

Department of Elementary, Early and Special Education

Graduate Program Handbook

Master of Arts in Teaching the Exceptional Child



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Section 1: Getting Started

Admissions Criteria

Master of Arts in Teaching (MAT)

Southeast Missouri State University Online offers numerous graduate programs at the master's level. The Master of Arts in Teaching (MAT) is designed for individuals who do not have prior teaching experience or an education degree. This is the perfect program for students interested in earning their teaching licensure in the following areas: Early Childhood Special Education (Birth – 3rd Grade) and Mild Moderate Cross Categorical (K – 12). To be admitted to the MAT programs in the Graduate School, you must have:

Admission Criteria

Admission: Mild Moderate Cross Categorical Emphasis Certification in Special Education K – 12:

- 2.75 Cumulative Undergraduate GPA
- Pre-Requisite Courses:
PY/CF 120 The Child or PY 222 Adolescent Development or PY 521 Advanced Child Development (or equivalent course)
EX 390 Psychology of the Exceptional Child or EX 635 Psychology of the Exceptional Child (or equivalent course)

Admission: Early Childhood Special Education Emphasis Certification Education Birth – 3rd Grade:

- 2.75 Cumulative Undergraduate GPA
- Pre-Requisite Courses:
PY/CF 120 The Child or PY 521 Advanced Child Development (or equivalent course)
EX 390 Psychology of the Exceptional Child or EX 635 Psychology of the Exceptional Child (or equivalent course)

Application to the Graduate School

Prospective students should apply for admission to the Graduate School. The Graduate School Admission Office will work with the Dept. of Elementary, Early and Special Education to determine whether an applicant has full admission, probationary admission or is denied admission.

Full admission: Undergraduate GPA and Pre-requisite course requirements met

Provisional Status: Undergraduate GPA requirement met, Pre-requisite course requirements not fully met

Denial of Admission: Undergraduate GPA requirement not met

Provisional admission: The program admission process must be completed within one calendar year. Failure to meet the requirements for full admission will result in reclassification as a non-degree student. Reinstatement to degree-seeking status will require a new application for admission. Courses taken prior to full admission may not necessarily be accepted toward meeting degree requirements.

Applications for a graduate program in the Department of Elementary, Early and Special Education may be completed online at the Graduate School website:

<http://www.semo.edu/gradschool/index.htm>

A non-refundable application fee is required with the application. The following documentation will need to be submitted to the Office of Admissions to provide verification of pre-requisites:

- **Undergraduate GPA:** Southeast Missouri State University alumni do not need to submit a transcript for documentation of the undergraduate GPA and degree. Non-Southeast Missouri State University graduates will need to submit an official transcript to the Admissions Office to document degree and GPA.
- **Pre-Requisite Courses:** Southeast Missouri State University alumni do not need to submit a transcript for documentation of successful completion of pre-requisite courses. Non-Southeast Missouri State University graduates will need to submit an official transcript verifying successful completion of pre-requisite courses to the Admissions Office.

The mailing address for the Admissions office is:

Southeast Missouri State University
Office of Admissions, MS 3550
One University Plaza
Cape Girardeau, MO 63701-4799

International students should contact the Graduate School for application information.

Application deadlines for each semester are as follows:

Fall Semester - **August 1**

Spring Semester - **November 21**

Summer Semester - **May 15**

General University Graduate School Policies

- All requirements for the master's degree must be completed within a six-year period.
- For the regular semester, a minimum of nine credit hours constitute a full load. There is no maximum course load for the summer session though availability to enroll in courses will be constrained by course offerings.
- One half of the hours required for the degree must be in courses numbered 600 or above and taken from Southeast Missouri State University. Workshop credit may not be used to fulfill this requirement.
- Dual-enrollment courses cannot be repeated for graduate credit if they appear on the student's undergraduate transcript.
- No coursework, including 500-level courses, applied to the undergraduate degree can count toward a graduate degree except those 500-level courses taken in approved accelerated degree programs.
- Students taking credit/no-credit courses must demonstrate "B" level work to receive "credit" for a graduate course.
- For each master's degree program, the student must produce a significant capstone work (e.g., thesis, non-thesis paper, internship paper, or creative work).

Financial Aid

For information about Financial Aid for your Graduate Program studies, contact the Student Financial Services office at (573) 651-2253 or visit their website:

<http://www.semo.edu/sfs/financialaid/index.htm>

The University participates in both the National Direct Student Loan and Guaranteed Student Loan funds. Note that there may be special grants / scholarships available for graduate students seeking certification in high need areas such as special education, science, or math. In particular, the TEACH grant can provide funds for students seeking the Master of Arts in Teaching in Exceptional Child Education. Information about this grant programs is at: http://www.semo.edu/sfs/financialaid/fed_grants.html

Admission to the Teacher Preparation Program

Graduate students who have been fully admitted to the Master of Arts in Teaching program should apply to Teacher Preparation Program. This should be done in the first semester of course work after being fully admitted. Students may apply for the Teacher Preparation program [here](#). (Note: MAT students are not required to pass the MoGEA test for admission to the Teacher Preparation Program.)

Choosing an Area of Study: Programs and Teaching Certificates

There are two emphasis areas within the Master of Arts Teaching

Master of Arts in Teaching	
Degree	Emphasis Area
Master of Arts in Teaching (MAT)	Mild/Moderate Cross Categorical K-12
Master of Arts in Teaching (MAT)	Early Childhood Special Education Birth through 3 rd Grade

Both emphasis areas are 53 credit hours in this degree, which must be completed within a 6 year time frame.

Graduate Program Advising

Upon acceptance into the Elementary, Early, or Special Education Graduate Program, you will be assigned a graduate advisor. You will be notified by a letter from the Department of the name and contact information of your graduate advisor. You should contact your graduate advisor soon after being accepted to begin planning your course of study. Your graduate advisor will be your primary mentor as you work through the pathway to graduation. Your graduate advisor will also likely serve as your Action Research Project (Capstone Requirement) advisor. Please contact your advisor each semester to determine the courses you should take, as well as whenever problems or questions arise.

Chalk and Wire Assessment System

Graduate students in the Master of Arts in Teaching program are required to purchase a Chalk and Wire license within the first few weeks of their first semester in program courses. These may be purchased from the Southeast Bookstore. Candidates' assessment information will be stored here, and a license must be maintained until graduation. Additional information about Chalk & Wire can be found below.

Graduation and Certification Requirements

The student must attain a 2.75 cumulative GPA and a 3.0 GPA in content and professional courses for graduation and certification.

Section 2: Elementary, Early, and Special Education Exceptional Child Graduate Programs and Course Requirements

Overview of Graduate Program: MASTER OF ARTS IN TEACHING (MAT)

The Master of Arts in Teaching (MAT) is designed for individuals who do not have prior teaching experience or undergraduate degree in education. This is the perfect program for students interested in earning their teaching licensure in the following areas: Early Childhood Special Education (Birth – 3rd Grade) or Mild Moderate Cross Categorical (K – 12). This online program is 53 credit hours.

Mild Moderate Cross Categorical Emphasis

Required Courses: (All courses 3 credit hours, except where noted)

EX 618 Intro to Children with Exceptionalities (2 cr. hr)
EX 619 Intro. to Mild Moderate Cross Categorical Internship (1 cr. hr.)
EL 629 Literature Across the Curriculum
EL 606 Curriculum Construction in a Multicultural Society
EL 644 Understanding & Applying the Multi-dimensional Processes of Reading
SE 602 Effective Literacy Instruction at the Middle and Secondary Levels
EX 507 Families and the Exceptional Child
EX 601 Educational Assessment
EX 652 Techniques of Teaching Mild Moderate Cross Categorical
EL 647 Reading Assessment
EL 608 Diagnosis and Remediation of Difficulties in Learning Mathematics
EX 621 Behavior Intervention Strategies (2 cr. hr.)
EX 622 Behavior Intervention Strategies Internship (1 cr. hr.)
EX 602 Language Acquisition of the Exceptional Child
EX 691 Transition Planning for Individuals with Exceptional Learning Needs
EX 693 Special Education and the Law
EX 696 Exceptional Child Education Advanced Internship (8 cr. hr.)
EL 615 Action Research
GR 698 Masters' Final Comprehensive Exam (0 cr. hr.)

