

GRADUATE PROGRAMS

For information about our graduate programs and about application procedures, call Aimee Sage at 660-248-6651.

Or visit us online at <http://www.centralmethodist.edu/cmadmit/select.html>.

MISSION

The Mission of the Graduate Program at Central Methodist University is to create a learning environment that allows students to continue their professional development. This is achieved through emphasis on academic and professional excellence, ethical leadership and social responsibility.

ADMISSION

All students who desire to enroll in graduate courses at CMU must complete an application to the respective graduate program, along with all official transcripts. Students must have a minimum cumulative GPA of 3.0 to enroll in the graduate program. Following acceptance into the graduate program, students then may apply to specific graduate programs as outlined in this section of the catalog. Students may need to meet additional admission requirements for specific programs. A \$25 application fee must accompany the application.

ACADEMIC LOAD

A full-time graduate student course load per semester is nine (9) semester hours. No student may register for more than nine (9) hours of graduate credit unless that student has a grade point average of 3.20 in the previous semester and obtains written permission from the Director of Graduate Studies. Students may not earn more than twelve (12) hours of graduate credit in a semester under any circumstances.

CONDITIONAL ADMISSION

With permission of the Associate Dean, students who do not yet meet the requirements for regular admission may be conditionally admitted and may enroll in one (1) semester (including the summer term) of coursework up to a maximum of nine (9) hours of graduate credit. At that point, continuation in the degree program requires full admission status.

ACADEMIC PROBATION

Graduate students are placed on academic probation for failing to achieve a cumulative grade point average of 2.0 (or higher) in any given semester or a 2.5 for two semesters. This serves as a serious

warning of the need for academic improvement if the student is to succeed in the program.

ACADEMIC SUSPENSION

Graduate students are placed on academic suspension for failing to achieve a cumulative grade point average of 1.5 (or above) in any given semester or 2.0 for two or more consecutive semesters. Suspended students may not return the following semester and must petition the Graduate Studies Committee for readmission at any later date. The petition should explain the reasons for previous academic difficulties, plans for improvement, and reasons for believing the plans will be successful.

TRANSFER CREDIT

A maximum of nine (9) hours of graduate-level credit from other accredited institutions may be applied to the graduate programs at CMU, depending on the specific program of study. The courses transferred must be applicable to the categories of the degree program. All courses for transfer credit must have a grade of "B" or above. CMU students who earn a Master's degree at CMU may transfer up to nine (9) hours from that degree to a second Master's degree from CMU.

NON-DEGREE SEEKING STUDENTS

With the permission of the Associate Dean of the College of Graduate and Extended Studies, non-degree-seeking students may enroll in courses for graduate credit. Such students must complete an application and present transcripts certifying that they have an undergraduate degree from an accredited college. If they later choose to seek admission to the graduate program, non-degree seeking students must follow the regular admission process and may apply earned CMU graduate credit to the degree.

WAIVING OF ADMISSION REQUIREMENTS

Admission requirements for all graduate programs may be waived at the discretion of the Associate Dean of the College of Graduate and Extended Studies or the Graduate Studies Committee.

CGES GRADUATE STUDENT EXPENSES

GRADUATE TUITION & FEES	PER CREDIT HOUR
Note: Some fees are based on vendor quotes and are subject to change.	
Graduate Application Fee	\$25.00
Master of Education Tuition (per credit hour)	\$220.00
Master of Science in Clinical Counseling Tuition (per credit hour)	\$280.00
Master of Science in Nursing Tuition (per credit hour)	\$350.00
Graduate <u>Online</u> tuition (per credit hour)	\$260.00
Student Services Fee (per credit hour)	\$5.00
Client Testing Materials Fee (for select courses in the MS Clinical Counseling Program)	\$150.00
Student Malpractice Insurance (for students in the MS Clinical Counseling Program)	\$25.00 per year
Transcript (Requests to Registrar must be written and signed)	\$5.00 per release
<ul style="list-style-type: none"> • FAX • Overnight delivery (where available) • Priority service 	<ul style="list-style-type: none"> • \$7.50 • Add \$20.00 Add \$15.00
Graduation Fee (All graduates are required to pay this fee before graduation for cap, gown, diploma, and thesis binding even if they do not participate in Commencement exercises.)	\$75.00
Returned Check	\$25.00

MASTER OF EDUCATION

For CMU program information, contact information, and an online application, visit <http://www.centralmethodist.edu/cmgrad/education/index.asp>.

The Master of Education (MEd) program of Central Methodist University is primarily designed for the growth and advancement of teaching professionals who desire to

- complete an accredited master's degree
- complete requirements of the Missouri Department of Elementary and Secondary Education (DESE) to advance through the tiered levels of teacher classifications (i.e. proceed from PC I to PC II or PC II to Continuous Professional Classification)
- complete specific coursework to fulfill requirements for obtaining additional content area endorsements, or additional certification areas, of the Missouri Department of Elementary and Secondary Education (DESE).

The program is 36 credit hours in length. It can be completed during full- or part-time study. Courses are offered in the evening with some courses available during the day on the Fayette campus.

STUDENT OUTCOMES:

1. Be proactive lifelong learners helping to shape all aspects of their schools, school districts, or workplaces.
2. Be critical and creative decision-makers who base their decisions on a consciously developed set of values, an in-depth body of knowledge, current research, and accepted educational theories.
3. Be able to facilitate the learning of each student in their classrooms or of their peers by providing and supporting opportunities for exploration, invention, discovery, and construction of knowledge.
4. Be able to articulate the theories that guide their methodology and to adapt this methodology to the changing needs of a diverse student population or workplace.
5. Be prepared to continue to expand their present educational knowledge base as field-based research professionals.

ADMISSION REQUIREMENTS

Students are admitted to the Master of Education degree program on the basis of academic preparation, aptitude for graduate study, and character based on the following:

1. baccalaureate degree from an accredited college or university
2. undergraduate GPA of 3.0 (or more) on a 4.0 scale
3. two (2) letters of recommendation from school administrators, professional colleagues, or college professors addressing the applicant's suitability for graduate work
4. official transcripts of all previously completed college and university coursework

Upon receipt and review of all information and supporting documents, applicants will be notified of their admission status. The University reserves the right to refuse admission to anyone who does not meet standards for admission. Students are admitted on a continuous enrollment basis, at any time of the year. Prospective students are encouraged to visit the campuses.

Graduation Requirements

- Completion of the prescribed course of study for the MED program (36-hour minimum)
- Overall GPA of 3.0 or better on a 4.0 scale
- A maximum of two (2) grades below a C is allowed, but the overall GPA must be a minimum of 3.0.
- Courses with grades below "C" will not count toward graduation.
- All work must be completed within a six-year (6-year) period from the time of initial enrollment.

UNDERGRADUATE SENIORS

University seniors with a 3.0 or better cumulative GPA may enroll in a maximum of 6 hours of graduate credit upon approval of their undergraduate advisor and the Director of Graduate Studies. These hours will not count toward the baccalaureate degree but may be applied to the Master of Education degree.

MASTER OF EDUCATION (36 HOURS)

① PROFESSIONAL FOUNDATION CORE (18 HOURS): See self-advising chart on page 123.

