling, counselor identity, multicultural competence, advocacy, and counseling vulnerable populations, and the necessity of this information to the standard of practice in counseling and the standard of practice in school counseling and the mental health field overall. Particular attention will be given to confidentiality, privileged communication, and ethical decision-making models. This course cannot be taken as a directed study or credit for prior learning portfolio.

Term Offered: *Fall, Spring*

SCED 5123 - Foundations of School Counseling

Semester Hours: *Three*

This course considers the philosophy, organization, and practices of school guidance and counseling programs on the elementary and secondary level. Essential services of counseling, coordinating, consulting, and appraising are studied. The importance of developing a comprehensive program of counseling K-12 students will be reviewed. This course requires 17 hours of field experience for the pre-service counselor. This course cannot be taken as a directed study or credit for prior learning portfolio.

Term Offered: *Fall, Spring*

Corequisite(s): GRED 500CE

SCED 5133 - Counseling Theories

Semester Hours: *Three*

This course focuses on the philosophical foundations of counseling theory. The constructs of major contemporary counseling approaches will be discussed and compared. The practical implications of counseling theories will be analyzed along with how each theory can be applied when working with diverse student populations. During this course, students will begin the development and conceptualization of a personal counseling theory. This course cannot be taken as a directed study or credit for prior learning portfolio.

Term Offered: *Fall, Spring*

Prerequisites(s): SCED 5113 and SCED 5123

SCED 5143 - Multicultural Counseling

Semester Hours: *Three*

The purpose of this course is to help students develop multicultural competency in school counseling by exploring how culture affects their self-awareness, stakeholders' worldviews, counseling relationships, and counseling and advocacy interventions. The course will emphasize knowledge and research in the area of multicultural counseling, the development of skills in assessment and treatment of individuals and families from culturally diverse populations, and the expansion of awareness and sensitivity allowing the counselor to recognize lifestyles, behaviors, communication modes, and manifestations of psychological disorders that may be different from their own culture or ethnic background. This course cannot be taken as a directed study or credit for prior learning portfolio.

Term Offered: *Summer*

SCED 5153 - Advanced Human Development

Semester Hours: *Three*

This course provides an overview of the human lifespan from conception through death, including prominent theories of human development. Emphasis will be placed on normal development during childhood, adolescence, and adulthood. Issues involving physical changes, cognitive capabilities, psychological factors, and the social context of development will be studied and discussed. This course cannot be taken as a directed study or credit for prior learning portfolio.

Term Offered: *Summer*

SCED 5163 - Counseling Skills and Techniques

Semester Hours: *Three*

This course provides new counselor education students with an introduction to basic counseling techniques and skills. Topics addressed during this course include attending behavior, core conditions of counseling, counseling microskills, and other necessary skills needed in conducting a counseling session. This course cannot be taken as a directed study or credit for prior learning portfolio.

Term Offered: *Fall, Spring*

Prerequisites(s): SCED 5113 and SCED 5123

SCED 5213 - School Counseling Program Implementation and Leadership

Semester Hours: *Three*

This course covers planning, development, implementation, and evaluation of comprehensive school counseling programs that promote equity and access for all K-12 students. The Missouri Comprehensive School Counseling Program Model and the American School Counselor Association National Model will be studied in depth. Leadership and advocacy for the program will be stressed. This course cannot be taken as a directed study or credit for prior learning portfolio.

Term Offered: *Fall, Spring*

Prerequisites(s): SCED 5113 and SCED 5123

SCED 5223 - Assessment and Testing

Semester Hours: *Three*

This course is designed to provide students with the knowledge and skills necessary to select, administer, and interpret formal and informal psychological assessments. This course examines the history of assessment, basic test statistics, psychometric properties of assessments (reliability and validity), procedures for interpreting norm-referenced and criterion referenced tests, common assessment procedures used in school settings, and ethical, legal, and cultural issues related to educational and psychological assessment. This course cannot be taken as a directed study or credit for prior learning portfolio.