Certification requirements:

- Passing score on MO Content Exam – 050 Mild/Moderate Cross Categorical Special Education Grades K-12 (Must be completed prior to EX 696 Advanced Internship)
- Passing score on Missouri Educator Evaluation System (MEES) completed in EX 696 Advanced Internship
- 2.75 Cumulative GPA, 3.0 GPA in professional and content courses

Master of Arts in Teaching
Mild/Moderate Cross Categorical Emphasis

Course Offerings

Semester	Courses	Delivery Method
Fall	EX 507: Families and the Exceptional Child (3 hrs) EX 691: Transition Planning for Individuals with Exceptional Learning Needs (3hrs) EX 601 Educational Assessment (3 hrs) EX 693: Special Ed and the Law (3 hrs) EL 615 Research in Action (3 hrs) EL 629 Literature Across the Curriculum (3hrs) EX 618 Intro to Children with Exceptionalities (2 cr. hr) EX 619 Intro. to Mild Moderate Cross Categorical Internship (1 cr. hr.) EX 696 Exceptional Child Education Advanced Internship GR 698 Capstone Requirement Action Research Defenses (0 cr. hr.)	Online Online Online Online Online Online Online Online Online Traditional or Online
Spring	EX 507: Families and the Exceptional Child (3 hrs) EL 606: Curriculum Construction in a Multicultural Society (3 hrs) EX 652: Techniques of Teaching the Mild/Moderate Cross-Categorical (3 hrs) EL 615 Research in Action (3 hrs) EL 608 Diagnosis and Remediation of Difficulties in Learning Mathematics (3 hrs) EL 644 Process of Reading (3 hr.) EX 621 Behavior Intervention Strategies (2 cr. hr.) EX 622 Behavior Intervention Strategies Internship (1 cr. hr.) EX 696 Exceptional Child Education Advanced Internship (8 cr. hr.) GR 698 Capstone Requirement Action Research Defenses (0 cr. hr.)	Online Online Online Online Online Online Online Online Online Traditional or Online
Summer	EX 602: Language Acquisition of Exceptional Children (3 hrs) EX 507: Families and the Exceptional Child (3 hrs) EL 647 Reading Assessment (3 hrs) EL 629 Literature Across the Curriculum (3 hrs) EX 693: Special Ed and the Law (3 hrs) EX 601 Educational Assessment (3 hrs) EL 606: Curriculum Construction in a Multicultural Society (3 hrs) EX 691: Transition Planning for Individuals with Exceptional Learning Needs (3hrs) SE 602 Effective Literacy Instruction in Middle and Secondary Education (3 hr.) GR 698 Capstone Requirement Action Research Defenses (0 cr. hr.)	Online Online Online Online Online Online Online Online Online Online or Traditional

Suggested Sequence of Mild/Moderate Courses

A proper sequence of courses provides you the learner, with a pattern of relationships presented over a number of courses, providing meaningful content and making learning easier. Course content in the program is interrelated; some courses build on one another fostering success throughout the curriculum. Recommendation of course sequence is also based on course rotation. The sequence below would be a recommendation, depending upon whether you start in the fall, spring, or summer semesters, taking 3-9 hours per semester. Your advisor can help customize a course sequence plan for you.

Beginning Fall Semester: 7 semesters*

Fall 1	Spring 1	Summer 1	Fall 2	Spring 2	Summer 2	Fall 3
EX 618 (2)	EX 652 (3)	EX 602 (3)	EX 691 (3)	EL 615 (3)	EX 507 (3)	EX 696 (8)
EX 619 (1)	EL 608 (3)	EL 647 (3)	EX 601 (3)	EX 621 (2)	SE 602 (3)	GR 698 (0)
EL 629 (3)	EL 644 (3)	EL 606 (3)		EX 622 (1)	EX 693 (3)	
6 credit hr.	9 credit hr.	9 credit hr.	6 credit hr.	6 credit hr.	9 credit hr.	8 credit hr.

Beginning Summer Semester: 7 semesters*

Summer 1	Fall 1	Spring 1	Summer 2	Fall 2	Spring 2	Fall 3
SE 602 (3)	EX 618 (2)	EX 652 (3)	EX 507 (3)	EX 691 (3)	EL 615 (3)	EX 696 (8)
EL 647(3)	EX 619 (1)	EL 608 (3)	EX 602 (3)	EX 601 (3)	EX 621 (2)	GR 698 (0)
EL 606 (3)	EL 629 (3)	EL 644 (3)	EX 693 (3)		EX 622 (1)	
9 credit hr.	6 credit hr.	9 credit hr.	9 credit hr.	6 credit hr.	6 credit hr.	8 credit hr.

Beginning Spring Semester: 7 semesters*

Spring 1	Summer 1	Fall 1	Spring 2	Summer 2	Fall 2	Spring 3
EX 652 (3)	SE 602 (3)	EX 618 (2)	EX 621 (2)	EX 507 (3)	EX 691 (3)	EX 696 (8)
EL 608 (3)	EL 647 (3)	EX 619 (1)	EX 622 (1)	EX 602 (3)	EL 615 (3)	GR 698 (0)
EL 644 (3)	EL 606 (3)	EL 629 (3)	EX 601 (3)	EX 693 (3)		
9 credit hr.	9 credit hr.	6 credit hr.	6 credit hr.	9 credit hr.	6 credit hr.	8 credit hr.

**This program may be completed at any pace. The Graduate School requires that all Masters degrees be completed within 6 years.

Early Childhood Special Education Emphasis

Required Courses: (All courses 3 credit hours, except where noted)

CE 530 Foundations of Early Childhood Special Education
CE 605 Issues and Trends in Early Childhood Education
CE 610 Curriculum, Methods and Program Management in Early Childhood
CE 634 Informal Assessment
EL 603 Teaching Elementary School Mathematics
EL 606 Curriculum Construction in a Multicultural Society
EL 644 Understanding & Applying the Multi-dimensional Processes of Reading
EX 618 Intro to Children with Exceptionalities (2 cr. hr)
EX 619 Intro. to Mild Moderate Cross Categorical Internship (1 cr. hr.)
EX 507 Families and the Exceptional Child
EX 601 Educational Assessment
EX 652 Techniques of Teaching Mild Moderate Cross Categorical
EX 693 Special Education and the Law
EX 621 Behavior Intervention Strategies (2 cr. hr.)
EX 622 Behavior Intervention Strategies Internship (1 cr. hr.)
EX 602 Language Acquisition of the Exceptional Child
EX 696 Exceptional Child Education Advanced Internship (8 cr. hr.)
EL 615 Action Research
GR 698 Masters' Final Comprehensive Exam (0 cr. hr.)

Certification requirements:

- Passing Score: 049 Early Childhood Special Education Birth through Grade 3 MO Content Assessment (must be completed prior to EX 696 Advanced Internship)
- Passing score on Missouri Educator Evaluation System (MEES) completed in EX 696 Advanced Internship
- 2.75 Cumulative GPA, 3.0 GPA in professional and content courses