ED505 Liberal Arts in Education (3) ED514 Instructional Technology (3) ED516 Exceptional and Diverse Learners (3)—May substitute ED602, ED623, or ED625 (VESi courses).	ED595 Introduction to Educational Research (3) ED596 Final Project (3) PS501 American Public School Law (3)
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② PROFESSIONAL TEACHING CORE (18 HOURS): Students may request a course substitution for all tracks except for Mathematics. The course substitution form is available in the Graduate Studies Office. All substitutions are subject to approval of the Associate Dean.

Courses are approved for a specific standard; a student must successfully complete coursework in at least four (4) of the five (5) following standards:

- Content knowledge
- Planning and preparing for instruction
- Delivery of instruction that meets multiple learning needs of students
- Monitoring and assessment
- Individual and classroom management

Students who wish to focus their graduate studies on Mathematics may choose to replace the Professional Teaching Core with the following courses in Mathematics:

- MA503 History of Mathematics (3)
- MA515 Advanced Statistics (4)
- MA517 Modern Algebra (4)
- MA518 Matrices and Linear Algebra (3)
- MA521 Introduction to Real Analysis (3)
- MA522 Writing Mathematical Documents (2)
- MA523 Introduction to Complex Variables (3)

MASTER OF EDUCATION STANDARDS

These standards refer to MEd Professional Teaching Core Courses. See page 124.

Courses marked with an asterisk (*) are available from CMU through Virtual Education Software (VESi). See page 127.

① CONTENT KNOWLEDGE		DATE COMPLETED
ED505	Liberal Arts in Education (3)	
ED509	Play and the Young Child (3)	
ED510	History & Philosophy of Middle-Level Education (3)	
ED523	Teacher Leadership (3)	
ED525	Theories of Child Development (3)	
ED538	Issues in Special Education (3)	
ED539	Issues & Trends in Curriculum (3)	
ED547	Intro. Interscholastic & Intercollegiate Athletic Program Admin. I (3)	
ED548	Interscholastic & Intercollegiate Athletic Program Administration II (3)	
ED572	Teaching Reading in Content Area (3)	
ED610*	Attention Deficit Disorder (2) [VESi]	
ED611*	Autism & Asperger's Disorder (2) [VESi]	
ED613*	Drugs & Alcohol in School (2) [VESi]	
ED616*	Traumatized Child (2) [VESi]	
ED621*	Understanding Aggression (3) [VESi]	
ED624*	Violence in Schools (2) [VESi]	
ED626*	Infant & Toddler Mental Health (2) [VESi]	
ED627*	Harassment, Bullying, & Cyber-Intimidation in Schools (3) [VESi]	
MA503	History of Math (3)	
MA515	Advanced Statistics (4)	
MA517	Modern Algebra (4)	
MA518	Matrices & Linear Algebra (3)	
MA521	Introduction to Real Analysis (3)	
MA522	Writing Mathematical Documents (2)	
MA523	Introduction to Complex Variables (3)	
PY523	Human Growth & Development (3)	
② PLANNING AND PREPARING FOR INSTRUCTION		
ED508	Introduction to Cross-Categorical Abilities (3)	
ED512	Middle Level Curriculum & Instruction (3)	
ED518	Reading Assessment & Instruction (3)	
ED520	Teaching Reading in Middle School (3)	
ED541	Power of Engaged Learning (3)	
ED551	Methods & Materials in Math Education (3)	
ED623*	Learning Disabilities (3) [VESi] (NOTE: May substitute for ED516 for MEd students but not for TAC students)	
③ DELIVERY OF INSTRUCTION		
ED543	Software for Students (3)	
ED544	Software for Teachers (3)	
ED545	Web Page Design (3)	
ED561	Instructional Strategies (3)	
ED612*	Child Abuse (2) [VESi]	
ED615*	Talented & Gifted (2) [VESi]	
ED625*	Teaching Diversity (2) [VESi] (NOTE: May substitute for ED516)	
④ MONITORING AND ASSESSMENT		
ED513	Classroom Assessment (3)	
ED532	Screening, Diagnosis, Planning Instr. for Young Children (2)	
ED618	Education Assessment (2) [VESi]	
⑤ INDIVIDUAL AND CLASSROOM MANAGEMENT		
ED533	Classroom & Behavior Management (3)	
ED620	Advanced Classroom Management (3) [VESi]	
ED622*	Behavior is Language (3) [VESi]	
⑥ ELECTIVES		
RL504	Religion & the Public Schools (3)	
SO501	Minority Groups (3)	

MASTER OF EDUCATION COURSE DESCRIPTIONS

The following courses have been approved to fulfill the requirements of the Master of Education degree at Central Methodist University. Graduate courses are numbered in the 500-level. Some courses are offered for either undergraduate credit at the 300/400-level or for graduate credit at the 500-level, with appropriate requirement differences determined by the instructor.

These courses must be taken at the 500-level to apply to the MEd degree.

Central Methodist University reserves the right to cancel classes for sufficient cause and to add to or delete from the courses listed below according to the demands of the program.

MASTER OF EDUCATION PROFESSIONAL FOUNDATIONAL CORE COURSES—18 HOURS

ED504 Current Issues and Trends in Education. 3 hours. This course focuses on the review and appraisal of contemporary trends and practices in education. Emphasis is placed on social and multicultural issues in American education. Educational theories and curricula will be critically analyzed within a variety of educational settings.

ED514 Instructional Technology. 3 hours. A project-based course in which students study the relationship between contemporary learning theories and classroom technology. Coursework encourages development of technology skills and a conceptual foundation that supports (a) continued life-long professional development, (b) potential technological leadership among peers and (c) new instructional technology perspectives. Addresses Missouri Standards for Teacher Education Programs (MoSTEP) competencies.

ED516 Exceptional and Diverse Learners. 3 hours. Basic concepts of multicultural education, with an emphasis on students from diverse cultural and ethnic backgrounds, as well as the gifted and special needs student. Instruction includes a review of instructional strategies for the diverse classroom, a personal examination of one's bias and stereotypes, and the role of personal professional responsibility within a global society. Also addressed are the Missouri Standards for Teacher Education Programs and provisions of the No Child Left Behind Act.

ED595 Introduction to Research. 3 hours. This course is designed to familiarize the student with a variety of methodologies in educational research. Students will select an area of interest for secondary research.

ED596 Final Project. 3 hours. Every student must successfully complete ED596 to fulfill the research requirement for the Master of Education degree. Students complete their project with the instructor's guidance. This project includes practical research, a literature review, and a presentation. Students who do not complete the project during this term of enrollment will receive a grade of "I" (Incomplete) for the course. Students who receive a grade of Incomplete must maintain a continuous enrollment of at least 1-hour each term (except summer) until the thesis is completed or the six-year time for program completion has expired. Prerequisite: ED595 or significant coursework in research.

ED598 Project Continuation. 1 hour. This course provides students with continuing support in completing their research project.

PS501 American Public School Law. 3 hours. A study of the American legal system and the court decisions impacting education. Emphasis will be placed on the legal rights and responsibilities of students, teachers, administrators, and others involved in the public education process.

MED PROFESSIONAL TEACHING CORE COURSES—18 HOURS

ED505 Liberal Arts in Education. 3 hours. This course requires students to focus on liberal arts once again in their academic studies. Students in this course will build both on their individual broad level of knowledge about education and their mastery of their specific teaching area of expertise or work skills. This course integrates liberal education, professional studies, and specialty studies. Meets MEd Standard 1.

ED508 Introduction to Cross-Categorical Abilities. 3 hours. Overview of information about students with disabilities and the interactions among societal, cultural, cognitive, psychological, and physical factors that impact people with disabilities. Meets MEd Standard 2.