Term Offered: *Summer*

Prerequisites(s): SCED 5113, SCED 5123, SCED 5133, and SCED 5163.

SCED 5253 - School Counseling Practicum

Semester Hours: *Three*

The counseling practicum is an experiential course designed to strengthen students' skills and understanding of professional school counseling through supervised practice. In this course, students will complete 100 hours of supervised school counseling divided into two sections: 40 hours of direct student services and 60 hours of indirect student services. In addition, students will attend weekly synchronous livestream class sessions during which they will learn to conceptualize school counseling cases and assessments and consult with peers and instructors. There is a course specific fee charged for this course. This course cannot be taken as a directed study or credit for prior learning portfolio.

Term Offered: *Fall, Spring*

Prerequisites(s): SCED 5113, SCED 5123, SCED 5133, SCED 5153, SCED 5163, and SCED 5213.

SCED 5263 - Research and Program Evaluation in Counseling Settings

Semester Hours: *Three*

This course is designed to provide students with the knowledge and skills necessary to interpret and synthesize empirical research and apply research methods to evaluate the effectiveness of counseling programs and techniques. This course introduces research problems and questions, research methods and designs, sampling procedures, reliability and validity measures, threats to internal and external validity, simple statistics, and statistical tests commonly used to address counseling research problems and evaluate counseling program effectiveness. Additionally, this course will cover topics such as conducting needs assessments, development of counseling outcome measures, using research to inform evidence-based practices in counseling, and the ethical, legal, and cultural considerations regarding counseling research and program evaluation. This course cannot be taken as a directed study or credit for prior learning portfolio.

Term Offered: *Fall, Spring*

Prerequisites(s): SCED 5113, SCED 5133, SCED 5163, and SCED 5213.

SCED 5283 - Group Counseling

Semester Hours: *Three*

This course will introduce basic group counseling theories and processes. Students will learn

how to observe, lead, participate in, and critique the group process. Information will be presented on topics such as the types of groups, theories, group development, leadership, and ethics of groups. This course cannot be taken as a directed study or credit for prior learning portfolio.

Term Offered: *Fall, Spring*

Prerequisites(s): SCED 5113

Corequisite(s): SCED 5133 and SCED 5163

SCED 5303 - Career Counseling

Semester Hours: *Three*

The purpose of this course is to provide students with an overview of the field of career counseling, including its historical development and current theories. In addition, students will learn how to apply methods of career counseling to their work with individuals in school settings. Counseling students will explore and learn to and advocate for post-secondary options for students and will learn techniques for counseling and presenting postsecondary and career options to students. This course cannot be taken as a directed study or credit for prior learning portfolio.

Term Offered: *Summer*

SCED 5313 - Child and Adolescent Counseling

Semester Hours: *Three*

This course presents theories, techniques, and strategies for effectively counseling children and adolescents in school settings. The course covers legal and ethical concerns, sociocultural considerations, typical, atypical, and asynchronous cognitive, social, and emotional development, learning, and functioning in children and adolescents. The course will also cover strategies for supporting children and adolescents impacted by mental health concerns. Topics covered include an exploration of the counseling process as it relates to the use of psychotherapy theories and interventions including modern (e.g., person-centered therapy; behavioral therapies) and postmodern therapies (e.g., solution-focused brief therapy; narrative therapy) and play therapy with children and adolescents. Students will practice counseling techniques, design interventions, create informational materials covering mental health issues affecting youth, assess case conceptualizations and develop evidence-informed treatment/action and crisis response plans specifically intended for children and adolescents. This course cannot be taken as a directed study or credit for prior learning portfolio.

Note: SCED 5313 may be counted toward one credit hour of instruction in the Play Therapy Program, in place of PLTH 5501- History and Theories of Play Therapy. The play therapy hours of instruction accrued within this course will focus on the history and foundations of play therapy theory and practice, historically significant seminal theories, and more recent theories that have contributed to the development of play therapy. Students will identify and begin to develop their personal play therapy theory. The hours of play therapy instruction accrued in this course meets the prerequisite requirements of PLTH 5501 for the progression to the special topics courses in the Play Therapy Program: PLTH 5531, PLTH 5541, PLTH 5551, and PLTH 5561.