**Master of Arts in Teaching
Early Childhood Special Education Emphasis
Course Offerings**

Semester	Courses	Delivery Method
Fall	CE 530: Foundations of Early Childhood Special Ed (3 hrs) EX 507: Families and the Exceptional Child (3 hrs) EX 601 Educational Assessment (3 hrs) EX 693: Special Ed and the Law (3 hrs) EL 615 Research in Action (3 hrs) EX 618 Intro to Children with Exceptionalities (2 cr. hr) EX 619 Intro. to Mild Moderate Cross Categorical Internship (1 cr. hr.) EX 696 Exceptional Child Education Advanced Internship (8 cr. hr.) GR 698 Capstone Requirement Action Research Defenses (0 cr. hr.)	Online Online Online Online Online Online Online Online and Traditional
Spring	CE 530: Foundations of Early Childhood Special Ed (3 hrs) EX 507: Families and the Exceptional Child (3 hrs) EL 606: Curriculum Construction in a Multicultural Society (3 hrs) EL 644 Process of Reading (3 hrs) EX 621 Behavior Intervention Strategies (2 cr. hr.) EX 622 Behavior Intervention Strategies Internship (1 cr. hr.) CE 634: Informal Assessment (3 hrs) EL 615 Research in Action (3 hrs) EX 652 Techniques of Teaching Mild Moderate Cross Categorical EX 696 Exceptional Child Education Advanced Internship (8 cr. hr.) GR 698 Capstone Requirement Action Research Defenses (0 cr. hr.)	Online Online Online Online Online Online Online Online Online Online and Traditional
Summer	EX 507: Families and the Exceptional Child (3 hrs) CE 530 Foundations of Early Childhood Special Education CE 605 Issues and Trends in Early Childhood Education CE 610 Curriculum, Methods and Program Management in Early Childhood EL 603 Teaching Elementary School Mathematics EL 606: Curriculum Construction in a Multicultural Society (3 hrs) EX 602: Language Acquisition of Exceptional Children (3 hrs) EX 693: Special Ed and the Law (3 hrs) EX 601 Educational Assessment (3 hrs) EX 602 Language Acquisition of the Exceptional Child GR 698 Capstone Requirement Action Research Defenses (0 cr. hr.)	Online Online Online Online Online Online Online Online Online Online Online and Traditional

Suggested Sequence of Early Childhood Special Education Courses

A proper sequence of courses provides you the learner, with a pattern of relationships presented over a number of courses, providing meaningful content and making learning easier. Course content in the program is interrelated; some courses build on one another fostering success throughout the curriculum. Recommendation of course sequence is also based on course rotation. The sequence below would be a recommendation for starting in the Fall, Spring, or Summer semesters, taking 6-9 hours per semester. Your advisor can help customize a course sequence plan for you.

Beginning Fall Semester: 7 semesters*

Fall 1	Spring 1	Summer 1	Fall 2	Spring 2	Summer 2	Fall 3
EX 618 (2)	CE 634 (3)	CE 530 (3)	EX 507 (3)	EL 615 (3)	EL 603 (3)	EX 696 (8)
EX 619 (1)	EX 652 (3)	CE 610 (3)	EX 693 (3)	EX 621 (2)	EX 602 (3)	GR 698 (0)
EX 601 (3)	EL 644 (3)	CE 605 (3)		EX 622 (1)	EL 606 (3)	
6 credit hr.	9 credit hr.	9 credit hr.	6 credit hr.	6 credit hr.	9 credit hr.	8 credit hr.

Beginning Summer Semester: 7 semesters*

Summer 1	Fall 1	Spring 1	Summer 2	Fall 2	Spring 2	Fall 3
CE 530 (3)	EX 618 (2)	CE 634 (3)	EL 603 (3)	EX 507 (3)	EL 615 (3)	EX 696 (8)
CE 610 (3)	EX 619 (1)	EX 652 (3)	EX 602 (3)	EX 693 (3)	EX 621 (2)	GR 698 (0)
CE 605 (3)	EX 601 (3)	EL 644 (3)	EL 606 (3)		EX 622 (1)	
9 credit hr.	6 credit hr.	9 credit hr.	9 credit hr.	6 credit hr.	6 credit hr.	8 credit hr.

Beginning Spring Semester: 7 semesters*

Spring 1	Summer 1	Fall 1	Spring 2	Summer 2	Fall 2	Spring 3
CE 634 (3)	CE 530 (3)	EX 618 (2)	EX 507 (3)	EL 603 (3)	EX 693 (3)	EX 696 (8)
EX 652 (3)	CE 610 (3)	EX 619 (1)	EX 621 (2)	EX 602 (3)	EL 615 (3)	GR 698 (0)
EL 644 (3)	CE 605 (3)	EX 601 (3)	EX 622 (1)	EL 606 (3)		
9 credit hr.	9 credit hr.	6 credit hr.	6 credit hr.	9 credit hr.	6 credit hr.	8 credit hr.

*These programs may be completed at any pace. The Graduate School requires that all Masters degrees be completed within 6 years.

AREA	EESE Department Graduate Course Rotation			
	Course: number & title All courses online, unless otherwise noted	Fall	Spring	Summer
Core	EL 615: Research in Action	X	X	
	EX 601: Educational Assessment	X	X	X
	EL 606: Curriculum Construction in a Multicultural Society		X	X
	CE 614: Family/School Collaboration or EX 507: Families and the Exceptional Child	X	X	X
EX-M/IMC-C	EX 602: Language Acquisition of Exceptional Children			X
	EX 621 & EX 622: Behavior Intervention Strategies & Internship		X	
	EX 691: Transition Planning for Individuals with Exceptional Learning Needs	X		X
	EX 618 & EX 619 Introduction to MMCC & Internship	X		
	EX 652: Techniques of Teaching the Mild/Moderate Cross-Categorical		X	
	EX 693: Special Ed and the Law	X		X
EX-Autism	EX 555: Introduction to Autism Spectrum Disorders	X	X	X
	EX 556: Language Acquisition & Communication Strategies		X	X
	EX 557: Behavior Management & Interventions	X		X
	EX 558: Seminar: Research in Autism Spectrum Disorders		X	
	EX 559: Clinical Practicum	X		X
	EX 691: Transition Planning for Individuals with Exceptional Learning Needs	X		X
	EX 693: Special Education and the Law	X		X
EX-ECSE	CE 530: Foundations of ECSE	X	X	X
	CE 605: Issues and Trends in Early Childhood Education			X
	EX 557: Behavior Management & Interventions or EX 621 & EX 622: Behavior Intervention Strategies & Internship	X	X	X
	EX 556: Language Acquisition and Communication Strategies or EX 602: Language Acquisition of Exceptional Children		X	X
	EX 693: Special Ed and the Law	X		X
	EX 559: Clinical Practicum	X		X
	CE 634: Informal Assessment		X	
EL-Reading	EL 647 Reading Assessment			X
	EL 644 Understanding & Applying the Multi-dimensional Processes of Reading		X	
	EL 646 Inquiry & Research Model Used to Improve Reading			X
	EL 624 Effective Literacy Leadership		X	
	EL 611 Practicum I: Younger Literacy Learners	X		
	EL 623 Practicum II: Older Literacy Learners		X	
	SE 602 Effective Literacy Instruction at the Middle and Secondary Level			X
EL-EC	CE 605 Issues and Trends in Early Childhood Education			X
	CE 634 Informal Assessment		X	
	EX 556 Language Acquisition and Communication Strategies or EX 602 Language Acquisition of Exceptional Children		X	X
				X

EL- Ma/Sc	EL 603 Teaching Elementary Mathematics			X
	EL 604 Techniques of Teaching Science in the Elementary School			X
	EI 608 Diagnosis and Remediation of Difficulties in Learning Mathematics		X	
Math Spec.	EL 667 Math Leadership Elem: Foundations			X
	EL 668 Math Leadership Elem: Influencing and Facilitating Improvement			X
Read Recovery	EL 625 Specialized Assessment in Literacy Instruction	X		
	EL 630 Reading Recovery Seminar I	X		
	EL 631 Reading Recovery Seminar II		X	
	EL 680 Small Group Intervention Instruction			X
	EL 681 Differentiation Literacy Instruction Classroom Techniques			X
	EL 682 Intervention Design for Struggling Learners			X
	EL 683 Advanced Practicum Intervention Models	X	X	
Coun	EX 635 Psychology Education Students with Special Needs		X	
MAT	EI 629 Children's Literature	X		
	CE 610			X
	EX 696 Practicum (Student Teaching)	X	X	

EX-M/MC-C = Master of Arts: Exceptional Child with Mild/Moderate Cross-Categorical emphasis
EX-Autism = Master of Arts: Exceptional Child with Autism emphasis
EX-ECSE = Master of Arts: Exceptional Child with Early Childhood Special Education emphasis
EL-Reading = Master of Arts: Elementary Education with Reading emphasis
EL-EC = Master of Arts: Elementary Education with Early Childhood emphasis
EL-Ma/Sc = Master of Arts: Elementary Education with Math/Science emphasis
Math Spec = Master of Arts: Elementary Education with Math Specialist emphasis
Coun= Service course for School Counseling program
Mat = Master of Arts in Teaching (MMCC & ECSE)

Transfer Courses

No more than **9** hours of transfer credit may be applied to your graduate program. **Your advisor must approve any courses for transfer credit, and you should obtain approval from your advising before enrolling in a course at another institution.** You must earn a “B” or better in any courses transferred. Courses from a non-accredited institution will not be accepted.

