

# Department of Elementary, Early and Special Education

## Graduate Program Handbook

Master of Arts in Elementary Education



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## **SECTION 1: GETTING STARTED**

### **Admissions Criteria**

#### **Master of Arts in Elementary Education**

This is a program for individuals with an undergraduate degree in education. This degree does not lead to initial teaching license.

#### **Regular Admission**

To be admitted to the Elementary and Exceptional Child Education Programs in the Graduate School, you must have an undergraduate cumulative GPA of **2.75 to 4.0**, a valid teaching certificate or a qualifying score on the state content exam appropriate for that certificate. If you do not have a teaching certificate or qualifying state content exam score, you must take and be in the 50<sup>th</sup> percentile of the verbal and analytic components of the Graduate Record Examination (GRE).

International applicants must have a minimum IELTS score of 7.0 OR TOEFL score of 95. This requirement is for non-United States citizens who are not native English speakers. Students from the United Kingdom, Canada, Australia and New Zealand are exempt from English proficiency verification.

#### **Provisional Admission**

If your undergraduate cumulative GPA of 2.75 or higher, you may seek provisional admission while you are completing the testing requirements. You have up to one calendar year to successfully complete the testing requirement. Failure to do so 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 will not necessarily be accepted toward meeting degree requirements.

#### **Denial of Admission**

If your cumulative GPA is below 2.75, you will automatically be denied admission.

The program admission process must be completed within one calendar year. Failure to do so 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.

#### **Academic Standards**

A grade point average of 3.0 or higher on a scale of 4.0 in all graduate work taken and a grade point average of 3.0 or higher on a scale of 4.0 in all graduate work taken at Southeast Missouri State University is required for a degree.

- A student who accumulates a graduate grade point average below 3.0 will be placed on academic probation subject to the following provisions.
  - a. A student who has a cumulative GPA of less than 3.0 may not continue in a graduate degree program until obtaining the written approval from the appropriate college/department/program official(s) and the Dean of the School of Graduate Studies. Failure to follow this procedure will result in academic suspension from the graduate school. To be removed from academic suspension status, the student must repeat or take additional coursework to achieve a cumulative grade point average of 3.0 or higher.
  - b. A student who receives a failing grade (F) in a graduate course may not continue in a graduate program until obtaining the written approval from the appropriate college/department/program official(s) and the Dean of the School of Graduate Studies. Failure to follow this procedure will result in academic suspension from the graduate school. To be removed from academic suspension status, the student must successfully retake the failed course and have a cumulative grade point average of 3.0 or higher.
- A student with a cumulative graduate grade point average below 3.0 but who does not meet the conditions of items (a) or (b) may continue in a graduate degree program for one additional semester. To be removed from academic probationary status, the student must have a cumulative grade point average of 3.0 or higher at the end of subsequent semester. A student who does not achieve a 3.0 or higher cumulative grade point average may not continue in a graduate degree program until obtaining the written approval from the appropriate college/department/Program official(s) and the Dean of the School of Graduate Studies.
- Non-degree-seeking students are expected to meet the same standards as degree students with respect to maintaining a 3.0 or higher grade point average.
- Graduate courses are graded 'A,' 'B,' 'C,' and 'F.' There is no 'D' grade at the graduate level. Some courses may be graded on a credit/no credit (CR or F) basis.
- A grade of 'Incomplete' (I) must be removed during the next academic year, exclusive of the summer semester, or a grade of 'F' will be recorded and the student will be placed on academic probation. For a final research project with a grade of 'I' assigned, that grade will remain on the permanent record for up to six years until the research project is completed. When completed, upon receipt of a signed grade change card in the Registrar's Office, the final grade will be recorded in place of the grade of 'I'. If, after six years, the grade of 'I' in the research project is not replaced, a grade of 'F' will be recorded in place of the 'I' grade.

### **GPA Graduation Requirement**

The student must attain an overall GPA of 3.0 in order to be graduated from the program.

### **General Provisions**

- 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., action research project presentation).

### **Continuous Enrollment**

All degree-seeking graduate students can self-select to enroll in GR609 if not currently enrolled in any other course. GR609 is zero credit and zero cost, with no formal class meeting time. This will allow the student to maintain access to university resources. The expectation is that each graduate student engages in an ongoing conversation with the academic advisor about a strategy for degree completion – and works toward this goal.