Term Offered: *Summer*

SCED 5323 - Crisis and Substance Abuse Counseling

Semester Hours: *Three*

This course is designed to introduce students to basic knowledge, concepts, and counseling methods utilized to support individuals impacted by stressful life events including personal, familial, and community trauma, and substance use. Students will explore theories and techniques associated with crisis and trauma response. Students will also expand their knowledge of mandated reporting and learn to effectively implement a school-based crisis intervention plan. Strategies for triaging, assessing, and implementing school-based interventions for individuals affected by stressful life events, crisis, and trauma will be explored. Students will also learn risk and protective factors associated with childhood substance use,

explore and develop curriculum designed to support substance use prevention programs, and learn techniques for identifying and supporting children and families impacted by substance use. Students will also learn strategies for connecting children and families with community treatment providers. This course cannot be taken as a directed study or credit for prior learning portfolio.

Term Offered: *Fall, Spring*

Prerequisites(s): SCED 5113, SCED 5123, SCED 5133, and SCED 5163.

SCED 5383 - School Counseling Internship

Semester Hours: *Three*

The school counseling internship builds on the skills developed in practicum to strengthen counseling skills and understanding of professional school counseling through supervised experiences. This course consists of 300 hours interning in a school, 200 clock hours (minimum) at the student's major level (elementary or secondary) and 100 clock hours (minimum) at the minor levels (elementary, or secondary). Students will also participate in weekly synchronous livestream internship classes for an entire semester. Students will critique videotapes of their counseling sessions, a classroom lesson they present, and a presentation advocating for the program. All experiences are designed to enhance their school counseling skills and techniques. There is a course specific fee charged for this course. This course cannot be taken as a directed study or credit for prior learning portfolio.

Term Offered: *Fall, Spring*

Prerequisites(s): SCED 5113, SCED 5123, SCED 5133, and SCED 5163.

SCED 5801 - School Counseling Internship Certification Only Course

Semester Hours: *One*

This school counseling internship is designed for candidates who are already certified as a school counselor in either grades K-8 or 7-12 or who have completed a master's degree in School Counseling with an appropriate Elementary or Secondary School Counseling internship (minimum 200 clock hours) and wish to be certified as a K-12 school counselor. It builds on the skills developed in previous practicum and internship experiences to strengthen counseling skills and understanding of professional school counseling through supervised experiences. This course consists of a minimum of 100 clock hours of supervised counseling experiences within an elementary or secondary school setting. All sites must be approved by the Clinical Director of Field Experience. Students will also participate in weekly synchronous livestream internship classes for an entire semester. Students will critique videotapes of their counseling sessions, a classroom lesson they present, and a presentation advocating for the program. All experiences are designed to enhance their school counseling skills and techniques. There is a course specific fee charged for this course. This course cannot be taken as a directed study or credit for prior learning portfolio.

Term Offered: *Fall, Spring*

Prerequisites(s): Certification as a School Counselor in grades K-8 or 7-12 or PMC student with an appropriate Elementary or Secondary School Counseling internship (minimum 200 clock hours).

SLAD 523 - Curriculum Construction and Design for Educational Administration K-12: Seminar and Field Experience

Semester Hours: *Three*

This course is designed to provide students with the opportunity to experience curriculum design from a K – 12 school administrative perspective and to study how to effectively apply the principals of quality curriculum construction across content areas and grade levels. An ancillary objective is to study current research, legal issue, and mandates with regard to curriculum construction in K-12 schools and the effective application and integration of curriculum, instruction, and assessment for the purpose of promoting student success through the school-wide teaching and learning process. The course will also examine how to use various types of data in making curriculum decisions so that the needs of all learners can be successfully

addressed.

Note: This course includes a 15-hour field experience designed to give students real-life experiences with their mentor in the specific areas of content listed in the course description.