DegreeWorks

You can monitor your progress in course work and completion of your program through DegreeWorks, which you access through the portal using your SEKey. Contact your advisor for help with using DegreeWorks.

Section 3: Internship/Field Experiences Requirements

Candidates will be placed in school districts and with cooperating teachers where we can be confident that candidates will receive proper mentoring and supervision. Placements may be made in a district in which a candidate is employed. However, candidates may also not complete internship/field experience hours during employment hours, including while serving as a substitute teacher for the district. Teacher candidates must work under the supervision of a qualified mentor teacher. Teacher candidates also may not complete more than one field experience in the same classroom setting. All efforts will be made to keep commuting time for an internship/field experience to a minimum and satisfy Southeast Missouri State University and Missouri Department of Elementary and Secondary Education certification requirements.

When making requests keep in mind the following requirements.

MAT Candidates must complete three levels of internships.

1. Early Field Experiences: one (1) semester hour with a minimum of 37.5 clock hours in a school setting. This limited field experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher. You will do this field experience in EX 619 (1 cr.). Related assignments will be done in the co-requisite class, EX 618.
2. Mid-Level Experiences: one (1) semester hour with a minimum 37.5 clock hours in a school setting. At the midlevel, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher. You will do this in EX 622 (1 cr.). Related assignments will be done in the co-requisite class, EX 621.
3. Culminating Clinical Experiences (eight (8) semester hours with a minimum of 12 weeks in one placement. The culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time. An action research project will be finalized during this field experience and presented to a faculty committee to satisfy the GR 698 degree requirement.

MAT Internships are specific according to majors:

Early Childhood Special Education certification: Teacher candidates are required to complete field and clinical experiences with three different age levels (Infant/Toddler, Pre-K/Kindergarten, and Kindergarten – Grade 3). It is recommended that teacher candidates do the culminating clinical experience (EX 696) with the age level in which they hope to teach. The infant/toddler field experience may be done in multiple settings, working with an early interventionist.

Mild Moderate Cross Categorical certification: Teacher candidates are required to complete field and clinical experience with two different age levels (Elementary K – 6, Secondary 7 – 12). It is recommended that teacher candidates do the culminating clinical experience (EX 696) with the age level in which they hope to teach.

MAT Internships Placements

Teacher candidates should complete the application in Appendix E to be approved for a placement for the early and mid-level field experiences. This application should be returned to the Field Experience Office (fieldexperiences@semo.edu) and the

MAT Program Coordinator (Dr. Julie Ray, jaray@semo.edu). This application should be completed during the first four weeks of your first semester of course work. (Note: this application does not register you for your internship, and you will still need to do your course registration.)

Teacher candidates should complete the Student Teaching online application for the culminating EX 696 Advanced Internship, which may be found on the Field Experience Office’s website:

<https://semo.edu/education-health/edu-prep/studentteach/apply.html>. It is important that teacher candidates note the timeline for this application, as it is due one semester prior to the EX 696 internship.

Internships/Field Placement Background Check Requirement:

1. In order to participate in any field experience/internship, you must provide evidence of having had a fingerprint background check completed after September 5, 2018. The fingerprinting process costs \$44.80.
 - A. You can provide evidence of having a valid background check by doing **one** of the following:
 - Option 1: Complete a background check for Southeast Missouri State University by following the directions at <https://semo.edu/education-health/edu-prep/backgroundcheck.html>.
 - Option 2: Fulltime public school employees (teacher aides, paraeducators or teachers working on a temporary) provide verification of a completed background check that meets the needs of the district to Alicia Lincoln, certification officers (cscos@semo.edu).

MAT INTERNSHIPS			
Summary			
COURSE	CREDIT	MINIMUM REQUIREMENTS	HOURS
Early Field Experiences: EX 619 Introduction to Mild Moderate Cross Categorical Internship	1	<p>This limited field experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.</p> <p>If you are currently employed with a school district as a paraprofessional or teacher in an eligible classroom, your current classroom can be used as your placement. <u>You are required to complete the Appendix E Southeast Missouri State University EX 619 & EX 622 Internship Application and submit to the Director of Field Experience and the MAT Program Coordinator no later than mid-semester.</u></p>	37.5

		<p><u>If you are not currently employed with a school district as a paraprofessional or teacher in an eligible classroom, you are required to contact the Director of Field Experiences to initiate the process of obtaining a placement for the Early Field Experience. Contact must be made no later than the first of the semester in which you are enrolled in EX 619.</u></p>	
<p>Mid-Level Experiences: EX 622 Classroom and Behavior Management Internship</p>	1	<p>The mid-level experience occurs between the initial placement and the culminating clinical experiences. At the midlevel, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.</p> <p>If you are currently employed with a school district as a paraprofessional or teacher in an eligible classroom, your current classroom can be used as your placement (if it was not used for the field placement in EX 619). <u>You are required to complete the Appendix E Southeast Missouri State University EX 619 & EX 622 Internship Application and submit to the Director of Field Experience and the MAT Program Coordinator no later than mid-semester.</u></p> <p><u>If you are not currently employed with a school district as a paraprofessional or teacher in an eligible classroom, you are required to contact the Director of Field Experiences to initiate the process of obtaining a placement for the Mid-Level Field Experience. Contact must be made no later than the first of the semester in which you are enrolled in EX 622.</u></p> <p><u>Early Childhood Special Education: Age level placement must be in a different age level than used in EX 619 field experience (Infant/.</u></p>	37.5
<p>Advanced Field Experience/Culminating Clinical Experiences: EX 696</p>	8	<p>Culminating Clinical Experiences (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time.</p>	12 weeks (full school days)

	<p><u>If you are currently employed with a school district as a paraprofessional or teacher in an eligible classroom, your current classroom can be used as your placement (if it has not been used for previous field experiences). You are required to contact the Candidate Status and Certification Office to confirm your placement for the EX 696 Culminating Field Experience. See the Section, Enrolling in Culminating Clinical Experience for specific instructions.</u></p> <p><u>If you are not currently employed with a school district as a paraprofessional in an eligible classroom or currently employed with a school district as teacher in an eligible classroom, you are required to contact the Candidate Status and Certification Office to initiate the process of obtaining a placement for the EX 696 Culminating Field Experience. See the Section, Enrolling in Culminating Clinical Experience for specific instructions.</u></p> <p><u>Early Childhood Special Education: Age level placement must be in the age levels not previously used in EX 619 and EX 622 field experiences (Infant/toddler, Preschool, Primary grades).</u></p> <p><u>Mild Moderate Cross Categorical: Age level placement must be in an age level not previously used in EX 619 and EX 622 if the same age levels (Elementary or Secondary) were used in both of those.</u></p>	
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Applying for EX 619 & EX 622 Internship Placement Approval

The terms of this contract are to be determined by the teacher candidate, university supervisor and cooperating teacher prior to beginning the practicum experience. The teacher candidate/graduate student should complete the EX 619 & EX 622 Internship Application (Appendix E) prior to accumulating the required number of field hours and should discuss this plan with the cooperating teacher. Once the terms of the contract are determined, the teacher candidate should TYPE the contract and provide the cooperating teacher with a completed copy and a SIGNED version should be returned to Southeast Missouri State University Director of Field Placements; course instructor and MAT Coordinator. **The Internship Contract must be completed and submitted to the University Supervisor prior to the first day of the internship.**

To earn full credit for EX 619 or EX 622 internship, the teacher candidate/graduate student should complete MA/MAT EX 619/EX622 INTERNSHIP CLOCK HOURS (Appendix F) to document hours earned. Once the terms of the

internship are determined, the practicum student should TYPE the document and provide the cooperating teacher with a completed copy and a SIGNED version should be returned to Southeast Missouri State University Director of Field Placements (fieldexperiences@semo.edu) and the Coordinator of the MAT program., Dr. Julie Ray (jaray@semo.edu).