## Application to the Graduate School

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. Southeast Missouri State University alumni do not need to submit a transcript for documentation of the undergraduate GPA. Non-Southeast Missouri State University graduates will need to submit an official transcript to the Admissions Office to document degree and GPA qualifying state content exam, Praxis II or GRE score must be submitted to complete the application process. The mailing address for the Admissions office is:

Southeast Missouri State University  
573.651.2590

[admissions@semo.edu](mailto:admissions@semo.edu)

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**

## 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.

## Choosing an Area of Study: Programs and Teaching Certificates

There are three emphasis areas within the Master of Arts in Elementary Education

Master of Arts in Elementary Education	
Degree	Emphasis Area
Master of Arts in Elementary Education	Reading <i>Can lead to a MO Reading Specialist (K – 12) certificate</i>
Master of Arts in Elementary Education	Math and Science
Master of Arts in Elementary Education	Early Childhood
Master of Arts in Elementary Education	Math Specialist <i>Can lead to a MO Math Specialist (1-6) certificate</i>

The emphasis areas are 30 credit hours and must be completed within a 6 year time frame. Graduate students must complete at least 15 credit hours at the 600 level of course work.

### Graduate Program Advising

Upon acceptance into the MA Elementary Education or Exceptional Child 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. Your graduate advisor will have expertise in your specialization area. You should contact your graduate advisor soon after being accepted to set up an appointment 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 whenever problems or questions arise.

## **SECTION 2: PROGRAMS AND COURSE REQUIREMENTS**

### **Overview of Graduate Programs and Certifications**

#### **MASTER OF ARTS IN ELEMENTARY EDUCATION**

##### **READING EMPHASIS**

**(30 credit hours)**

##### **Core Courses (9 hr.)**

EL 615 Research in Action

EX 601 Educational Assessment

EX 507 Families and the Exceptional Child

##### **Reading Courses (21 hr.)**

EL 647 Reading Assessment

EL 644 Understanding and Applying the Multi-dimensional Processes of Reading

EL 646 Inquiry & Research Model Used to Improve Reading

EL 624 Effective Literacy Leadership

EL 611 Practicum I: Younger Literacy Learners

EL 623 Practicum II: Older Literacy Learners

SE 602 Effective Literacy Instruction at the Middle and Secondary Level

##### **Electives (0)**

None

Capstone Requirement: GR 698 Research in Action (0)

*Note:* MO certification for a Reading Specialist also requires course work in child/adolescent psychology, language acquisition, and behavior management, which may be completed at the undergraduate level. Additionally, this advanced teaching certificate requires a valid Missouri teaching certificate and two years' classroom teaching experience.



## Reading Emphasis Course Offerings

Semester	Courses
Spring	<b>EL 644</b> Understanding & Applying Multi-dimensional Processes of Reading <b>EL 624</b> Effective Literacy Leadership ( <i>pre-req. EL 644 &amp; EL 646</i> ) <b>EL 611</b> Practicum I: Younger Literacy Learners ( <i>pre-req. EL 647</i> ) ( <i>ending Spring 2019</i> ) <b>EX 507</b> Families and the Exceptional Child <b>EL 615</b> Research in Action ( <i>pre-req. EX 601 &amp; 12 hrs. in current graduate program</i> ) <b>EX 601</b> Educational Assessment <b>EL 623</b> Practicum II: Older Literacy Learners ( <i>pre-req. EL 647</i> ) ( <i>starting Spring 2020</i> )
Summer	<b>EX 601</b> Educational Assessment <b>EX 507</b> Families and the Exceptional Child <b>EL 646</b> Inquiry & Research Model Used to Improve Reading <b>EL 623</b> Practicum II: Older Literacy Learners ( <i>pre-req. EL 647</i> ) ( <i>ending Summer 2019</i> ) <b>SE 602</b> Effective Literacy Instruction at the Middle & Secondary Level <b>EL 647</b> Reading Assessment ( <i>pre-req. EL 644 &amp; EL 646</i> ) ( <i>starting Summer 2019</i> )
Fall	<b>EX 601</b> Educational Assessment <b>EX 507</b> Families and the Exceptional Child <b>EL 615</b> Research in Action ( <i>pre-req. EX 601 &amp; 12 hrs. in current graduate program</i> ) <b>EL 611</b> Practicum I: Younger Literacy Learners ( <i>pre-req. EL 647</i> ) ( <i>beginning Fall 2019</i> )
	Capstone Requirement: <b>GR 698</b> Action Research Project

### Suggested Sequence of Reading 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 semester, taking 3-6 hours per semester. Your advisor can help customize a course sequence plan for you.