ED509 Play and the Young Child. 3 hours. The role of play in the young child's learning will be the focus of the course. Course content will include theories of play, play

intervention, observation of play, and various other aspects of theories regarding play and the young child. Meets MEd Standard 1.

ED510 History and Philosophy of Middle-Level Education. 3 hours. Study of the historical background, philosophy, organization, and curricular programs of middle-level education. First in this series of courses. Meets MEd Standard 1.

ED512 Middle-Level Curriculum & Instruction. 3 hours. Middle-level education and the teaching techniques and practices which serve best as delivery systems for the middle-level students. Areas of emphasis are teaming, advisor/advisee programs, co-curricular, extracurricular, and instructional methods. Prerequisites: ED310 and PY223. Meets MEd Standard 2.

ED513 Classroom Assessment. 3 hours. Classroom observation, interpretation, and research are the focus of this course. Students will be expected to practice and implement various techniques discussed in class as well as prepare documentation for explorations undertaken. Meets MEd Standard 4.

ED518 Reading Assessment and Instruction. 3 hours. This course focuses on the study of formal and informal assessment as it relates to individual needs. Developing instructional plans with an emphasis on personalized reading strategies and continuous evaluation is included. Prerequisite: Coursework in Reading Foundations and Assessment preferred. Meets MEd Standard 2.

ED520 Teaching Reading in Middle Schools. 3 hours. The reading process and the application of reading and writing strategies in various content areas in the middle school. Meets MEd Standard 2.

ED523 Teacher Leadership. 3 hours. Issues of school improvement and reform will be discussed and evaluated. The concept of leadership will be explained using current theories, and different styles of leadership will be explored along with their effectiveness. Meets MEd Standard 1.

ED525 Theories of Child Development. 3 hours. The focus of this course will be an in-depth exploration of the theories of social/emotional, cognitive, and language development of the young child. The young child within the context of the family and culture will be considered. Meets MEd Standard 1.

ED532 Screening, Diagnosis, and Planning Instruction for Young Children. 2 hours. This course is designed to acquaint students in early childhood education with the various facets of assessing the needs of young children. The study will include consideration of children with significant cultural, cognitive, and linguistic differences, the administration, evaluation and interpretation of assessment instruments and their results, and making educational

recommendations and their implementation. Prerequisite: Coursework in Child Development. Meets MEd Standard 4.

ED533 Classroom and Behavior Management. 3 hours. Organization, procedures, and management of the classroom including approaches to disciplinary problems. Meets MEd Standard 5.

ED538 Issues in Special Education. 3 hours. This course provides an overview of special education issues relative to U.S. society. It presents a multi-faceted range of opinions about how, where, and why we educate persons with disabilities. Meets MEd Standard 1.

ED539 Issues and Trends in Curriculum. 3 hours. This course is designed to provide students with information concerning issues and trends in curriculum. Topics will include the history and evolution of curriculum use, curriculum development, connecting curriculum and assessments, practical use of curriculum, and how it fits into our current state and national achievement responsibilities. Meets MEd Standard 1.

ED541 Power of Engaged Learning. 3 hours. This course will lead students to research, discuss, and apply the "power of engaged learning" on effective teaching and learning processes using technology. Meets MEd Standard 2.

ED543 Software for Students. 3 hours. A project-based course in which the students will increase their competency in the integration of software use by all students within their present curriculum and improve their ability to integrate software into future units of study. Meets MEd Standard 3.

ED544 Software for Teachers. 3 hours. A project-based course in which the students will increase their competencies in the use of technologies that support classroom instruction and enhance professional practice. Meets MEd Standard 3.

ED545 Web Page Design. 3 hours. This course is designed to provide educators with the necessary knowledge and skills to design and develop educational web pages. NVU, HTML editors and other software will be used to develop World Wide Web pages and applications. Meets MEd Standard 3.

ED547 Introduction to Interscholastic & Intercollegiate Athletic Program Administration I. 3 hours. Students will become familiar with the organizational roles and responsibilities of the athletic administrator in programs ranging from high school to the intercollegiate level. Learner outcomes will be aligned with both the Missouri State High School Activities Association and the National Interscholastic Athletic Administration Standards. Meets MEd Standard 1.

ED548 Interscholastic & Intercollegiate Athletic Program Administration II Administration II. 3 hours. This seminar further identifies and explores the organizational roles and responsibilities of the athletic administrator. The course focuses on current events impacting both high school and intercollegiate athletics, the administrations of interscholastic athletes, athletics and the law, legal considerations, cautions and issues. Meets MEd Standard 1.

ED551 Methods and Materials in Mathematics Education. 3 hours. Students examine and create materials, which are useful in teaching mathematics. Effective teaching techniques such as learning-by-doing are demonstrated and the educational theories and research literature which support these techniques will be discussed. Meets MEd Standard 2.

ED560 Special Problems. 1-3 hours. Independent study or research on a subject of interest to an individual student. Prerequisite: Instructor's permission.

ED561 Instructional Strategies. 3 hours. Designed to assist the student in recognizing instructional strategies and selecting strategies appropriate to the student population. Various instructional strategies are explored. Meets MEd Standard 3.

ED572 Teaching Reading in the Content Area. 3 hours. This course provides a study of teaching and learning situations in the elementary and secondary schools with the application of reading and writing strategies in various content areas and specialties, including core contents, electives, and library sciences. Learners extend their content area reading as they engage in the language arts practice of reading, writing, speaking, and listening. Meets MEd Standard 1.

ED590 Special Topics. 1-3 hours. This course provides opportunity to research literature and produce a project regarding an educational issue on an individual basis to meet students' needs and interests.

MA503 History of Mathematics. 3 hours. Development of mathematics through calculus; solutions of problems with historical significance; problems that highlight significant mathematical characteristics. Prerequisite: MA112, MA118, and MA522; or instructor's permission. Meets MEd Standard 1.

MA515 Advanced Statistics. 4 hours. This course addresses the topics of correlation and regression, particularly modeling phenomena using appropriate data. Non-parametric techniques are developed and applied, as well as one-way and two-way ANOVA procedures. Prerequisite: Students enrolling in this course should have completed an elementary statistics course that included hypothesis testing (MA105 or its equivalent). Prerequisite: MA522. Meets MEd Standard 1.

MA517 Modern Algebra. 4 hours. Topics include number theory, groups, rings, integral domains and fields. Prerequisite: MA209 and MA522; or instructor's permission. Meets MEd Standard 1.

MA518 Matrices and Linear Algebra. 3 hours. An introduction to matrix algebra and vector fields, with applications. Prerequisite: MA118 or MA112, and MA522. Meets MEd Standard 1.

MA521 Introduction to Real Analysis. 3 hours. Students will study the real number system, limits, sequences, series, and convergence; completeness; limits and continuity; and selected topics from differentiation and integration theory. Prerequisites: MA118, MA209, MA308, and MA522; or equivalents. Meets MEd Standard 1.

MA522 Writing Mathematical Documents. 2 hours. This course concerns creating mathematical documents. Students will learn to read and write in the language of mathematics, including all the symbols and notations commonly found in the field of mathematics, by creating original documents and interpreting replicating existing documents. Prerequisites: MA118 and MA209 or equivalent; or instructor's permission. Meets MEd Standard 1.