Applying for EX 696 Advanced Field Experience/Culminating Clinical Experiences:

EX 696 is the culminating field experience/internship for the MAT program. EX 696 is a full-time, school-district semester assignment that places teacher candidates under the guidance of an experienced, qualified cooperating teacher. Southeast MO State University uses the co-teaching model for field experiences, and teacher candidates should collaborate with their cooperating teacher throughout the semester. The student teaching experience will be a combination of co-planning/teaching and solo planning/teaching. The process of gradually releasing responsibility for the classroom to a student teacher is highly supported by the cooperating teacher and university supervisor. It is also uniquely tailored to each student teacher's strengths and areas of growth.

All program course work must be completed prior to participating in the culminating field experience/internship. The required MO Content Assessment must be successfully completed prior to the EX 696 semester. EX 696 is taken the last semester of the program, and teacher candidates should also enroll in GR 698 in the last semester of course work.

Specific steps for applying for EX 696 Advanced Field/Culminating Clinical Experiences **MUST BE INITIATED THE SEMESTER PRIOR TO ENROLLING INTO EX 696.** The Candidate Status and Certification Officer will then monitor your progress in the application process and procure/approve your Advanced Field/Culminating Clinical Experience placement. You will need to access the links to initiate this process at <https://semo.edu/education-health/edu-prep/studentteach/apply.html>. Failure to initiate this process in a timely manner or fully complete each step could result in not being eligible for EX 696 Advanced Field/Culminating Clinical Experiences in the semester desired.

Chalk and Wire Data Collection System

All students in programs leading to certification or licensure are required to purchase a Chalk & Wire license within the first month of the first course in their education program. Once purchased, you will need to register your account. This program will allow you to access assessment data as you progress through your program, as well as allow the Educator Preparation Program gather data needed for program approval and accreditation. Field experience evaluations will be done in Chalk and Wire. Licenses should be purchased through the University Bookstore. The length of license needed is based upon the program (typically 3 years):

Note: If you have previously had a Chalk & Wire account, you must inform the bookstore that you need a renewal license.

Information on how to register your account, as well as other useful Chalk and Wire resources can be found at: <https://semo.edu/education-health/edu-prep/chalk-wire.html>

Southeast Missouri State University
Policy for Teacher candidate Field Experience
Remediation/ /Removal

A teacher candidate must demonstrate the highest professional standards when placed in a field experience. This expectation is indicated by the school's acceptance of a teacher candidate representing Southeast Missouri State University. The teacher candidate is expected to conform to established university and school policies, to insure student safety and well-being, and to exhibit professional educational practices. When it appears that a candidate is seriously deficient in meeting these expectations, a request may be made by the cooperating school or by the university to remove the teacher candidate from the field experience assignment.

In certain situations, a teacher candidate may need to be remediated, or removed from field experiences. Each decision will be on an individual basis. Reasons for remediation or removal from field experiences may include, but are not limited to, the following

- the student teacher violates University policies concerning the [Student Code of Conduct](#) or teacher preparation program OR
- the student teacher violates policies of the participating school or school board
- the teacher candidate demonstrate significant disposition concerns OR
- the performance and/or actions of the student teacher are detrimental to the welfare of the pupils as agreed upon by the supervising teacher, principal, university coordinator and director of student teaching.

REMEDIATION

1. A plan of assistance meeting will be held with the Teacher candidate, Chair of the Department, and University Supervisor. If deemed necessary the Associate Dean for Educator Preparation, Cooperating Teacher and site principal will be notified and may be asked to attend. Teacher candidates may attend via Zoom, if not in the local area. Remediation, reassignment, or removal will be discussed.

2. The Plan of Assistance will be prepared by the University Supervisor in conjunction with the teacher candidate. This plan will state the areas of concern, action (recommendations for remediation), resources needed to support the teacher candidate, how progress will be measured, and date to review progress/outcome. (See Improvement of Disposition Plan). The Teacher candidate and University Supervisor must sign and date the plan. Copies of all evaluations, Teacher Performance Assessments, weekly block plans, competency logs, lesson plans or any pertinent paperwork are attached to the report.

3. The University Supervisor will document the Teacher candidate's progress toward identified area(s) of concern. The University Supervisor will conduct a weekly formal observation or check-ins. A conference to review progress will be conducted, as stipulated in the Plan of Assistance.

4. The final responsibility for the assignment of a course grade lies with the University Supervisor.

5. This process will not be extended beyond the term of Southeast Missouri State University semester.

6. Required documentation includes: Disposition Assessment; final Improvement of Disposition Plan and copy of Formative Field Experience Evaluations.

One important goal of the Teacher Education Programs is to ensure and maintain the Teacher Preparation Program standards. The following standards must be met by all candidates in the Teacher Education programs in order for candidates to continue:

1. Maintain a GPA of 2.75 or higher.
2. Completion of all Teacher Education courses with a grade of C or better.
3. Maintain a University Supervisor's Formative Field Experience Disposition average score of 3.0 or higher.
4. Maintain a University Supervisor's Formative Field Experience Disposition score on criteria of concern of 3.0 or higher.
5. Maintain the following required Formative Field Experience Evaluations rating:
 - **EX 619 Internship/Field** – must maintain an average rating of 2.0 or above
 - **EX 622 Internship/Field** – must maintain an average rating of 2.5 or above
 - **Advanced Field/ Ped III Field** – must maintain an average rating of a 3.0 or above
6. Meet the Improvement of Dispositions Plan, if developed and implemented.
7. Adhere to the Code of Ethics of the Professional Standards and Ethics.
8. At the end of the remediation semester, if a candidate does not meet the requirements the following options can be considered
 - Those students who are making progress toward meeting the Improvement of Dispositions Plan but have not yet met the plan's criteria can be consider for continuation of remediation.
 - Those students who are not making progress toward meeting the Improvement of Dispositions Plan may be considered for reassignment or removal from the Teacher Education Program(s).
9. Any teacher candidate who successfully completes their first IDP and receives additional IDPs (field experience or teacher preparation coursework), will meet with the University Supervisor, Academic Advisor, Department Chair and any other relevant personnel to consider remediation/removal.
10. Required documentation includes:
 - Required documentation includes:
 - Formative Field Experience Dispositions;
 - Culminating Field Experience Dispositions;
 - All Improvement Disposition Plans,
 - Teacher candidate Remediation/Reassignment/Removal Form;
 - Cooperating Teacher/School Correspondence;
 - Formative Field Experience Evaluations

REMOVAL

1. If a Teacher candidate is asked by school site personnel to be removed from his/her classroom placement and or school site, the teacher candidate will immediately stop all contact with anyone at the school site. A joint conference will be held with University Supervisor, Cooperating Teacher, site principal, and the Director of Field Experiences. ,

The Department Chair and the Associate Dean for Educator Preparation may also be included.

2. A Removal meeting will be held on the University Campus or Cooperating School Campus. It can include any of the following relevant personnel: Teacher candidate, Cooperating Teacher, University Field Experience Supervisor, Director of Field Experiences, Department Chair, Academic Advisor, Associate Dean, and the site principal. The teacher candidate may attend via Zoom if not in the local area.
3. A Removal Form will be prepared by the University Supervisor, in consultation with the Department Chair and Associate Dean for Educator Preparation. This form will state the reasons for removal, including supporting documents.
4. Removal (With Opportunity for Reentry). The Teacher Preparation Program reserves the right to remove a candidate from her/his placement due to:
 - the student teacher violates University policies concerning the [Student Code of Conduct](#) or teacher preparation program OR
 - the student teacher violates policies of the participating school or school board
 - the teacher candidate demonstrates significant disposition concerns OR
 - the performance and/or actions of the student teacher are detrimental to the welfare of the pupils as agreed upon by the supervising teacher, principal, university coordinator and director of student teaching.

The timeline and expectations for reentry to student teaching will vary based on the conditions and circumstances for removal. Teacher candidates are responsible for consulting with the Office of Field Experiences to determine reentry timeline and possible next steps for reentry.

