

Master of Education

Master of Education Degree Plan

Master of Education Standards

Master of Education - VESi

The Master of Education program is primarily designed for the growth and advancement of educational professionals who desire to

- complete an accredited master's degree;
- complete requirements to advance through the tiered levels of teacher classifications; and/or
- complete specific required coursework for additional content area endorsements or certifications from 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:

- baccalaureate degree from an accredited college or university
- undergraduate GPA of 3.0 (or more) on a 4.0 scale
- two (2) letters of recommendation from school administrators, professional colleagues, or college professors addressing the applicant's suitability for graduate work
- 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 Courses

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.

Professional Foundational 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.

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 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.

Professional Teaching Core Courses - 18 hours

Education

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. Standard 3.

ED507 Foundations of Education Administration. 3 hours. This course serves as part of the foundation for students choosing to pursue careers in elementary or secondary school administration, including athletic administration and coaching. Course content is based upon the unique challenges and demands faced by contemporary school leaders, and is both interactive and reflective. In addition to direct instruction the class will feature learning through case studies, class discussions, and personal reflection. Students will be challenged to assess their individual skills, talents, and potential as leaders, and then develop a professional improvement plan that moves them toward their goal of becoming school administrators. Topics include organizational theory and behavior, administrative theory and practice, decision-making, organizational communications, historical perspectives, and current issues and trends. Meets M.Ed. Standard 4.

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. 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 5.

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.

ED549 Interscholastic and Intercollegiate Athletic Program Administration III. 3 hours. This seminar further identifies and explores the organizational roles and responsibilities of the athletic administrator. This course will focus on current events impacting both high school and intercollegiate athletics, the administrations of interscholastic athletes, athletics, athletics and the law, legal considerations, cautions and issues (including anti-trust issues, amateur sports issues, Title IX issues, labor issues, tort law issues), and the role of state high school association now and in the future. Meets MEd Standard 1.

ED550 The Role of the Collegiate Athletic Director. 3 hours. This course will identify the organizational roles and responsibilities of the athletic administrator. The coursework will highlight the roles and responsibilities of the Intercollegiate Athletic Director and/or Administrator in the collegiate divisions of the NAIA, NCAA, NJCAA, USCAA and NCCAA. 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 2.

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.

ED618 Educational Assessment: Assessing Student Learning in the Classroom. 2 hours. This is an existing VESi course which is currently available to all CMU graduate students. Meets MEd Standard 4.

Mathematics

MA503 History of Mathematics. 3 hours. Development of mathematics through calculus; solutions of problems with historical significance; problems that highlight significant mathematical characteristics. Prerequisite: 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.

MA516 Mathematical Statistics. 3 credit hours. Topics in statistics, including combinatorial methods, probability, sampling distributions, and hypothesis testing are presented and proven with the detailed application of advanced calculus. (Prerequisite: MA522). Meets MEd Standard 1.

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

MA522 Writing Mathematical Documents. 3 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: MA522; or instructor's permission. Meets MEd Standard 1.

MA524 Topology. 3 hours. Including sets, relations, functions, metric spaces, compactness, completeness and connectedness. Prerequisite: MA522 Meets MEd Standard 1.

MA531 Numerical Analysis. 3 hours. The understanding and application of computer-based methods for solving equations and systems of equations; approximating functions, derivatives, and integrals; solving differential equations; and optimization. Computer programming is essential to the course, but no previous experience is assumed. Prerequisite: MA522 or instructor's permission. Meets MEd Standard 1.

MA535 Proof in Mathematics. 3 hours. A complete survey of mathematical proofs, covering all major techniques and styles. Introduction of entirely new areas of mathematics is limited as far as possible, in favor of a focus on the process of thinking about and composing proofs in more familiar contexts. Prerequisite: MA522 or instructor's permission. Meets MEd Standard 1.

Political Science

PS500 International Relations. 3 hours. Provides an examination of the major theories which seek to explain international conflict and cooperation. Meets MEd Standard 1.

PS505 Modern Political Thought. 3 hours. A study of the political thought from Machiavelli to the end of the 19th Century.

PS508 Law and the Judicial Process. 3 hours. Provides an overview of the operation of courts and the legal system within American Government. Meets MEd Standard 1.

PS518 Congress. 3 hours. This course will entail an advanced study of the legislative process, structure, powers, organization, political control, and procedures of the United States Congress. Meets MEd Standard 1.

PS519 The American Presidency. 3 hours. This course will examine the evolution of the office of the American presidency and the operation of the executive branch of the American federal government. Meets MEd Standard 1.

PS530 Public Administration. 3 hours. Introduction to the study of the public administration including the critical role that public bureaucracy plays in the nation-state, and the historical evolution of public administration as an academic field. Meets MEd Standard 1.

Psychology

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.

PY543 Advanced Psychology of the Exceptional Child. 2 hours. This course is a study of general psychology theories to the prospective special education teacher. There is a brief introduction to developmental stages, learning theories, individual differences, and motivation with application in the special education classroom regarding teaching methods, content presentations, and evaluation procedures. Meets MEd Standard 1.

Religion

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.

Special Education

SE503 Introduction to Graduate Study in Special Education. 3 hours. This course is an introduction to the profession of Special Education. The history and theoretical foundations of all disabilities, mild to severe, will be explored. Legally mandated processes involved in Special Education assessment, diagnosis, placement, and intervention along with the development of Individual Family Service Plans (IFSP), individual Education Plans (IEP), and Individualized Transition Plans (ITP) are introduced. Meets MEd Standard 1.

SE508 Advanced Organization and Management. 2 hours. This course involves the development and enhancement of strategies for developing, organizing, and administering a quality special education program. Meets MEd Standard 5.

SE513 Advanced Curriculum and Assessment. 3 hours. This course focuses on the educational and psychological characteristics of students with disabilities, mild to severe. Information useful for selecting and developing intervention programs for students with disabilities will be explored. Research in the field with emphasis on the study of instructional approaches emphasizing specific methods and materials will be introduced. Meets MEd Standard 4.

SE514 Special Education Internship. 3 hours. The internship will be a supervised school based experience with students with mild/moderate disabilities including physical and other health related impairments, autism, or emotional disturbance for a total of 100 clock hours. The student observes and uses strategies and techniques demonstrated by the classroom teacher and/or university supervisor. Meets MEd Standard 1.

SE533 Special Education Law. 3 hours. This course focuses on the specific court cases involved in special education identification, assessment, eligibility, and programming of students with a disability. This course will also encompass the area of 504, FERPA, and confidentiality. Meets MEd Standard 1.

SE545 Advanced Behavior Management. 3 hours. This course is designed to provide special education teachers with strategies for classroom and behavior management. Students will address such topics as a Functional Behavior Assessment (FBA), Behavior Improvement Plans, Adaptive Behavior Analysis, Discreet Trial Training, picture schedules, and picture stories. Meets MEd Standard 5.

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

Sociology

SO301/501 Race and Ethnicity in the United States. 3 hours. This course introduces students to contemporary race and ethnic relations in the United States. We examine how race has been socially constructed in the past, how racial identities are created and maintained in the present, the emergence and persistence of racial inequality, current beliefs and discourses about race, and how some groups are resisting racial inequality. We pay close attention to the relations between the dominant society and African-Americans, Asian-Americans, Latino-Americans, and Arab-Americans. Prerequisite: SO 101 or SO102. Meets MEd Standard 6.