### **Reading Course Sequence**

<b>Sequence</b>	<b>Course number</b>	<b>Course Title</b>	<b>Things to know</b>
1	EL 644	Understanding and Applying the Multi-dimensional processes of Reading	
2	EL 646	Inquiry and Research Models used to Improve Reading	
3	SE 602	Effective Literacy Instruction at the Middle School and Secondary Level	
4	EL 647	Reading Assessment	Reading Assessment Practice (outside of school day) <ul style="list-style-type: none"> <li>• 1 Younger Literacy learner</li> <li>• 1 Older Literacy learner</li> </ul>
5	EL 611	Practicum I: Younger Literacy learners	Pre and Post Assess, and tutor (8 weeks 2, 1hr sessions a week outside of school day) 2 Younger Literacy learners (1-3)
6	EL 623	Practicum II: Older Literacy learners	Pre and Post Assess, and tutor (6 weeks 2 1 ½ hour a week during 8 week summer semester) 2 Older Literacy learners (6-12)
7	EL 624	Effective Literacy Leaderships	Requires employment in a school: you will administer a “Needs assessment” and conduct a variety of PD sessions with follow up in a P-12 setting throughout semester.

**Starting Fall Semester: 6 semesters**

Fall 1	Spring 1	Summer 1	Fall 2	Spring 2	Summer 2
EX507	EL644	EL646	EL611 (Pre-req. EL 6147) (begin 2019)	EL623 (Pre-req. EX 647) (begin 2020)	GR 698
EX601	Reading certification course*	EL647 (begin 2019)	EL615 (Pre-req. EX 601)	EL624	SE602

**Starting Summer Semester: 6 semesters**

Summer 1	Fall 1	Spring 1	Summer 2	Fall 2	Spring 2
EL646	EX601	EL644	EL647 (begin 2019)	EL611 (Pre-req. EL 6147) (begin 2019)	EL624
SE602	Reading certification course*	Reading certification course*	EX507	EL615	EL623 (Pre-req. EX 647) (begin 2020)
					GR 698

**Starting Spring Semester: 5 semesters**

Spring 1	Summer 1	Fall 1	Spring 2	Summer 2
EL644	EL646	EL611 (Pre-req. EL 6147) (begin 2019)	EL623 (Pre-req. EX 647) (begin 2020)	EX507
EX601	EL647 (begin 2019)	EL615	EL624	SE602
				GR 698

\*Students seeking the Special Reading K – 12 certificate may need additional course work for the certification, depending upon what courses were taken as an undergraduate. Students should work with their advisor to determine what additional courses may be needed, if any.

**MASTER OF ARTS IN ELEMENTARY EDUCATION**

**MATH/SCIENCE EMPHASIS**

**(30 credit hours)**

**Core Courses (9 hr.)**

EL 615 Research in Action

EX 601 Educational Assessment

CE 614 Family/School Collaboration or EX 507 Families and the Exceptional Child

**Math/Science (12 hr.)**

EL 603 Teaching Elementary Mathematics

EL 604 Techniques of Teaching Science in the Elementary School

EL 608 Diagnosis and Remediation of Difficulties in Learning Mathematics

EL 606 Curriculum Construction in a Multicultural Society

**Electives (9 hr.)**

Electives: 9 hours

GR 698 Capstone Requirement: Action Research Project

### Science & Math Emphasis Course Offerings

Semester	Courses
Spring	<b>EL 606:</b> Curriculum Construction in a Multicultural Society <b>EL 608</b> Diagnosis and Remediation of Difficulties in Learning Mathematics <b>EL 615</b> Research in Action ( <i>pre-req. EX 601 &amp; 12 hrs. in current graduate program</i> ) <b>EX 601</b> Educational Assessment <b>EX 507:</b> Families and the Exceptional Child
Summer	<b>EL 603</b> Teaching Elementary Mathematics <b>EL 604</b> Techniques of Teaching Science in the Elementary School <b>EL 606:</b> Curriculum Construction in a Multicultural Society <b>CE 614:</b> Family/School Collaboration <b>EX 601</b> Educational Assessment <b>EX 507:</b> Families and the Exceptional Child
Fall	<b>EX 601</b> Educational Assessment <b>EL 615</b> Research in Action ( <i>pre-req. EX 601 &amp; 12 hrs. in current graduate program</i> ) <b>EX 507:</b> Families and the Exceptional Child
Fall, Spring, Summer	Electives (9 hours allowed)
	Capstone Requirement: <b>GR 698</b> Action Research Project

### Suggested Sequence of Math/Science 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 semester, taking 3-6 hours per semester. Your advisor can help customize a course sequence plan for you.