Failure to successfully complete the requirements during the second placement will be grounds for dismissal from student teaching with no opportunity for reentry. Teacher candidates who are removed from a placement in advance of the semester refund deadlines may be eligible for full or partial tuition refunds. Responsibility lies with the teacher candidate to contact the Registrar's Office to monitor deadlines and requirements for full or partial refund of tuition.

5. Removal (Without the Opportunity for Reentry). The Teacher Preparation Program reserves the right to remove a candidate from her/his placement due to:
 - the student teacher violates University policies concerning the or teacher preparation program OR
 - the student teacher violates policies of the participating school or school board
 - the teacher candidate demonstrates significant disposition concerns OR
 - the performance and/or actions of the student teacher are detrimental to the welfare of the pupils as agreed upon by the supervising teacher, principal, university coordinator and director of student teaching.

Candidates removed permanently from the TPP will not be teacher candidate permitted to pursue teaching licensure through Southeast Missouri State University.

Teacher candidates removed from student teaching (with no opportunity for reentry) will be notified in the most expedient way possible under the individual circumstances. Candidates may be notified in person, by phone, call, by email and/or by letter to their permanent address.

Teacher candidates may appeal the decision to Southeast Missouri State University Student Appeals Committee. The appeals process can be located at: [SOUTHEAST MISSOURI STATE UNIVERSITY STATEMENT OF STUDENT RIGHTS AND CODE OF STUDENT CONDUCT](#)

Any teacher candidate who is asked to leave a field or clinical experience by a partner school district before the end of the semester, due to performance or dispositional issues, will not be given a new placement for that semester. The teacher candidate will also receive a failing grade for the field experience course. The teacher candidate must repeat the field or clinical course, and if a grade of C or higher is not received in the second attempt, the teacher candidate will be removed from the Teacher Preparation program. This policy does not pertain to any teacher candidate whose field placement termination is due to circumstances unrelated to teaching performance or dispositions, such as a cooperating teacher illness.

Required documentation includes:

- Formative Field Experience Dispositions;
- Culminating Field Experience Dispositions;
- All Improvement Disposition Plans,
- Teacher candidate Remediation/Reassignment/Removal Form;
- Cooperating Teacher/School Correspondence;
- Formative Field Experience Evaluations

RECORD KEEPING

Forms: All completed forms relating to the remediation, reassignment or removal of a teacher candidate from any and all field experiences shall be kept. These forms include but are not limited to:

- Formative Field Experience Dispositions;
- Culminating Field Experience Dispositions;
- Improvement Disposition Plans,
- Teacher candidate Remediation/Reassignment/Removal Form;
- Cooperating Teacher/School Correspondence;
- Formative Field Experience Evaluations

Record Access: Relevant University Personnel will have access to teacher candidate files on a need to know basis. Relevant person(s) would be any University Personnel who is involved in a situation that may involve teacher candidate remediation/reassignment/removal in a current field experience. Access to previous remediation/reassignment/removal actions are necessary to make an informed, individualized decision regarding a current situation in a teacher candidate's field experience.

Record Storage: Teacher candidate file will be stored in the department chairs office. It will be the responsibility to the University Supervisor to make updates as they occur.

Record Destruction: Upon successful completion of Southeast Missouri State University's Teacher Preparation Program and receiving DESE teacher certification, all documents associated with the remediation/reassignment and/removal of a teacher candidate from any field experience will be destroyed.

APPEAL PROCESS:

If the candidate believes his/her removal from the teaching assignment violated any policies or policy or procedures of the Teacher Preparation Program, that the decision to reassign or remove was arbitrary and capricious, or that the decision was the result of unlawful discrimination, the candidate may request in writing that the decision be appealed. The appeals

process to be followed can be found in [SOUTHEAST MISSOURI STATE UNIVERSITY STATEMENT OF STUDENT RIGHTS AND CODE OF STUDENT CONDUCT](#)

Individuals who are considering an appeal are advised to start the process well in advance of the designated appeals deadline. Applications received after the due date will not be considered until the next semester.

Missouri Content Assessment Exams (MOCA):

The content area assessments are exit assessments that must be completed by the candidate in all areas of certification:

Early Childhood Special Education: MO Content Assessment 049

Mild Moderate Cross Categorical: 050

Information about these exams, including test content, study materials, registration, testing sites can be found at: <http://www.mo.nesinc.com/>. Additional study materials is located in the Southeast Missouri State University EDvolution Center. Graduates students can locate information regarding study materials and check policies at <http://www.semo.edu/education/edvolution.html>

Passing score is 220, and candidates must pass this exam prior to EX 696 Advanced Internship.

Teacher Certification Reciprocity

Teacher certification reciprocity is a somewhat misleading term, as it is often interpreted as meaning that a teaching license issued in one state will be recognized by another state unconditionally. While most states provide reciprocity guidelines, interstate reciprocity is not automatic. Teachers must apply for a new license if they are looking to teach in a state where they are not currently licensed, and the teacher licensing agency for a given state typically reviews requests for teaching certificate reciprocity on a case-by-case basis.

In practice, then, teaching license reciprocity outlines which qualifications each state will accept from another state, and which qualifications it will not. The good news for educators is that while the process may be complicated, states that have teaching certification reciprocity agreements usually allow educators moving from one state to another additional time to fulfill the new state's requirements while teaching on a temporary or provisional license.

Southeast Missouri State University's MAT program only provides teacher certification for the state of Missouri. Teacher Certification Reciprocity Guidelines by State can be located at <https://www.teachercertificationdegrees.com/reciprocity/>. This site provides information for teaching license reciprocity in each state to help you determine the necessary qualifications. For more detailed information on interstate reciprocity, please contact the licensing agency of the state where you wish to teach.

Section 4: Capstone Research Project

All graduate programs at Southeast Missouri State University require a course in research methods and a capstone research project. Graduate students in the Elementary, Early and Special Education Dept. complete EL 615 Research in Action near the end of your graduate program. In this course, teacher candidates learn how to do research in the classroom setting and do a preliminary research project. The Capstone Research Project: GR 698, an Action Research Project is completed during the last semester of the program while enrolled in EX 696 Advanced Internship.

Action Research Project Presentation Guidelines

1. At the beginning of the semester you are enrolled in GR698, contact your advisor to schedule a meeting or Zoom/phone conversation to discuss your EL 615 research project and the requirements for the GR 698 Action Research Project Presentation.
2. It is likely that you will need to revise your EL 615 research project or even begin a new research project to meet the GR 698 requirements. Your advisor will help you determine what needs to be done to complete your GR 698 requirements successfully.
3. After your advisor deems your project ready to be presented, you are responsible to seek two faculty members to serve on your GR 698 committee, in addition to your advisor. Be sure to complete this early in the semester and to check with each of the faculty members to determine availability for the presentation.
4. Work with your advisor and committee to schedule your presentation no later than the 14th week of the semester (6th week of the 8-week summer semester). The presentation could be conducted in person or via voice and video software (Zoom, Skype, etc.).
5. One week in advance of the scheduled Action Research Project Presentation, copies of the presentation should be submitted to your Advisor and each committee member. You should provide a copy of your data collection instruments used to answer your research questions along with examples from the data and your bibliography to your committee.
6. The presentation should contain all of the items on the presentation rubric which can be found in the appendix of this handbook. Graduate students must score at the "Satisfactory" or "Target" level on all indicators to pass GR 698.
7. The order and depth of the information presented will vary with each student. Your presentation will take 30-45 minutes. You should be prepared to present all information with a minimum of notes. Do not read your presentation.
8. Following the presentation of the research study, typically, the project advisor will open the floor for questions from the project advisor and committee regarding the study. The graduate student is expected to provide reasonable answers to the questions posed by the advisor and committee. Also, at this time, faculty will make comments or recommendations regarding further study, editorial suggestions, and/or related research in the field.
9. At the completion of the presentation defense, the project advisor will excuse the student for a brief period. The student is then asked to return and the results are shared with the student.
10. Expectations of the graduate student during the Action Research Project Presentation are decidedly at a high level. The graduate student should be: a. fully knowledgeable of the research study and the background literature b. fully prepared and rehearsed, professional in appearance, communication, demeanor, attitude, and proficient with

technology (i.e. slides should display information accurately) c. enthusiastic and impressive d. appreciative of the input and assistance of the project Advisor and committee e. open to suggestion or recommendations.