SLAD 533 - The Role of Educational Administrator as Supervisor K-12: Seminar and Field Experience

Semester Hours: *Three*

This course is designed for students seeking K – 12 Education Administration Certification. The course provides students with the opportunity and responsibility to examine and experience K – 12 building level school administration from a supervisory perspective. Through coursework, readings in contemporary professional literature, written reflection, and a 15-hour field experience, students will learn about K – 12 administrative supervision relative to historical perspectives, current trends, legal issues, personnel matters, human resources, practical application, time management, and developing a personal vision and plan for school supervision. The roles of teacher leadership and the principal as an instructional leader will also be examined. Students will have an opportunity to share supervision experiences and expectations from a district wide perspective to gain insight and understanding of how effective building level supervision can enhance the overall operation of the district/organization and influence student achievement.

Note: This course includes a 15-hour field experience designed to give students real-life experiences with their mentor in the specific areas of content listed in the course description.

SMGT 403/503 - Sport Management Project

Semester Hours: *Three*

The Sport Management Project will provide an additional opportunity for students to either enhance or refine skills developed in the program, or to undertake training in another. Working independently under the supervision of a site supervisor and a university supervisor, students will develop a project of significant pedagogical or professional value through either scholarship or professional responsibilities. This course can be taken as a replacement for a core sport management course up to two times. By permission of Division chair only.

Term Offered: *On Demand*

SMGT 423/523 - Sport Law

Semester Hours: *Three*

Students will be familiar with the legal concepts in those areas that are most prone to litigation. This course specifically introduces the student to the legal system by focusing on the concepts of tort law, product liability, constitutional law, contract law, labor-antitrust law, and statutory law as they relate to the sport professions. The course will consider the intellectual property rights of the individual, and emphasize liability-related issues as they impact sport administrators and teachers/coaches of physical activity and sport.

Note: Additional work will be required for those wishing to obtain graduate level credit. Satisfies three of the twelve hours for the Certificate in Sport Management.

SMGT 433/533 - Sport Psychology

Semester Hours: *Three*

The student will develop a better understanding of the psycho-social aspects of sport participation by exploring various psychological and physiological factors that influence the athlete. Additional work will be required for those wishing to obtain graduate level credit. Satisfies three of the twelve hours for the Certificate in Sport Management.

SMGT 453/553 - Volunteer Management

Semester Hours: *Three*

This course is intended to prepare students to assume roles as volunteer program leaders and managers, or to improve their skills in existing roles with volunteer organizations and agencies.

The fundamental design of the course is based on learning through critical thought in and about leadership and management roles with volunteers.

Note: Additional work will be required for those wishing to obtain graduate level credit.

SMGT 463/563 - Sport Finance

Semester Hours: *Three*

Financial management, planning, and the budgetary components of the sports industry will be discussed. Students will obtain the cognitive and application abilities necessary to maximize success in the sports industry.

Note: Additional work will be required for those wishing to obtain graduate level credit. Satisfies three of the twelve hours for the Certificate in Sport Management.

SMGT 501 - Orientation

Semester Hours: *One*

Orientation in Sport Management/Fitness Management is a required orientation for all individuals seeking an online Master of Science degree in Sport Management or Fitness Management. This course has been prepared to bring students to a better understanding of the use of Canvas and introduces them to the different kinds of online assignments that they will be asked to complete.

SMGT 513 - Research Methods

Semester Hours: *Three*

This course provides a research model that guides the student from question development through to research method and application in sport business. Includes the basic aspects of reading, evaluating, and writing research and explores the concepts developed in relevant literature as they apply to sport management.

SMGT 543 - Advanced Sport Marketing

Semester Hours: *Three*

This course is intended to develop a deeper understanding of sport marketing in the three arenas of sport participation, sport products, and sport entertainment. Students will examine in-depth the sport marketing mix of product, price, place, and promotion and well as marketing strategy and marketing research.