#### **Starting Fall Semester: 6 semesters**

<b>Fall 1</b>	<b>Spring 1</b>	<b>Summer 1</b>	<b>Fall 2</b>	<b>Spring 2</b>	<b>Summer 2</b>
EX507	EL608	EL603	EX601	EL606	GR 698
Electives	Electives	EL 604	Electives	EL615	

#### **Starting Summer Semester: 6 semesters**

<b>Summer 1</b>	<b>Fall 1</b>	<b>Spring 1</b>	<b>Summer 2</b>	<b>Fall 2</b>	<b>Spring 2</b>
EL603	EX507 or EX 601	EL608	Electives	EL615	GR 698
EL 604	Electives	Electives	EX601 or CE 614	EL606	

#### **Starting Spring Semester: 6 semesters**

<b>Spring 1</b>	<b>Summer 1</b>	<b>Fall 1</b>	<b>Spring 2</b>	<b>Summer 2</b>	<b>Fall 2</b>
EL608	EL603	EX507 or Electives	EL606	EX 601	GR 698
Electives	EL 604	Electives	EL615	Electives or CE 614	

## **MASTER OF ARTS IN ELEMENTARY EDUCATION**

### **EARLY CHILDHOOD EMPHASIS**

**(30 credit hours)**

#### **Core Courses (9 hr.)**

EL 615 Research in Action

EX 601 Educational Assessment

CE 614 Family/School Collaboration **or** EX 507 Families and the Exceptional Child

#### **Early Childhood (15 hr.)**

CE 605 Issues and Trends in Early Childhood Education

CE 610 Curriculum, Methods, & Program Management in Early Childhood Education

CE 634 Informal Assessment

EX 556 Communication Intervention & Strategies for Individuals with Autism Spectrum Disorder

**or** EX 602 Language Acquisition of Exceptional Children

EL 606 Curriculum Construction in a Multicultural Society

#### **Electives (6 hr.)**

Electives: 6 hours

Capstone Requirement: GR 698 Action Research project (0)

### Early Childhood Education Emphasis Course Offerings

Semester	Courses
Spring	<b>EL 606:</b> Curriculum Construction in a Multicultural Society <b>CE 634</b> Informal Assessment <b>EX 556</b> Language Acquisition and Communication Strategies <b>EL 615</b> Research in Action ( <i>pre-req. EX 601 &amp; 12 hrs. in current graduate program</i> ) <b>EX 601</b> Educational Assessment <b>EX 507</b> Families and the Exceptional Child
Summer	<b>EX 556</b> Language Acquisition and Communication Strategies <b>EX 601</b> Educational Assessment <b>EL 606</b> Curriculum Construction in a Multicultural Society <b>CE 614</b> Family/School Collaboration <b>CE 605</b> Issues and Trends in Early Childhood Education <b>EX 507</b> Families and the Exceptional Child <b>CE 610</b> Curriculum, Methods, & Program management in Early Childhood Education <b>EX 602</b> Language Acquisition of Exceptional Children
Fall	<b>EX 601</b> Educational Assessment <b>EL 615</b> Research in Action ( <i>pre-req. EX 601 &amp; 12 hrs. in current graduate program</i> ) <b>EX 507</b> Families and the Exceptional Child
Fall, Spring, Summer	Electives (6 hours allowed)
	Capstone Requirement: <b>GR 698</b> Action Research Project



**Suggested Sequence of Early Childhood 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 semester, taking 3-6 hours per semester. Your advisor can help customize a course sequence plan for you.

**Starting Fall Semester: 6 semesters**

Fall 1	Spring 1	Summer 1	Fall 2	Spring 2	Summer 2
EX 601	EX 556 (Pre-req. EX 555)	CE 605	EX 507	EL 606	GR 698
Elective	CE 634	CE 610	Elective	EL 615	

**Starting Summer Semester: 6 semesters**

Summer 1	Fall 1	Spring 1	Summer 2	Fall 2	Spring 2
CE 605	EX 601	CE 634	CE 614	EL 615	GR 698
CE 610	Elective	EL 606	EX 556 (Pre-req. EX 555) OR EX 602	Elective	

**Starting Spring Semester: 6 semesters**

Spring 1	Summer 1	Fall 1	Spring 2	Summer 2	Fall 2
EL 606	CE 614	EX 601	EL 615	CE 610	GR 698
CE 634	CE 605	Elective	EX 556 (Pre-req. EX 555)	Elective	