11. The Action Research Project Presentation meeting is not intended to be intimidating. It is, on the other hand, a formal academic process and is not to be taken lightly by the graduate student. It should be a rich learning experience in which the graduate student realizes the significance of their time, work and advancement in the field of knowledge. The faculty are there to guide the student through this unique process.

Section 5: Finishing the Master's Degree

Graduate School Requirements and Deadlines

You must complete the Graduation Intent Form during the first week of the semester in which you plan to graduate. Failure to do so may result in a one semester delay of your graduation date. This form is on the university's Commencement website at:

<http://www.semo.edu/commencement/>

To graduate, all requirements for the Masters degree must be completed by Graduate School deadlines. These deadlines may be found in the semester schedule or on the Graduate School website.

The Graduation Ceremony

The Graduation ceremony is a chance to be recognized for your hard work in earning a graduate degree! Candidates for a Masters degree wear a gown with hood signifying the accomplishment of a graduate degree, and your cap/gown may be ordered through the graduate office. All information about graduation is on the Commencement website, so read all details carefully.

Appendix A

Graduate Program Checklist

The following outline is designed to assist graduate students in EESE Dept. as they manage the requirements for graduation. The Graduate Bulletin should be obtained. The University's website contains registration deadlines and course enrollment information that must be followed. It is the graduate student's responsibility to be informed and to meet deadlines. The graduate advisors in EESE are dedicated to assisting and advising you as you work through the process.

- _____ 1. After being accepted into the graduate school, you should contact your graduate advisor and to begin planning your program.
- _____ 2. Contact your advisor each semester prior to enrolling in courses to insure you are following your plan correctly. Get your advisor's approval for any electives you choose to take. Check your status in DegreeWorks, as well.
- _____ 3. Prior to starting work on your capstone *Research in Action* project, (the semester prior to graduation is recommended) take EL 615 Research in Action. Contact your advisor to discuss your research project.
- _____ 4. Complete your capstone *Research in Action* project after you have successfully completed EL 615 and developed your topic and research plan.

Capstone Project / Research in Action

- _____ 5. In the semester you plan to graduate, enroll in GR 698 Action Research Project (Section 01). Submit a Graduation Application, using the University's Commencement website. This application must be submitted by the end of the first week of the semester you are graduating.
- _____ 6. Contact your advisor to schedule a meeting to submit your EL 615 research project. Submit your first draft of your presentation, along with your EL 615 paper and instructor comments, at the beginning of the semester you plan to graduate.
- _____ 7. Work with your advisor on revisions, additions, and deletions of your research project and schedule to present your research in action project to your advisor and committee no later than the 14th week of the semester (6th week of the 8-week summer semester).
- _____ 8. Complete all recommended changes to the project and present your findings to your advisor and faculty committee no later than the beginning of 14th week (6th week of the 8-week summer semester).

Appendix B
Southeast Missouri State University
MASTER OF ARTS IN Teaching
EARLY CHILDHOOD SPECIAL EDUCATION EMPHASIS
Advising Sheet

Student _____ **S0#** _____

Advisor _____

Course	Completed/	Semester/Year
EL 615 Research in Action (Pre-req EX 601)		
EX 601 Educational Assessment		
EL 606 Curriculum Construction in a Multicultural Society		
EX 507 The Family and the Exceptional Child		
CE 530 Foundations of ECSE		
CE 605 Issues and Trends in Early Childhood Education		
EX 618 Intro to Children with Exceptionalities		
EX 619 Intro. to Mild Moderate Cross Categorical Internship		
EX 693 Special Ed and the Law		
EX 652 Techniques of Teaching Mild Moderate Cross Categorical		
CE 634 Informal Assessment		
EX 621 Behavior Intervention Strategies		
EX 622 Behavior Intervention Strategies Internship		
EX 602 Language Acquisition of the Exceptional Child		
EL 644 Process of Reading		
CE 610 Curriculum, Methods and Program Management in Early Childhood		
EL 603 Teaching Elementary School Mathematics		
EX 696 Exceptional Child Education Advanced Internship		
GR 698 Masters' Final Action Research Project		

Appendix C
Southeast Missouri State University
MASTER OF ARTS IN TEACHING (MAT)
MILD MODERATE CROSS CATEGORICAL EMPHASIS

Student _____ S0# _____

Advisor _____

Course	Completed/Grade	Semester/Year
EX 618 Intro to Children with Exceptionalities		
EX 619 Intro. to Mild Moderate Cross Categorical Internship		
EL 629 Literature Across the Curriculum		
EL 606 Curriculum Construction in a Multicultural Context		
EL 644 Understanding & Applying the Multi- dimensional Processes of Reading		
SE 602 Effective Literacy Instruction at the Middle and Secondary Levels		
EX 507 Families and the Exceptional Child		
EX 601 Educational Assessment		
EX 652 Techniques of Teaching Mild Moderate Cross Categorical		
EL 647 Reading Assessment		
EL 608 Diagnosis and Remediation of Difficulties in Learning Mathematics		
EX 621 Behavior Intervention Strategies		
EX 622 Behavior Intervention Strategies Internship		
EX 602 Language Acquisition of the Exceptional Child		
EX 691 Transition Planning for Individuals with Exceptional Learning Needs		
EX 693 Special Education and the Law		
EL 696 Exceptional Child Education Advanced Internship		
EL 615 Action Research		
GR 698 Masters' Final Comprehensive Exam (0)		

Appendix D

GR 698 Action Research Defense Rubric

Candidates must score at the “Satisfactory” or “Target” levels in all criteria for a Passing score.

Required Components	Target	Satisfactory	Not Yet
Introduction: Introduction to the study	<ul style="list-style-type: none"> • Begins with a strong introduction that motivates the listener to want to know more about the study. • Clearly sets the stage for the study and the need for an intervention related to the issue being addressed (rationale). • Articulates the components and organization of the presentation. 	<ul style="list-style-type: none"> • Makes an attempt to make the topic of the action research interesting to the listener. • Introduces the topic and the paper in general terms. • Includes components and organization of the presentation. 	<ul style="list-style-type: none"> • Does not make a clear case for the action research (e.g., not linked to real life classroom problems, interest of the researcher, or the research). • Does not include the components of the study or the organization of the presentation.
Introduction: Research Questions, Significance, and Limitations	<ul style="list-style-type: none"> • Clearly defines the purpose, problem, intervention, 1-3 research questions (NO Yes/No and at least 1 quantitative) aligned with the purpose of the study and the outcome. • Describes how the study will contribute to your teaching or to the teaching practices of others (significance). • Clearly specifies why this study cannot be generalized to larger populations (limitations). 	<ul style="list-style-type: none"> • States the purpose, problem, intervention, 1-3 research questions (NO Yes/No and at least 1 quantitative) aligned with the purpose of the study and the outcome. • Makes a statement about how important the study is (significance). • Provides details as to why the study cannot be generalized to larger populations (limitations). 	<ul style="list-style-type: none"> • Does not clearly state the components of the study. • Lacks statements regarding significance and /or limitations of the study.
Review of the Literature	<ul style="list-style-type: none"> • Describes significant themes from the research (appropriate studies cited) and/or recognized theories (appropriate theories cited) that are clearly linked to the study’s purpose; can easily discuss the major themes or theories relating to study • Clearly applies an understanding of major research relating to topic to the study’s design and can easily answer questions about the research application. • Bibliography provided to the audience with appropriate citations for sources used and are presented in APA format. • Citations are scholarly work, current (within last 10 yrs), or are foundational scholarly references for the topic. • More than ten citations 	<ul style="list-style-type: none"> • Covers research and theories in the field, although they may not be the most appropriate ones or may not be clearly linked to the study’s purpose. • Some application of the major research relating to the topic to the study’s design • Bibliography provided to the audience with appropriate citations for sources used, APA style used with minor errors. • Majority of citations are scholarly work, all are current (within the last 10 yrs) or are foundational references for the topic. • Minimum of ten citations 	<ul style="list-style-type: none"> • Research studies or articles are presented in a linear manner. No attempt is made to identify themes or theories linked to study’s purpose. • Research is unrelated to the study’s design • Bibliography provided, but citations do not consistently follow APA guidelines. • Citations are primarily non-scholarly work, i.e. website information, or do not meet expectations (within the last 10 years or foundational references). • Less than ten citations