SMGT 573 - Sport Public Relations

Semester Hours: *Three*

Rather than view public relations as merely one of the four or five "Ps" of marketing, this course focuses on the benefit of regular communication between a sport organization and its key publics, or stakeholders. This course will explore public relations theories such as two-way symmetrical communication and agenda setting as well as practical communication tactics employed by public relations practitioners such as image repair and crisis communication. In addition, this course addresses a variety of communication-related topics including public relations management, image, media relations, and community relations.

SMGT 576 - Internship in Sport Management/ Fitness Management

Semester Hours: *Six*

The Internship provides a culminating activity for graduate students in sport management or fitness management. A professional portfolio is included as a requirement in this course. Students will be expected to participate in three sessions during which the requirements of their practical and professional development. Students will study the reflective process, the internship, and the completed professional portfolio. Students will spend the equivalent of full-time employment in the appropriate agency for a total of at least 400 hours.

SMGT 583 - Leadership and Management in Sport

Semester Hours: *Three*

This course provides a review of how leadership and management theory is properly applied in academic, commercial, and professional sport settings. Students will learn more about the various components of leadership and management by reviewing appropriate materials and entering into dialogue with practicing administrators and coaches.

SMGT 583D - Thesis Defense

Semester Hours: *Three*

This course is intended to demonstrate a student's ability to carry out original research. Thesis may be designed to answer practical research questions, theoretical, or ethical issues of interest to scholars and professionals in the field of sport management or fitness management.

Prerequisites(s): SMGT 583T

SMGT 583T - Thesis Proposal and Research

Semester Hours: *Three*

This course is designed to help students complete their M.S. thesis. It is expected that research for the thesis project will be relevant to the student's study in the Master's program and will make an academic contribution to the research in sport management or fitness management.

Prerequisites(s): SMGT 513

SMKT 523 - Sport and Social Media

Semester Hours: *Three*

This course is intended to provide the student with a compelling overview of developing successful social media plans for sport organizations. Students will be introduced to analyzing social media tools such as Facebook, Twitter, Instagram, HootSuite, Periscope, Vine, and Blogs/Vlogs just to name a few.

SMKT 533 - Sport Entrepreneurship

Semester Hours: *Three*

This course is intended to provide the student insight into the integration of entrepreneurship and sport, building on often-distinct research from both fields, and exploring the innovation, risk-taking, and pro-activeness that connect them. Students will be introduced to examining the entrepreneurial nature of sport from numerous perspectives, including marketing, broadcasting, sponsorship, and social entrepreneurship and feature examples of organizations, associations, and sport-related products from the US, Australia, Europe, and India.

SMKT 543 - Sport Ethics

Semester Hours: *Three*

This course examines the values promoted within sport along with common ethical dilemmas faced by those involved in sport. The course will cover issues ranging from fair play to sportsmanship to Title IX and drug use for performance enhancement.

SOCW 0000 - MSW Professional Development

Semester Hours: *Zero*

This fee is applicable to all MSW students and is required for their program completion.

SOCW 5103 - Introduction to Social Work and Social Welfare

Semester Hours: *Three*

This course provides students with an overview of the history, philosophy and values of social welfare and social work. Students are introduced to social work values and ethics, fields of practice with systems of all sizes, and the role of policy in service delivery. Service delivery systems, practice settings, career opportunities, professional organizations, and current issues within the profession of social work are also examined.

SOCW 5113 - Human Behavior and the Social Environment

Semester Hours: *Three*

This course is aimed at helping students develop knowledge of human functioning and is a study of the interaction of biological, psychological, sociological, cultural, spiritual, and systemic influences on human functioning. The course prepares students with a critical working knowledge of core theories of human behavior and development as foundational preparation for the social work field.

Prerequisite(s)/Corequisite(s): SOCW 5103

SOCW 5123 - Social Work Research Methods

Semester Hours: *Three*

This course provides basic knowledge about research methodology as it applies to social work. Students will develop an understanding of quantitative and qualitative methodologies, and research processes including conceptualization of research problems, literature review, research design, sampling, measurement, data collection and analysis.