**Possible Electives for Early Childhood Emphasis**

<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
EX 507 Families and the Exceptional Child	EX 507 Families and the Exceptional Child	EX 507 Families and the Exceptional Child
Ex 555 Intro to Autism Spectrum Disorders	Ex 555 Intro to Autism Spectrum Disorders	Ex 555 Intro to Autism Spectrum Disorders
	EX 556 Language Acquisition and Communication Strategies (Pre-req. EX 555)	EX 556 Language Acquisition and Communication Strategies (Pre-req. EX 555)
EX 557 Behavior Mgmt Interventions (Pre-req. EX 555)		EX 557 Behavior Mgmt Interventions (Pre-req. EX 555)
	EX 558 Seminar Research in Autism Spectrum Disorders (Pre-req. EX 555)	
	EX 602 Language acquisition of exceptional children	
EX 693 Special Ed and the Law		EX 693 Special Ed and the Law
CE 530 Foundations of ECSE (Face to face and web beginning Fall 2019)	CE 530 Foundations of ECSE (Face to face only)	CE 530 Foundations of ECSE (web only)
		CE 614 Family/School Collaboration
		EL 603 Teaching Elementary Mathematics
		EL 604 Techniques of Teaching Science in the Elementary School
	EL 608 Diagnosis and Remediation of Difficulties in Learning Mathematics	
	EL 644 Understanding and Applying the Multi-dimensional Process of Reading	
		EL 646 Inquiry and Research Model Used to Improve Reading
EL 629 Children’s Literature		

Note: Either CE 614 or EX 507 is needed for degree; the other can be an elective. Either EX 556 or 602 is needed for degree; the other can be an elective

## MASTER OF ARTS IN ELEMENTARY EDUCATION

### MATH SPECIALIST EMPHASIS

(30 credit hours)

#### Core Courses (11 hr.)

EL 615 Research in Action (3, online)

EX 601 Educational Assessment (3, online)

EL 667 Mathematical Leadership for Elementary Mathematics Specialists: Foundations (2, online)

EL 668 Mathematical Leadership for Elementary Mathematics Specialists: Influencing and Facilitating Improvement (3, online)

#### Math Emphasis (19 hr.)

MD 621 Numbers and Operations 1 (3, webinar and online)

MD 611 Internship in Numbers and Operations (1, webinar and online)

MD 622 Rational Numbers and Proportional Thinking (3, webinar and online)

MD 612 Internship in Numbers and Proportional Thinking (1, webinar and online)

MD 624 Data and Probability (3, webinar and online)

MD 626 Geometry and Measurement (3, webinar and online)

MD 616 Internship in Geometry and Measurement (1, webinar and online)

MD 627 Algebraic Reasoning (3, webinar and online)

MD 617 Internship in Algebraic Reasoning (1, webinar and online)

#### Electives (0 hr.)

None

Capstone Requirement: GR 698 Action Research Project (0, online)

*Note:* Additional requirements for those seeking the Elementary Math Specialist certificate:

A. Valid Missouri permanent or professional certificate of license to teach; and

B. Two (2) years of successful mathematics teaching experience;

C. Must have recommendation of designated official for teacher education in the college or university with an approved program of study;

D. Must complete the content knowledge or specialty area test designated by the State Board of Education with a score equal to or greater than the Missouri Qualifying Score.

### Math Specialist Course Offerings

Semester	Courses
Fall	<b>MD 621</b> Numbers and Operations 1 (3) <b>MD 611</b> Numbers and Operations Seminar and Internship (1) <b>MD 626</b> Geometry and Measurement (3) <b>MD 616</b> Internship in Geometry and Measurement (1) <b>EL 615</b> Research in Action (3) <b>EX 601</b> Educational Assessment (3)
Spring	<b>MD 622</b> Rational Numbers and Proportional Thinking (3) <b>MD 612</b> Internship in Numbers and Proportional Thinking (1) <b>MD 627</b> Algebraic Reasoning (3) <b>MD 617</b> Internship in Algebraic Reasoning (1) <b>EX 601</b> Educational Assessment (3)
Summer	<b>MD 624</b> Data and Probability (3) <b>EL 667</b> Mathematical Leadership: Foundations (2) <b>EL 668</b> Mathematical Leadership: Influencing and Facilitating Improvement (3) <b>EX 601</b> Educational Assessment (3)

**EESE Department  
GRADUATE COURSE ROTATION**

AREA	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 <b>or</b> EX 507: Families and the Exceptional Child	X	X	X
EX-M/MC-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 <small>(starts Fa 19)</small>		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 <small>FTF &amp; web</small>
	EX 691: Transition Planning for Individuals with Exceptional Learning Needs	X <small>(starts Fa 19)</small>		X
	EX 693: Special Education and the Law	X		X
EX-ECSE	CE 530: Foundations of ECSE	X <small>FTF (web starts Fa 19)</small>	X <small>FTF</small>	X <small>web</small>
	CE 605: Issues and Trends in Early Childhood Education			X
	EX 557: Behavior Management & Interventions <b>or</b>	X		X
	EX 621 & EX 622 Behavior Intervention Strategies & Internship		X	
	EX 556 Language Acquisition and Communication Strategies <b>or</b>		X	X
	EX 602: Language Acquisition of Exceptional Children			X