MA523 Introduction to Complex Variables. 3 hours. An introduction to the study of functions of a complex variable including the algebra and geometry of complex numbers, derivatives, analytic functions, integral theorems, and applications. Prerequisite: Three (3) semesters of calculus, and MA522; or instructor's permission. Meets MEd Standard 1.

PY523 Human Growth and Development. 3 hours. This course explores the biological, psychological, and sociological factors that impact the individual throughout the human life span—from birth to death. Meets MEd Standard 1.

RL304/504 Religion and the Public Schools. 3 hours. Students will survey constitutional issues concerning the expression of religion and the study of religion in the public school setting, including ways that world religions are or may be integrated into the school curriculum. Meets MEd Standard 6.

SE590 Special Topics. 1-5 hours. Advanced course on a topic not included in the regular curriculum. Prerequisite: Instructor's permission.

SO301/501 Minority Groups. 3 hours. The nature, causes and effects of prejudice and discrimination; the impact on ethnic minorities, women and homosexuals in the United States; issues on the reduction of prejudice and discrimination. Prerequisite: SO101. Meets MEd Standard 6.

VIRTUAL EDUCATION SOFTWARE (VESI)

For CMU program information, contact information, and online application materials, visit <http://www.virtualeduc.com/cmu/>.

Virtual Education Software Company (VESi) of Spokane, Washington, was founded in 1991. VESi provides affordable, user-friendly computer-based instruction to K-12 educators. Currently, VESi courses offered by CMU are for 2-3 hours of graduate credit. VESi provides course materials and faculty.

CMU GRADUATE CREDIT

Students who wish to receive graduate credit for VESi course(s) must complete an application/registration obtained by mail, fax, or online (<http://www.virtualeduc.com/cmu/>). Course credit may be applied to professional core courses, as determined by the Director of Graduate Studies. **NOTE:** Students may not apply more than eight (8) VESi credit hours towards their graduate program.

CONTINUING EDUCATION CREDIT (CEC)

Students who wish to receive a continuing education certificate upon completion of the course must complete an application obtained by mail, fax or online (<http://www.virtualeduc.com/cmu/>). Continuing Education Certification (CEC) numbers and Continuing Education Units (CEUs) are detailed in the chart on page 128 and in “VESi Course Descriptions” starting on page 129.

FEES

2 graduate credits	\$640 (\$530.00 student tuition & fees & \$110.00 VESi fees)
3 graduate credits	\$905.00 (\$795.00 student tuition & fees & \$110.00 VESi fees)
Graduate Fee (per credit hour)	\$5.00
3 Continuing Education units	\$260.00 (\$150.00 student tuition & fees & \$110.00 VESi fees)
4.5 Continuing Education units	\$335.00 (\$225.00 student tuition & fees & \$110.00 VESi fees)

VESI COURSES THROUGH CMU

NOTE: Students may apply no more than eight (8) VESi credit hours towards their CMU graduate degree.

VESI COURSE	COURSE TITLE	CMU GRADUATE CREDIT	CMU STANDARD	CONTINUING EDUC. CERT. (CEC) #	CONTINUING EDUCATION UNITS (CEUS)
ED602	Inclusion: Working with Special Needs Students in Mainstream Classrooms [May substitute for ED516]	2 credits	May substitute for ED516	CEC117	3 CEUs
ED610	Attention Deficit Disorder: Information & Interventions for Effective Teaching	2 credits	Standard 1	CEC101	3 CEUs
ED611	Autism & Asperger's Disorder: Information & Effective Intervention Strategies	2 credits	Standard 1	CEC103	3 CEUs
ED612	Child Abuse: Working with Abused & Neglected Children	2 credits	Standard 3	CEC105	3 CEUs
ED613	Drugs & Alcohol in Schools: Understanding Substance Use & Abuse	2 credits	Standard 1	CEC106	3 CEUs
ED615	Talented & Gifted: Working with High Achievers	2 credits	Standard 3	CEC113	3 CEUs
ED616	Traumatized Child: The Effects of Stress, Trauma & Violence on Student Learning	2 credits	Standard 1	CEC114	3 CEUs
ED618	Educational Assessment: Assessing Student Learning in the Classroom	2 credits	Standard 4	CEC116	3 CEUs
ED620	Advanced Classroom Management: Children as Change Agents	3 credits	Standard 5	CEC100	4.5 CEUs
ED621	Understanding Aggression: Coping with Aggressive Behavior in the Classroom	3 credits	Standard 1	CEC102	4.5 CEUs
ED622	Behavior is Language: Strategies for Managing Disruptive Behavior	3 credits	Standard 5	CEC104	4.5 CEUs
ED623	Learning Disabilities: Practical Information for the Classroom Teacher [May substitute for ED516 but not for TAC students]	3 credits	Standard 2	CEC111	4.5 CEUs
ED624	Violence in Schools: Identification, Prevention & Intervention Strategies	2 credits	Standard 1	CEC115	3 CEUs
ED625	Teaching Diversity: Influences & Issues in the Classroom [May substitute for ED516]	2 credits	Standard 3	CEC118	3 CEUs
ED626	Infant and Toddler Mental Health	2 credits	Standard 1	CEC120	3 CEUs
ED627	Harassment, Bullying & Cyber-Intimidation in Schools	3 credits	Standard 1	CEC119	4.5 CEUs

VESI COURSE DESCRIPTIONS

ED602 Inclusion: Working with Special Needs Students in Mainstream Classrooms. © 2 hours. This course helps teachers understand concepts and terms related to educating students in inclusive classrooms. The course also helps teachers learn about the continuum of placements that school systems can use in providing special education services to students with disabilities. The course helps you understand the federal definition of students entitled to special education services, as well as procedures you can use in determining whether these students can be educated in the regular classroom. The course also identifies and describes the roles and responsibilities of special and general educators in providing special education services to students educated in inclusive classrooms. **May substitute for ED516.** [CEC117 for 3 CEUs]

ED610 Attention Deficit Disorder: Information & Interventions for Effective Teaching. © 2 hours. This course will help you achieve a better understanding of ADD and intervention strategies to facilitate positive student change. Taught by Mick R. Jackson MS/ED, this course covers the history of the disorder, accepted methods to assess and identify students with the disorder, and various methods, medications, and strategies that are currently used to treat the disorder. And for situations where a student needs services beyond what you can provide in the classroom, you will learn about the referral process for getting help for the student. Reference materials include a list of resources for both teacher and parents who would like more help or information about ADD or ADHD. Meets MEd Standard 1. [CEC101 for 3 CEUs]

ED611 Autism & Asperger's Disorder: Information & Effective Intervention Strategies. © 2 hours. This course describes Autism and Asperger's Disorder, including characteristics of these disorders, associated learning styles, communication weaknesses, and various intervention strategies. The course helps you make sense out of why individuals with Autism spectrum disorders act the way they do, and what you can do to enhance more appropriate behavior. This course also lists resources for educators, related service personnel, and parents who want more help or information on Autism and Asperger's Disorder. Meets MEd Standard 1. [CEC103 for 3 CEUs]

ED612 Child Abuse: Working with Abused and Neglected Children. © 2 hours. Welcome to Child Abuse: Working with Abused and Neglected Children, and interactive computer-based instruction (CBI) course designed to help you identify and effectively teach students affected by child abuse and/or neglect. This course teaches you to recognize the signs of physical abuse, emotional abuse, sexual abuse, physical neglect, and emotional neglect in students. It also discusses the specific factors that exist in families who abuse or neglect their children. A major

emphasis in this course is on helping the participant understand the special learning needs of the abused or neglected child and how to meet those needs in the regular classroom. Working with parents and community agencies is also emphasized.