Prerequisites(s): SOCW 5103

SOCW 5133 - Generalist Practice with Individuals & Families

Semester Hours: *Three*

This course is designed to help students develop knowledge and skills required for generalist practice with individuals and families. Course content focuses on engagement, assessment, intervention and evaluation.

Prerequisites(s): SOCW 5103

Prerequisite(s)/Corequisite(s): SOCW 5113

SOCW 5143 - Social Welfare Policy and Advocacy

Semester Hours: *Three*

This course examines social welfare policy, and prepares students with knowledge and skills to analyze and evaluate social welfare policy, and to engage in advocacy on behalf of vulnerable and oppressed populations.

Prerequisites(s): SOCW 5103 and SOCW 5113

SOCW 5153 - Generalist Practice with Groups, Communities and Organizations

Semester Hours: *Three*

This course is designed to help students develop knowledge and skills related to generalist practice with groups, organizations, and communities.

Prerequisites(s): SOCW 5103

Prerequisite(s)/Corequisite(s): SOCW 5113

SOCW 5163 - Diversity in Social Work Practice

Semester Hours: *Three*

This course is designed to enhance students' understanding of and appreciation for diversity in social work practice. Inequality, oppression, power and privilege will be examined, as well as the advancement of human rights.

Prerequisites(s): SOCW 5103 and SOCW 5113

SOCW 5181 - Field Seminar I

Semester Hours: *One*

A seminar style course designed to support students field experience. This course provides students with the opportunity to integrate knowledge, values and skills with practice in a social service setting.

Prerequisites(s): SOCW 5103 and SOCW 5113

Corequisite(s): SOCW 5182

SOCW 5182 - Field Experience I

Semester Hours: *Two*

This is the first of four field experiences required for the MSW degree program. It requires 225 hours of field experience in a social service setting.

Prerequisites(s): SOCW 5103 and SOCW 5113

Corequisite(s): SOCW 5181

SOCW 5191 - Field Seminar II

Semester Hours: *One*

A seminar style course designed to support students' field experience. This course provides students with the opportunity to integrate knowledge, values and skills with practice in a social service setting.

Prerequisites(s): SOCW 5103, SOCW 5113, SOCW 5181, and SOCW 5182

Corequisite(s): SOCW 5192

SOCW 5192 - Field Experience II

Semester Hours: *Two*

This is the second of four field experiences required for the MSW degree program. It requires 225 hours of field experience in a social service setting.

Prerequisites(s): SOCW 5103, SOCW 5113, SOCW 5182 and SOCW 5181

Corequisite(s): SOCW 5191

SOCW 5193 - Advanced Standing Bridge Course

Semester Hours: *Three*

This is a required course for all students admitted to the Advanced Standing MSW Program. Advanced standing students have already completed their generalist content through completion of a CSWE-accredited Bachelor of Social Work program. This course is designed to prepare advanced standing students for the specialized year of the MSW curriculum. This course provides an introduction to the integration of faith and social work practice and provides an overview of the concepts central to the MBU social work curriculum.

Prerequisites(s): Admission to the Advanced Standing MSW Program.

SOCW 5203 - Advanced Practice with Individuals and Families

Semester Hours: *Three*

This course is designed to deepen students' knowledge and skills related to practice with individuals and families. This course focuses on development of critical thinking, and integration of theory with practice, and knowledge, values and skills.

SOCW 5213 - Advanced Practice with Groups, Communities and Organizations

Semester Hours: *Three*

This course is designed to deepen students' knowledge and skills related to practice with groups, communities and organizations. This course focuses on development of critical thinking, and integration of theory with practice, knowledge, values and skills.

SOCW 5223 - Diagnosis and Assessment

Semester Hours: *Three*

This course provides students with an opportunity to develop knowledge and skills related to mental health assessment, diagnosis and treatment. The Diagnostic and Statistical Manual will be used as a guide for assessment and diagnosis in a variety of social work settings. Social work ethics and values related to diagnosis and assessment will also be examined.