	EX 693: Special Ed and the Law	X		X
	EX 559: Clinical Practicum	X		X FTF & web
	CE 634: Assessing Young Children's Learning and Development		X	
EL-Reading	EL 647 Reading Assessment	X (ends Fa 18)		X (starts Su 19)
	EL 644 Understanding & Applying the Multi-dimensional Processes of Rdnng		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 (starts Fa 19)	X (ends Sp 19)	
	EL 623 Practicum II: Older Literacy Learners		X (starts Sp 20)	X (ends Su 19)
	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 Assessing Young Children's Learning and Development		X	
	CE 610 Curriculum, Methods and Program Management in Early Childhood			X
	EX 556 Language Acquisition and Communication Strategies or		X	X
	EX 602 Language Acquisition of Exceptional Children			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 Instr			X
	EL 681 Diff Lit Inst Clrm Tch			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 add	EL 629 Children’s Literature	X (starts Fa 19)		X (ends Su 18)
	CE 610 Curriculum in ECE			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-NCATE 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: 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**. The Capstone Research Project: **GR 698, an Action Research Project is completed during the last semester of the program**. Enrollment in GR 698 results in a non-refundable fee for the course if dropped after the semester drop policy.

### Action Research Project Presentation Guidelines

1. At the beginning of the semester you are enrolled in GR698, contact your advisor to schedule a meeting to submit your GR 698 Action Research Project Presentation.
2. Work with your advisor on revisions, additions, and deletions of your research project.
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 14<sup>th</sup> week of the semester (6<sup>th</sup> 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 4: FINISHING THE MASTER'S DEGREE**

### **Graduate School Requirements and Deadlines**

You must complete the Graduation Intent Form by the last week of the semester before you plan to graduate. Failure to do so will result in a one semester delay of your graduation date. This form and specific dates and information is on the university's Commencement website at:

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

***Be sure to review the Resources for Students, Important deadlines, and the FAQ's at this website.***

To graduate, all requirements for the Master's degree must be completed by Graduate School deadlines. Students are solely responsible for knowing and meeting all degree requirements.

### **The Graduation Ceremony**

The Graduation ceremony is a chance to be recognized for your hard work in earning a graduate degree! Candidates for a Master's 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.

**SECTION 5: APPENDIX**  
**Southeast Missouri State University**  
**MASTER OF ARTS IN ELEMENTARY EDUCATION**

**READING EMPHASIS ADVISING SHEET**

**Student** \_\_\_\_\_ **S0#** \_\_\_\_\_

**SE Email** \_\_\_\_\_

**Advisor** \_\_\_\_\_

Course	Completed/Grade	Semester/Year
EL 615 Research in Action (Pre-req. EX 601)		
EX 601 Educational Assessment		
EX 507 Families and Children with Exceptionalities		
EL 647 Reading Assessment (Recommended prior courses – EL 644 and/or EL 646)		
EL 644 Understanding and Applying the Multi-dimensional processes of Reading		
EL 646 Inquiry & Research Model Used to Improve Reading		
EL 624 Effective Literacy Leadership		
EL 611 Practicum I: Younger Literacy Learners (Pre-req. EL 647)		
EL 623 Practicum II: Older Literacy Learners (Pre-req. EL 647)		
SE 602 Effective Literacy Instruction at the Middle and Secondary Level		
GR 698 Research in Action		

DESE Requirements for Reading Specialist Certification (beyond these courses)

A. A valid Missouri permanent or professional certificate of license to teach; and

B. Two (2) years of classroom teaching experience;

C. PROFESSIONAL REQUIREMENTS:

1. Child Psychology (PY / CF 120) or Adolescent Psychology; (PY 222)
2. Psychology and/or Education of Children with Exceptionalities (including the Gifted) (EX 390)
3. Language Development of Children with Exceptionalities OR Language Acquisition of the Young Child OR Language Development of the Exceptional Child (EX 302 or CE 370 or EX 602)
4. Classroom Behavior Management OR Behavior Intervention Strategies and Internship (EX 304 OR EX 621 and EX 622)