<p>Research Design</p>	<ul style="list-style-type: none"> • The sample of participants are described specifically, but without identifying individual students (e.g., describing only grade level, subject area, number of students, and percentage of males and females). • Data collection techniques are consistent with the desired outcomes of the study and demonstrate a strong understanding of research methodology appropriate for topic • All data collection methods are described (in detail) along with a rationale for using them (e.g., why this technique was used and what type of data it would generate) • Data collection instruments are provided for the audience 	<ul style="list-style-type: none"> • The sample of participant(s) is described (however, it may be vaguely or not clearly described). • Data collection techniques are appropriate for achieving desired outcomes of the study. • Data collection methods are described, but the description does not include a strong rationale for using them. • Data collection methods have some alignment with the desired outcomes of the study. • Data are presented in appropriate ways (e.g., tables, charts, graphs, although some explanation may be needed for audience understanding. • Data collection instruments are provided for the audience. 	<ul style="list-style-type: none"> • There is little description of participant(s) and their demographic data. • Data collection techniques do not align with the desired outcomes of the study. • Data collection methods are minimally described; no rationale provided for choice of methods. • Data are presented in an unclear manner, some data may be missing • Data collection instruments are not provided for the audience.
<p>Data Analysis and Results</p>	<ul style="list-style-type: none"> • Data are presented in a clear and concise manner (e.g., tables, charts, graphs). • Clear description of how the data are analyzed • Appropriate and adequate findings are identified from the data. • Patterns and themes from the data are discussed • Linkages are made between what was found in the data to research in the field. • Examples and details from the data are used to discuss or highlight the themes and enrich the summary. 	<ul style="list-style-type: none"> • Analysis of data is adequately presented • Findings are, for the most part, objective. Some are subjective – conclusions drawn by the researcher with limited data support. • Findings are primarily linked to specific data sources with some linkages to research in the field. • Some details included, but minimal examples given. 	<ul style="list-style-type: none"> • Findings are not appropriate, adequate, or objectively written. • Little or no use of details or examples from the data to illustrate themes.
<p>What Was Learned / Conclusions</p>	<ul style="list-style-type: none"> • Conclusions drawn from the findings of the study, illustrate a high level of thought and reflection. • Conclusions are clearly linked to research in the field –confirming current theories and/or research or adapting them to the researcher’s context. • The researcher clearly indicates how his or her actions impacted outcomes and personal change as a result of the action research process. 	<ul style="list-style-type: none"> • Conclusions are drawn as a result of reflection about what the findings mean, in terms of researcher’s students or school context. • Conclusions are adequately linked to research in the field. • Researcher demonstrates reflective skills and potential personal change as a result of the action research process. 	<ul style="list-style-type: none"> • Conclusions are confused with findings or few conclusions drawn. • Conclusions are not linked to research in the field. • Researcher describes research with little reflection, unable to articulate any potential personal change as a result of the action research process.

Impact of Research on the Future / Recommendations	<ul style="list-style-type: none"> • Recommendations reflect what the researcher or others should do in the future to improve this study or to build upon it. • The researcher provides thoughtful suggestions that could inform others interested in studying this topic and includes a dissemination plan. 	<ul style="list-style-type: none"> • Recommendations reflect what the researcher would do next time if given the opportunity to repeat the study. • The researcher suggests what could be studied by others looking at the same topic. 	<ul style="list-style-type: none"> • Recommendations suggest minimal reflection on future research possibilities. • Little or no attempt to consider how the study might be improved or replicated.
Subject Knowledge	<ul style="list-style-type: none"> • Researcher demonstrates a thorough, in-depth understanding of the subject knowledge of the study, fully answers audience members' questions with explanations and elaboration. 	<ul style="list-style-type: none"> • Researcher demonstrates clear and concise understanding of the subject knowledge of the study, able to answer all audience members' questions sufficiently. 	<ul style="list-style-type: none"> • Researcher demonstrates a weak understanding of subject knowledge, with errors or misconceptions, unable to full answer audience members' questions.
Presentation	<ul style="list-style-type: none"> • Professional presentation within 30-45 minute time frame, researcher is confident, uses a clear voice, correct pronunciation and grammar, academic language of the subject knowledge used easily, presentation is scholarly, without slang or "breezy" language. • Researcher displays confidence and clarity during the question / answer time with the audience. 	<ul style="list-style-type: none"> • Professional presentation within 30 – 45 minute time frame, researcher uses clear voice, correct pronunciation and grammar, may make minor mistakes, but quickly recovers from them, academic language of the subject knowledge is used, presentation is primarily professional in nature • Researcher able to answer audience members' questions. 	<ul style="list-style-type: none"> • Professional presentation in less than the 30 minute time frame or researcher fails to stay on topic and exceeds time limit, tension and nervousness is obvious, unable to recover from mistakes. Grammatical errors distract from presentation, little use of academic language of subject knowledge. • Research is unable to adequately answer audience members' questions.

Appendix E
Southeast Missouri State University
EX 619 & EX 622 Internship Application

Practicum Student:

Program: Circle one MAT ECSE MAT MMCC

Mentor Teacher (first and last name):

Mentor Teacher email:

District Administrator: (if applicable)

Placement School/Class:

Education Course Circle one: EX 619 OR EX622

Semester/Year:

Required Number of Clock Hours: 37.5

Planned Days & Times to Complete Hours		
Anticipated End Date:		
Additional Requests/Responsibilities		

Mentor Teacher Signature:

Date:

District Administrator:

Date:

Student Signature:

Date:

University Faculty Signature:

Date:

Appendix F
SOUTHEAST MISSOURI STATE UNIVERSITY
MA/MAT EX 619/EX622 INTERNSHIP CLOCK HOURS

Graduate Student:

Program: Circle one MAT ECSE MAT MMCC

Education Course Circle one: EX 619 OR EX622

Placement (age/grade levels):

Mentor Teacher:

Mentor Teacher email:

Semester/Year:

Date of Visit	Tasks/Teaching Responsibilities	Number of Hours
TOTAL HOURS		

Mentor Teacher Signature:

Date:

Student Signature:

Date:

University Faculty Signature:

Date:

Appendix G: Helpful Resources

Department of Elementary, Early, and Special Education:

<http://www.semo.edu/eese/>

Dr. Julie Ray, Department Chair and MAT Program Coordinator
Department of Elementary, Early, and Special Education
College of Education, Health and Human Studies
One University Plaza, MS 5575, Cape Girardeau, Missouri 63701
jaray@semo.edu
(573) 651-2122
Office SC313

Dr. Daryl Fridley, Associate Dean
College of Education, Health and Human Studies
One University Plaza, MS 5575, Cape Girardeau, Missouri 63701
dfridley@semo.edu
573-651-2125
Office: SC304

Shelley Oldham, Director of Field Experiences
Department of Elementary, Early, and Special Education
College of Education, Health and Human Studies
One University Plaza, MS 5575, Cape Girardeau, Missouri 63701
fieldexperiences@semo.edu
573-651-2125
Office: SC304F

Alicia Lincoln, Candidate Status & Certification Officer
Department of Elementary, Early, and Special Education
College of Education, Health and Human Studies
One University Plaza, MS 5575, Cape Girardeau, Missouri 63701
alincolin@semo.edu
573-651-2125
Office: SC304F

College of Education, Health and Human Studies:

<http://www.semo.edu/education/>

Dr. Joe Pujol, Ed.D., FACSM, HFI, ETT, Dean
College of Education, Health and Human Studies
One University Plaza, MS 5575, Cape Girardeau, Missouri 63701
jpujol@semo.edu
(573) 651-2123 • Scully 411

Graduate School:

<http://www.semo.edu/gradschool>

One University Plaza, MS 4400, Cape Girardeau, Missouri 63701
(573) 651-2192 • Academic Hall

Kent Library

<http://library.semo.edu/>

One University Plaza, Cape Girardeau, MO 63701
(573) 651-2235