This course meets the child abuse and neglect educational requirement in most states. It is the responsibility of the student to verify the course content with your specific state professional licensing agency to ensure proper credit. Meets MEd Standard 3. [CEC105 for 3 CEUs]

ED613 Drugs & Alcohol in Schools: Understanding Substance Use & Abuse. © 2 hours. Take this course to gain a more comprehensive understanding of alcohol, drugs, and their influences in your classroom. This course provides a contextual framework for understanding what students may be experiencing either through their own substance use or from the substance use of persons close to them. Taught by Casey Jackson, this course provides a basic historical perspective of substance use along with the biological, psychological, and social factors that comprise the disease of addiction. Upon course completion, you will better understand the complex dynamics that contribute to this biological and social phenomenon. Meets MEd Standard 1. [CEC106 for 3 CEUs]

ED615 Talented and Gifted: Working with High Achievers. © 2 hours. Talented and Gifted Education provides information on the history of the exceptional in relation to education, current law, and accepted methods for referral, assessment, and identification of these students. The course also covers major program models and methods of differentiating instruction to meet the rate and level of learning of those students identified. The course gives you an understanding of ways to meet the affective needs of the gifted and talented student in the regular classroom. This course also lists resources for teachers and parents who would like more information about the talented and gifted. Meets MEd Standard 3. [CEC113 for 3 CEUs]

ED616 Traumatized Child: The Effects of Stress, Trauma, and Violence on Student Learning. © 2 hours. This course is designed to help classroom teachers, school counselors, and other educational personnel gain strategies to reach and teach students who have been affected by stress, trauma, and/or violence. Participants will learn the signs and symptoms of stress and trauma. Participants will explore how stress, violence, and trauma affect a student's learning, cognitive brain development, and social-emotional development. The short and long term consequences of being exposed to stress, trauma, or violence, as well as the social and family causes, will be reviewed. Participants will learn the dynamics of domestic violence and community violence. The educator's role in the intervention and

prevention of violence will be discussed. Meets MEd Standard 1. [CEC114 for 3 CEUs]

ED618 Educational Assessment: Assessing Student Learning in the Classroom. © 2 hours. This course is designed to further develop the conceptual and technical skills required by teachers to help them identify their educational goals, and implement meaningful instructional strategies for effective learning by students with special needs. The focus of this course will therefore be on assessment for instructional programming. The course will outline procedures for designing or selecting, administering and interpreting, a variety of informal assessment measures typically used in schools. The presentation of assessment information in an acceptable format to parents and teachers will also be addressed. Meets MEd Standard 4. [CEC116 for 3 CEUs]

ED620 Advanced Classroom Management: Children as Change Agents. © 3 hours. This course is geared primarily for professionals (e.g. regular or special educators, instructional assistants, school psychologist, counselors) serving children and youths presenting behavior problems in the school or community. This course focuses on cognitive and cognitive-behavioral interventions (often lumped together under the rubric “social skills”) with an emphasis on teaching students how to change and manage their own behavior. Since previous knowledge and understanding of traditional behavioral (operant) concepts and strategies is required, it is strongly recommended that you take an introductory behavior management course to learn the basic terms and concepts of behavior management prior to taking this “advanced” course. Meets MEd Standard 5. [CEC100 for 4.5 CEUs]

ED621 Understanding Aggression: Coping with Aggressive Behavior in the Classroom. © 3 hours. Understanding Aggression includes topics on violence, aggression in the classroom, youth gangs, aggression in sports and on television, how drugs and alcohol play a role in aggression and violence, and “hot spots” that tend to breed aggression and violence. The course helps school personnel become more aware of the causes of aggression and ways to evaluate aggression and intervene before the aggression turns to violence in the schools. The course also speaks about aggression in our communities through driving, dating, sports, television, music and how these issues are dealt with in modern society. Meets MEd Standard 1. [CEC102 for 4.5 CEUs]

ED622 Behavior Is Language: Strategies for Managing Disruptive Behavior. © 3 hours. This course is designed to give you a new perspective on student behavior and effective tools to facilitate positive student change. Taught by Mick R. Jackson MS/ED, this course provides a developmental framework to help you understand what students are trying to tell you through the “language” of their behavior. You will learn behavioral techniques and

intervention strategies that remediate disruptive, behaviors reduce power struggles while increasing classroom control, reduce your workload, and help prevent burnout. After successfully completing this course, you (and your students) will be better equipped to find and implement creative, effective solutions to behavioral problems. Meets MEd Standard 5. [CEC104 for 4.5 CEUs]

ED623 Learning Disabilities: Practical Information for Classroom Teachers. © 3 hours. This course describes diverse theoretical approaches to handling learning disabilities in the classroom. Taught by Dr. Bob Pillay, this course lays the foundation for sensitive, appropriate assessment and evaluation of students. In addition, this course covers program planning and implementation, stresses the importance of a close, positive partnership with parents or alternative caregivers, and explores methods for ensuring that the home-school axis is effective and meaningful. You will also learn about major trends and unresolved issues in the field of learning disabilities. **May substitute for ED516 for the MEd program but not for TAC students.** Meets MEd Standard 2. [CEC111 for 4.5 CEUs]

ED624 Violence in Schools: Identification, Prevention, and Intervention Strategies. © 2 hours This course is designed to give you a better understanding of school violence and increase your intervention strategies. Taught by Dr. Michael Sedler, this course provides an overview of violence and the motivational purposes behind aggression. The correlation and impact of the media, community and family upon violence is investigated. You will learn identification and intervention approaches to working with out-of-control behaviors. In addition, you will receive information about the national resources available for both parents and teachers. Upon successful completion of this course, you will have a better understanding of violence and the motivations behind the use of violence, as well as specific strategies to minimize the occurrence of violence in a school and community. Meets MEd Standard 1. [CEC115 for 3 CEUs]

ED625 Teaching Diversity. © 2 hours. Designed to give the learner the knowledge, tools and dispositions to effectively facilitate a diverse classroom, this course teaches how to understand and identify differences in approaches to learning and performance, including different learning styles and ways in which students demonstrate learning. An emphasis in this course is on understanding how students’ learning is influenced by individual experiences, talents, disabilities, gender, language, culture, family, and community values. The learner is challenged to apply knowledge of the richness of contributions from our diverse society to the teaching field. **May substitute for ED516.** Meets MEd Standard 3. [CEC118 for 3 CEUs]

ED626 Infant and Toddler Mental Health. © 2 hours. This course is designed to help educators achieve a better

understanding of infant and toddler mental health, child development, and strategies that can be used to promote positive relationships with children and their families. This course provides information that will help the learner understand and identify his or her role as a child care provider, educator, and early childhood professional. *Infant and Toddler Mental Health* provides research-based information on child development, attachment, temperament, and curriculum. This course also lists resources for both teachers and parents who would like more help or information about infant and toddler mental health. Meets MEd Standard 1. [CEC120 for 3 CEUs]

ED627 Harassment, Bullying, and Cyber-Intimidation in Schools. © 3 hours. This course will discuss definitions and the personal, social, and legal ramifications associated with sexual harassment, bullying, and cyber-intimidation. The course will address what we know about these troubling areas. We will then explore preventive strategies as well as how school staff can address these issues when they occur. A clear understanding of what constitutes harassment and the harmful effects of harassment on people and institutions is essential to providing a safe and inclusive school environment for all. Meets MEd Standard 1. [CEC119 for 4.5 CEUs]

MS, CLINICAL COUNSELING DEGREE PROGRAM

For CMU program information, contact information, and an online application, visit <http://www.centralmethodist.edu/cmgrad/counseling/index.asp>.