SOCW 5233 - Advanced Practice with Children and their Families

Semester Hours: *Three*

This advanced practice course is designed to deepen students' knowledge and skills related to

practice with children and their families. This course focuses on development of critical thinking, and integration of theory with practice, knowledge, values and skills.

SOCW 5243 - Practice and Program Evaluation

Semester Hours: *Three*

This advanced research course is designed to provide students an opportunity to use research knowledge and skills to evaluate social work practice and programs.

SOCW 5253 - Advanced Values and Ethics

Semester Hours: *Three*

In this advanced course, students will engage in deeper analysis of social work values and ethics introduced in previous courses. Students will develop knowledge and skills useful for mediating ethical dilemmas and negotiating value conflicts.

SOCW 5281 - Field Seminar III

Semester Hours: *One*

A seminar style course designed to support students field experience. It provides students with the opportunity to integrate knowledge, values and skills with practice in a social service setting.

Prerequisites(s): SOCW 5192 and SOCW 5191

Corequisite(s): SOCW 5282

SOCW 5282 - Field Experience III

Semester Hours: *Two*

This is the third of four field experiences required for the MSW degree program. It requires 225 hours of field experience in a social service setting.

Prerequisites(s): SOCW 5192 and SOCW 5191

Corequisite(s): SOCW 5281

SOCW 5291 - Field Seminar IV

Semester Hours: *One*

A seminar style course designed to support students' field experience. It provides students with the opportunity to integrate knowledge, values and skills with practice in a social service setting.

Prerequisites(s): SOCW 5282 and SOCW 5281

Corequisite(s): SOCW 5292

SOCW 5292 - Field Experience IV

Semester Hours: *Two*

This is the fourth of four field experiences required for the MSW degree program. It requires 225 hours of field experience in a social service setting.

Prerequisites(s): SOCW 5281 and SOCW 5282

Corequisite(s): SOCW 5291

SOHI 423/523 - The History of Christmas

Semester Hours: *Three*

This online course explores the history of Christmas from the birth of Jesus Christ to the present, with special attention to the development of Christmas in America from colonial times to today. The course opens with a survey of Christmas historically from the Bible's account of the coming of Christ into human history through early-Christian, medieval, and Reformation-era perspectives on Christmas. The remainder of the course traces the development of Christmas in America, from colonial times to present day. Topics include early Puritan opposition to Christmas; indifference toward the holiday in much of the colonial Chesapeake; the association of Christmas celebration with pranks in the early-national United States; the rise of a consumer-centered Christmas from the nineteenth century; the harrowing, and often ironic, experience of Christmas in times of war and tragedy, from Washington's crossing of the Delaware in 1776 to the 1972 "Christmas Bombing" campaign in Vietnam; the music, television, and filmography of

Christmas in America from the late nineteenth century; and angry cultural and perennial political battles over the "secularization" of Christmas.

Note: Students taking this course for graduate credit must complete all graduate course requirements.

Term Offered: *Winter*

SWEL 5503 - Self-Care for the Resilient Social Worker

Semester Hours: *Three*

This course provides an overview of self-care in the field of social work. Research related to compassion fatigue, vicarious trauma and self-care will be highlighted. The development of self-care practices, the importance of meaning and purpose in work, and the role of faith and spirituality will also be examined.

SWEL 5513 - Faith Based Social Services and Organizations

Semester Hours: *Three*

This course provides an overview of faith based services and organizations. Students will be introduced to a broad range of local, national, and global non-profit organizations.

SWEL 5523 - Special Topics in Social Work

Semester Hours: *Three*

Intensive study of special topics in social work. Students study contemporary issues related to the social work profession. Topics vary based on current events, student interest, and faculty expertise.

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* Denotes a Member of the President's Cabinet

Administration and Faculty 2024-2025

President's Office

Dr. Keith Ross, President

President's Office

Janet Mayfield, Assistant to the President/Assistant Secretary to the Board of Trustees

Terri Adams, Director of Calendaring and Special Events

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Joshua Hunt, Media and Production Coordinator

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