**Southeast Missouri State University**  
**MASTER OF ARTS IN ELEMENTARY EDUCATION**  
**MATH / SCIENCE EMPHASIS ADVISING SHEET**

**Student** \_\_\_\_\_ **S0#** \_\_\_\_\_

**SE Email** \_\_\_\_\_

**Advisor** \_\_\_\_\_

Course	Completed/Grade	Semester/Year
EL 615 Research in Action (Pre-req. EX 601)		
EX 601 Educational Assessment		
CE 614 Family / School Collaboration <b>or</b> EX 507 Families and Children with Exceptionalities		
EL 603 Teaching Elementary Mathematics		
EL 604 Techniques of Teaching Science in the Elementary School		
EL 608 Diagnosis and Remediation of Difficulties in Learning Mathematics		
EL 606 Curriculum Construction in a Multicultural Society		
GR 698 Master's Final (0 hr. credit)		
Electives: 9 hours		

**Southeast Missouri State University**  
**MASTER OF ARTS IN ELEMENTARY EDUCATION**  
**EARLY CHILDHOOD EMPHASIS ADVISING SHEET**

**Student** \_\_\_\_\_ **S0#** \_\_\_\_\_

**SE Email** \_\_\_\_\_

**Advisor** \_\_\_\_\_

Course	Completed/Grade	Semester/Year
EL 615 Research in Action (Pre-req. EX 601)		
EX 601 Educational Assessment		
CE 614 Family / School Collaboration <b>or</b> EX 507 Families and Children with Exceptionalities		
CE 605 Issues and Trends in Early Childhood Education		
CE 610 Curriculum, Methods, & Program Management in Early Childhood Education		
CE 634 Informal Assessment		
EX 556 Communication Intervention & Strategies for Individuals with Autism Spectrum Disorder <b>or</b> EX 602 Language Acquisition of Exceptional Children		
EL 606 Curriculum Construction in a Multicultural Society		
Electives: 6 hours		
GR 698 Masters Final Action Research Project (0)		

**Southeast Missouri State University**  
**MASTER OF ARTS IN ELEMENTARY EDUCATION**

**MATH EMPHASIS ADVISING SHEET**  
**INCLUDES MATH SPECIALIST CERTIFICATE (GRADES 1 – 6)**

**Student** \_\_\_\_\_ **S0#** \_\_\_\_\_

**SE Email:** \_\_\_\_\_

**Advisor** \_\_\_\_\_

Course	Completed/Grade	Semester/Year
EL 615 Research in Action (3) (Pre-req. EX 601)		
EX 601 Educational Assessment (3)		
EL 667 Mathematical Leadership for Elementary Mathematics Specialists: Foundations (2)		
EL 668 Mathematical Leadership for Elementary Mathematics Specialists: Influencing and Facilitating Improvement (3)		
MA 621 Number and Operation 1 (3)		
MA 611 Internship in Numbers and Operations (1)		
MA 622 Rational Numbers and Proportional Thinking		
MA 612 Internship in Numbers and Proportional Thinking (1)		
MA 624 Data and Probability (3)		
MA 626 Geometry and Measurement (3)		
MA 616 Internship in Geometry and Measurement		
MA 627 Algebraic Reasoning (3)		
MA 617 Internship in Algebraic Reasoning (1)		
GR 698 Graduate Written Exam (Action Research Project) (0)		

DESE Certification requirements:

A valid Missouri permanent or professional certificate of license to teach; and

**A.** Two (2) years of successful mathematics teaching experience;

**B.** Must have recommendation of designated official for teacher education in the college or university with an approved program of study;

**C.** Must complete the content knowledge or specialty area test designated by the State Board of Education with a score equal to or greater than the Missouri Qualifying Score.

**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
<p><b>Introduction:</b> <b>Introduction to the study</b></p>	<ul style="list-style-type: none"> <li>• Begins with a strong introduction that motivates the listener to want to know more about the study.</li> <li>• Clearly sets the stage for the study and the need for an intervention related to the issue being addressed (rationale).</li> <li>• Articulates the components and organization of the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes an attempt to make the topic of the action research interesting to the listener</li> <li>• Introduces the topic and the paper in general terms.</li> <li>• Includes components and organization of the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Does not include the components of the study or the organization of the presentation.</li> </ul>
<p><b>Introduction:</b> <b>Research Questions, Significance, and Limitations</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Describes how the study will contribute to your teaching or to the teaching practices of others (significance).</li> <li>• Clearly specifies why this study cannot be generalized to larger populations (limitations).</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Makes a statement about how important the study is (significance).</li> <li>• Provides details as to why the study cannot be generalized to larger populations (limitations).</li> </ul>	<ul style="list-style-type: none"> <li>• Does not clearly state the components of the study.</li> <li>• Lacks statements regarding significance and /or limitations of the study.</li> </ul>
<p><b>Review of the Literature</b></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Clearly applies an understanding of major research relating to topic to the study’s design and can</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Some application of the major research relating to the topic to the study’s design</li> <li>• Bibliography provided to the audience with appropriate citations for</li> </ul>	<ul style="list-style-type: none"> <li>• Research studies or articles are presented in a linear manner. No attempt is made to identify themes or theories linked to study’s purpose.</li> <li>• Research is unrelated to the study’s design</li> <li>• Bibliography provided, but citations do not consistently follow APA guidelines.</li> </ul>