Graduates of this program will be employable in clinical counseling arenas such as correctional centers and psychiatric institutions, or in private practice. They may be eligible to obtain a license in Missouri as a professional counselor, pending satisfactory completion of requirements.

MISSION

The mission of Central Methodist University's MS in Clinical Counseling program is to prepare practitioners to function as professional counselors who meet the State Of Missouri's requirements for Licensure as a Licensed Professional Counselor (LPC).

The counselor must have an understanding of an individual's development through the life span and must have formal academic knowledge, applicable skills, and clinical learning experiences necessary to help individuals, families, and groups solve problems they face in the social contexts in which they live, learn, work, and play. This program will provide the skills and knowledge necessary for graduates to earn this license.

DEGREE PROGRAM

The degree program is a minimum of 48 credit hours in length and may be completed in less than three (3) calendar years through a full-time course of study. Students may also opt for part-time study. All coursework must be completed within six years of enrollment.

Requirements included in the 48 credit hours are six (6) credit hours of supervised practicum and successful completion of the thesis.

This program adheres to all policies of the Graduate Program at Central Methodist University.

NOTE: In order to graduate, all students in this program must pass the Counselor Preparation Comprehensive Examination (CPCE) based on completed coursework. Three (3) attempts will be allowed. Upon failure to pass the exam the third time, continuing coursework must be attained and only upon passing this coursework will one last attempt will be

allowed. Students must pass this final exam or be disenrolled from the Graduate program.

ADMISSION REQUIREMENTS

In order to be admitted, candidates must

1. submit a completed application form and pay the appropriate application fee.
2. provide official transcripts of all previously completed college and University coursework:
 - a. An undergraduate GPA of 3.0 (or better) is required for candidate with fewer than nine (9) hours of previous graduate work.
 - b. Successful completion of the Miller Analogies Test. Test should be scheduled at Central Methodist University's Park Hills Campus with the Program Director.
 - c. For candidates with previous graduate work, a 3.0 GPA in graduate courses completed.
3. have completed a baccalaureate degree from an accredited college or university.
4. have completed an undergraduate major in Psychology or earned at least 18 hours of college credit in Psychology or a related field prior to enrollment in the graduate program.
5. submit a cover letter, a résumé, a short autobiography, and a 2-3 page essay on why the candidate would like to be a counselor—including future career plans and goals—as well as reference letters from two persons knowledgeable about the applicant's potential to complete graduate work and to function successfully as a counselor.

ADMISSIONS EXCEPTIONS

Applicants seeking an exception to the admissions standards (based on an undergraduate GPA of less than 3.0) should

1. submit all application materials stated above.
2. submit a letter requesting an exception clearly identifying reasons which justify this exception.

3. provide information supportive of this exception (e.g. additional references, MAT, GRE, life experiences, etc.).

Upon receipt of these materials, the regular admissions procedures will be followed.

NATIONAL CERTIFICATION

Central Methodist University participates in the Graduate Student Application Program (GSA-NCC) of the National Board for Certified Counselors (NBCC) through the Center for Credentialing and Education (CCE) in order to allow students to work towards becoming board eligible as well as offering students availability to other services. Through the GSA-NCC, the National Counseling Exam (NCE) is available during their last two (2) semesters of the Master's program as well as to students who have graduated from the program so long as testing is completed within six (6) months of graduation from this Master's program. Upon passing the NCE through the jump-start program, providing proof of graduation, and following requirements provided by the NBCC, students may become board-eligible and may move on to become a National Certified Counselor (NCC). The NCC is the only general-practice counseling credential with nationwide recognition. For more information about the National Board for Certified Counselors and their affiliates, go to <http://www.nbcc.org/>.

LICENSING REQUIREMENTS

Graduates of the program who have not taken the NCE during the jump-start program will be eligible to apply to take the NCE after graduation. Furthermore, passage of the exam and completion of state requirements including acquiring a supervisor may allow students to become a Provisionally Licensed Professional Counselor (PLPC) and upon completion of Missouri's requirements for licensure including 3,000 hours of postgraduate clinical experience, Licensed Professional Counselor status may be achieved. For further information on licensure, go to <http://pr.mo.gov/counselors-about.asp>.

NOTE: Applicants for licensure must meet current requirements as established by the State of Missouri, Department of Economic Development, Division of Professional Registration, Committee for Professional Counselors, and RSMo 337.507 *Missouri Revised Statutes*.

GROUNDS FOR REFUSAL OF LICENSURE

Consult the Missouri Statutes for information regarding licensure eligibility (RSMo 337.525 *Missouri Revised Statutes*).

CRIMINAL RECORD CHECK

Students are required to have a criminal record check completed and on file ***by the end of the first semester of enrollment***. Students who do not have results on file will not be permitted to continue in the program. **There are NO waivers for the criminal record check.** Students are personally responsible for the cost of the criminal record checks.

PROCESS FOR CRIMINAL RECORD CHECK

1. Obtain the criminal background check form from the regional site coordinator or program director.
2. Complete the form and send all required fees to the address provided.
3. Students are responsible for all fees in the mailing process.
4. Criminal background checks deemed unacceptable based on past criminal history will be handled on an individual basis in consultation with the Committee for Professional Counselors.

PROFESSIONAL INSURANCE

Students are provided professional liability insurance under the form of an umbrella plan; students must pay a fee for said insurance on an annual basis for as long as the student is enrolled in the Clinical Counseling Program. (See fee information on page 120.) However, students are required to purchase and show proof of individual professional liability insurance as required by the program prior to the student's enrollment in their practicum coursework. Information regarding insurance may be obtained from the regional site coordinator. Some sites are provided below:

- http://www.nbcc.org/home/newspage/nbcc_news/nbcc-endorsed-insurance-program-announces-significantly-reduced-rates
- <http://www.cphins.com/AboutUs/OurEndorsers/tabid/85/Default.aspx>
- <http://www.hpso.com/about/endorsers.php>

CLINICAL COUNSELING (PY) COURSES

PY500 Introduction to Clinical Counseling. 3 hours. This course is an introduction into the field of clinical counseling. Students enter graduate-level counselor-education programs from a variety of educational and experiential backgrounds. A graduate with a Master's degree in Clinical Counseling can be employed in a multitude of settings. The purpose of this course is to introduce the student to some of the knowledge and skills a counselor needs to know, to some of the areas in which the counselor can apply these skills, and to some of the theories and ethical issues important to the professional counselor.

PY501 Diagnosis & Psychopathology. 3 hours. This course will provide an in-depth review of the multiaxial assessment process that is used in the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders. The course will provide an historical perspective on abnormal behavior and its definition as well as a review of the diagnostic and assessment phase of psychological disorders and various theories that look for the causes of abnormal behavior. This course will further develop the ability of the student to identify diagnostic criteria of the various disorders that a professional counselor may be asked to treat.

PY505 Career Development. 3 hours. This course focuses on the structure and nature of the world of work, the relationship between career choice, lifestyle, leisure activities, sources of occupational and educational information, and decision-making models to help the counselee through this process.

PY510 Counseling Theory. 3 hours. This course examines several major theories of counseling and therapy. It looks at each theory's basic concepts, techniques, and goals in working with counselees.

PY520 Introduction to Psychological Measurement. 3 hours. The purpose of this course is to help the counseling student develop an understanding of the assessment process and an overview of the different areas of counseling and psychological evaluation along with the different tests used in those areas.

PY523 Human Growth and Development. 3 hours. This course examines the nature of the developmental process, from birth to death. This course will look at biological, psychological, and sociological aspects of development. The course will review developmental theories in each area and the educational needs of individuals at different points of their lives.

PY525 Legal and Ethical Issues in Counseling. 3 hours. The purpose of this course is to familiarize the prospective counselor with the code of ethics, legal

standards, licensing, role identity of counselors versus other helping professionals, fee structures, and the impact of fees on the lawyer. The information given in this course is intended solely to increase the counseling student's awareness of some of the issues in the field.

PY530 Individual Intelligence Assessment. 3 hours. The focus of this course will be the administration, scoring, and interpretation of individual intelligence tests. The student will study the nature of intelligence, theories of intelligence, behavioral observation skills, and the administer specific intelligence tests. The course will focus on the Wechsler scales. Prerequisite: PY520.

PY535 Techniques of Interviewing. 3 hours. This course is designed to help the student develop the interview and communication skills necessary for a counselor to establish a helping relationship with a client. The counselor must be able to gather information, identify problems and complete a psychosocial history as well as formulate a treatment plan.

PY540 Counseling with Special Populations. 3 hours. This course is designed to provide the counselor with a knowledge base that will allow him or her to provide services to individuals with diverse needs and backgrounds.

PY552 Group Counseling Techniques. 3 hours. This course will provide an overview of group theories and the basic elements of the group process. This course will be didactic and experiential in nature and will provide the student with the opportunity to practice interventions in a small group setting. Prerequisites: PY510 and PY535.

PY550 Research and Statistical Methodology. 3 hours. This course is designed to introduce the student to various research and statistical methodologies that may be used in conducting and evaluating research in the field of counseling. This also will cover both quantitative and qualitative analysis as well as statistical techniques. These will include descriptive statistics, correlational techniques, hypothesis testing, non-parametric procedures and inferential techniques such as the t-test and analysis of variance (ANOVA).

PY557 Current Issues and Supervision in Clinical Counseling. 2 hours. This course will provide a synopsis of the Clinical Counseling Program and will offer a lead-in to the practicum experience. An examination of current issues in counseling, licensure, legislation, affiliation, supervision, and an understanding of the public and private practice domain will be investigated.

PY560 Special Problems. 1-5 hours. Independent study or research on a subject of interest to an individual student. Prerequisite: Instructor's permission.

PY563 Counselor Practicum 1. 3 hours. Prerequisite: Before registering for Master's practicum hours, student must have taken at least once the comprehensive examination based upon coursework.

PY564 Counselor Practicum 2. 3 hours. Each student in the Master of Science in Counseling Program is required to complete two (2) learning practica (three hours each) over two separate semesters. For each three (3) credit hours of practicum credit, the student must log a minimum of 150 clock hours in his or her practicum placement (for a total of at least 300 clock hours for the required six (6) semester hours. Prerequisites: PY501, PY505, PY510, PY520, PY523, PY525, PY530, PY535, PY540, PY552, and PY563. Before registering for Master's practicum hours, student must have taken at least once the comprehensive examination based upon coursework.

PY595 Thesis Research. 1 hour. This course will provide an opportunity for students to establish and turn in a proposal for topic approval, acquire approval, and begin the research process for the Master's thesis as well as provide regular supervision during the process. Prerequisite: Before registering for Master's thesis

research, student must have taken at least once the comprehensive examination based upon coursework.

PY597 Master's Thesis. 3 hours. The completing of a master's thesis gives the counseling student the opportunity to extend and expand his or her knowledge of the counseling field. To write a master's thesis, the student must integrate his knowledge of counseling, report writing, and research methodology, along with quantitative and qualitative analysis methodologies. Students who do not complete the thesis during this term of enrollment will receive a grade of "I" (Incomplete) for the course. Students who receive a grade of Incomplete must maintain a continuous enrollment of at least 1-hour each term until the thesis is completed or until the six-year time for program completion has expired. Prerequisite: PY550 and successful completion of comprehensive exam.

PY598 Thesis Continuation. 1 hour. This course provides students with continuing support in completing the research thesis.

MSN, CLINICAL NURSE LEADER

For CMU program information, contact information, and an online application, visit <http://www.centralmethodist.edu/cmgrad/nursing/index.asp>.

MISSION

The Mission of the Graduate Program at Central Methodist University is to create a learning environment that allows students to continue their professional development. This is achieved through emphasis on academic and professional excellence, ethical leadership, and social responsibility.

MISSION OF THE MSN PROGRAM

The mission of Central Methodist University, the College of Graduate and Extended Studies, and the Department of Nursing is to prepare nurses who have baccalaureate degrees to practice in a professional role as Clinical Nurse Leaders (CNL). The primary focus is to provide advanced practical clinical skills and knowledge fostering ethical leadership and social responsibility.

AMERICAN ASSOCIATION OF COLLEGES OF NURSING (AACN)

The Master of Science in Nursing Program has been written using the guiding principles developed by the American Association of Colleges of Nursing preparing graduates for practice as a Clinical Nurse Leader (CNL). The CNL graduate is eligible to matriculate to a practice- or research-focused doctoral program.

PHILOSOPHY

MSN, CLINICAL NURSE LEADER PROGRAM

The goal of the Master of Science in Nursing, Clinical Nurse Leader program is to provide opportunities for qualified students to acquire advanced knowledge and skills in nursing to enable them to provide clinical leadership in the health care delivery system across all settings in which health care is delivered. The CNL assumes accountability for client care outcomes through the assimilation and application of evidence-based information to design, implement, and evaluate the process of health care delivery.

CLINICAL NURSE LEADER (CNL)

The goal of the Clinical Nurse Leader includes improving clinical or client outcomes and enhancing nursing practice through the identification of and application of effective care to clients and families. The Clinical Nurse Leader is accountable for a defined

group of clients within the health care setting. The CNL is a formal leader and provides horizontal leadership to foster lateral integration of care.

Nursing Faculty Belief: Persons are unique, holistic, and developing beings with the process and capacity for thinking, feeling, reflecting, and choosing. Persons respond to and act upon the constantly changing environment, which is everything that is within and around them. To adapt to this changing environment, people use coping processes which are both innate and learned. Adaptation occurs as adaptive responses promote integrity and wholeness.

Health is a state and a process of being and becoming an integrated and whole person. Health is a continuum ranging from peak wellness to death. The adaptation level is that point where the person is able to respond positively. A whole person is one with the highest possible fulfillment of human potential.

Nursing assists persons, families, and communities to examine life and environmental patterns, attach personal meaning to these patterns, and choose adaptation. Nursing acts to enhance interaction with the environment by promoting meaningful life experiences, growth, and adaptation. The profession of nursing is an integrated part of a system for health care delivery and shares responsibility for working collaboratively with other health care practitioners.

Nursing education is a process which enables the learner to synthesize a body of knowledge obtained through courses in nursing, liberal arts, humanities, and the sciences. Because nursing is dynamic, the education is foundational for professional growth through nursing research and continuing education.

The faculty believe that the learner is best able to reach individual potential in an environment that is nurturing and promotes inquiry, dialogue, curiosity, creativity, the ethical ideal, and assertiveness. The learner brings an attitude of commitment and motivation for achievement. The role of the learner is to share in the responsibility of the teaching-learning process.

The teacher interacts with students as persons of worth, dignity, intelligence, and high scholarly standards. The teacher's role is to provide the climate, structure, and dialogue that promotes discovery of

patterns and paradigms for practice. The teacher raises questions that require reading, observation, analysis, and reflection upon patient care. The teacher nurtures the learner, is available for dialogue, and promotes the use of research and critical thinking in the delivery of nursing care.

PROGRAM OUTCOMES

At the end of this program, the graduate will be able to:

1. Design, coordinate, supervise, and evaluate care provided by the health care team evaluating appropriate use of fiscal and human resources.
2. Assume accountability for client-care outcomes by utilizing research-based information to design, implement, and evaluate the process of health care delivery.
3. Evaluate issues in health care delivery from an ethical, sociopolitical, technological, and historical framework while providing leadership for change.
4. Effect change through advocacy for clients within the health care delivery and policy system, the profession, and the interdisciplinary health care team.
5. Assume personal responsibility and accountability for current practice and health care information and skills.
6. Utilize a multidisciplinary approach to discuss strategies and identify and acquire resources for client populations that empower them to attain health and maintain wellness.
7. Identify the impact of health care financial policies and economics on the delivery of health care and client outcomes.

ADMISSION CRITERIA

- bachelor's degree with relevant nursing experience (**NOTE:** Students with a Bachelor's degree in a field other than Nursing must submit an admission portfolio with proof of meeting the BSN essentials. Criteria for portfolios will be available as needed.);
- cumulative GPA 3.0 on a 4.0 scale from baccalaureate program;
- RN License in Missouri (current);
- statistics course with a "C" grade or better;
- research course with a "C" grade or better;
- computer experience/literacy;
- current Graduate Record Examination (GRE) scores within the last two years. The GRE requirement will be waived for students with a 3.3 GPA on a 4.0 scale in final 60 hours of their bachelor's program;
- submission of a one-page written statement of personal nursing philosophy and goals which demonstrate scholarly writing competencies; and
- must meet the admission requirements of the Graduate Program and CMU

Requirements for Continuation in Program:

Students who earn less than a "B" in a course may not continue in their cohort. Any one course where the student earns less than a "B" must be repeated and completed with a grade of "B" or higher, and then the student will join the subsequent cohort. Students will be required to petition the Graduate Studies Committee for re-admission. Any second instance when a student earns less than a "B"—whether it is a repeated course or one taken for the first time—results in the student's dismissal from the MSN program.

GRADUATION REQUIREMENTS

1. A 3.0 cumulative GPA must be maintained and a grade of "B" or above must be obtained in divisional courses.
2. The MSN program must be completed within five (5) years of enrollment.

PORTFOLIO ASSESSMENT

The Master of Science in Nursing, Clinical Nurse Leader graduate will maintain an Annual Professional Outcomes Portfolio that includes evidence of:

1. improved clinical outcomes such as
 - a. Client satisfaction
 - b. Interdisciplinary team satisfaction
 - c. Strategic management of Unit and organizational outcomes to maximize quality, safety, and satisfaction.
2. the degree to which efficient and effective use of resources is identified and addressed
3. the creation of well-functioning clinical teams as evidenced by
 - a. knowledge of staff members about Unit-based technology and pharmaceuticals
 - b. reduction in absenteeism, improved retention, and professional development
 - c. fostered environment for improved involvement of professional team
4. the extent to which new resource technology has been incorporated into practice in

- a. grand rounds
- b. case presentations
- c. clinical/care team studies and publications
- 5. the extent to which leadership has been demonstrated by
 - a. service on practice and governance committees
 - b. contributions to strategic goals
- c. increased knowledge and skills
- d. evaluated knowledge of clinical team and incorporation into practice
- e. mentoring of new or student CNLs
- 6. professional development and continuing education
- 7. knowledge about and participation in developing and implementing corporate or institutional philosophy, goals, strategies, and results.

MSN, CLINICAL NURSE LEADER DEGREE REQUIREMENTS (34 HOURS)

Students will be admitted as a cohort. No transfer hours are accepted.

1 ADVANCED PRACTICE NURSING CORE CURRICULUM (10 HOURS)

NU500	Advanced Health Assessment (4)
NU502	Advanced Pathophysiology (3)
NU504	Advanced Pharmacology (3)

2 GRADUATE CORE CURRICULUM CONTENT (24 HOURS)

NU508	Epidemiology (4)	NU516	Health Care Issues (3)
NU510	Advanced Professional Role (4)	NU518	Evidence-Based Client Care Management (4)
NU512	Health Care Finance/ Policy/Economics (3)	NU522	Clinical Nurse Leader Residency (4)
NU514	Theoretical Frameworks (2)		

MSN CLINICAL NURSE LEADER COURSES

NU500 Advanced Health Assessment. 4 hours. This course focuses on development of advanced health history and assessment skills. Discussion centers on interpreting data, recognizing deviations from normal, recognizing actual and potential health problems, and determining the nursing/medical diagnosis. Cultural diversity and ethical issues are considered.

NU502 Advanced Pathophysiology. 3 hours. This course builds on an undergraduate pathophysiology content, focusing on alterations in body systems, on pathophysiologic changes, and on associated signs and symptoms across the life span.

NU504 Advanced Pharmacology. 3 hours. The course focuses on pharmacotherapeutics and the implications for nursing practice. Treatment guidelines, indications, contraindications, prescription writing, drug law, and drug information resources will be discussed using case studies.

NU508 Epidemiology. 4 hours. The course studies the origin, distribution, and control of disease including the study of infectious and non-infectious diseases, the etiology,

vector control, host defenses and resistance, and the investigation of disease outbreaks.

NU510 Advanced Professional Role. 3 hours. Students will examine the role of Master’s-prepared nurses with attention to the factors of personnel management, team coordination, and interdisciplinary management. Students will begin development of a capstone project under the guidance of the nurse administrator and the faculty.

NU512 Health Care Finance/Policy/Economics. 3 hours. The course introduces students to health care finance and provides an opportunity to prepare Unit budgets. Students will develop an understanding of health care economics, the health care system, the development of health policy, and the role of the advance-practice nurse in the process.

NU514 Theoretical Frameworks. 2 hours. This course presents a variety of conceptual and theoretical frameworks and allows students to examine nursing theories and related contemporary theories from other disciplines.

NU516 Health Care Issues. 3 hours. Students examine the role that diversity and social factors play in the care of clients. Students examine legal and ethical factors that influence health and health care and discuss ethical decision-making in advance-practice nursing.

NU518 Evidence-Based Client Care Management. 4 hours. The course focuses on evidence-based care of the client in the acute-care setting with attention to restoration, maintenance, and health promotion. Clinical decision-

making will be enhanced through the use of case studies. Client safety, client satisfaction, national initiatives, and models of measurement will be discussed.

NU522 Clinical Nurse Leader Residency. 4 hours. Clinical-practice experience provides students an opportunity to work in the role of clinical nurse leader under the guidance of a mentor. A one-hour weekly seminar will give all students the opportunity to share experiences. The capstone project will be completed.

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