	<p>easily answer questions about the research application.</p> <ul style="list-style-type: none"> <li>• Bibliography provided to the audience with appropriate citations for sources used and are presented in APA format.</li> <li>• Citations are scholarly work, current (within last 10 yrs.), or are foundational scholarly references for the topic.</li> <li>• More than ten citations</li> </ul>	<p>sources used, APA style used with minor errors.</p> <ul style="list-style-type: none"> <li>• Majority of citations are scholarly work, all are current (within the last 10 yrs.) or are foundational references for the topic.</li> <li>• Minimum of ten citations</li> </ul>	<ul style="list-style-type: none"> <li>• Citations are primarily non-scholarly work, i.e. website information, or do not meet expectations (within the last ten years or foundational references).</li> <li>• Less than ten citations</li> </ul>
<b>Research Design</b>	<ul style="list-style-type: none"> <li>• The sample of participant(s) 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).</li> <li>• Data collection techniques are consistent with the desired outcomes of the study and demonstrate a strong understanding of research methodology appropriate for topic</li> <li>• 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)</li> <li>• Data collection instruments are provided for the audience</li> </ul>	<ul style="list-style-type: none"> <li>• The sample of participant(s) is described (however, it may be vaguely or not clearly described).</li> <li>• Data collection techniques are appropriate for achieving desired outcomes of the study.</li> <li>• Data collection methods are described, but the description does not include a strong rationale for using them.</li> <li>• Data collection methods have some alignment with the desired outcomes of the study.</li> <li>• Data are presented in appropriate ways (e.g., tables, charts, graphs, although some explanation may be needed for audience understanding.</li> <li>• Data collection instruments are provided for the audience.</li> </ul>	<ul style="list-style-type: none"> <li>• There is little description of participant(s) and their demographic data.</li> <li>• Data collection techniques do not align with the desired outcomes of the study.</li> <li>• Data collection methods are minimally described; no rationale provided for choice of methods.</li> <li>• Data are presented in an unclear manner, some data may be missing</li> <li>• Data collection instruments are not provided for the audience.</li> </ul>



<b>Data Analysis and Results</b>	<ul style="list-style-type: none"> <li>• Data are presented in a clear and concise manner (e.g., tables, charts, graphs).</li> <li>• Clear description of how the data are analyzed</li> <li>• Appropriate and adequate findings are identified from the data and aligned with the research questions.</li> <li>• Patterns and themes from the data are discussed</li> <li>• Examples and details from the data are used to discuss or highlight the themes and enrich the summary.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of data is adequately presented</li> <li>• Findings are, for the most part, objective. Some are subjective – conclusions drawn by the researcher with limited data support.</li> <li>• Findings are primarily linked to specific data sources and aligned with research questions.</li> <li>• Some details included, but minimal examples given.</li> </ul>	<ul style="list-style-type: none"> <li>• Findings are not appropriate, adequate, or objectively written.</li> <li>• Little or no use of details or examples from the data to illustrate themes.</li> </ul>
<b>What Was Learned / Conclusions</b>	<ul style="list-style-type: none"> <li>• Conclusions drawn from the findings of the study, illustrate a high level of thought and reflection.</li> <li>• Conclusions are clearly linked to research in the field – confirming current theories and/or research or adapting them to the researcher’s context.</li> <li>• The researcher clearly indicates how his or her actions impacted outcomes and changes in professional practice as a result of the action research process.</li> </ul>	<ul style="list-style-type: none"> <li>• Conclusions are drawn as a result of reflection about what the findings mean, in terms of researcher’s students or school context.</li> <li>• Conclusions are adequately linked to research in the field.</li> <li>• Researcher demonstrates reflective skills and potential changes in professional practice as a result of the action research process.</li> </ul>	<ul style="list-style-type: none"> <li>• Conclusions are confused with findings or few conclusions drawn.</li> <li>• Conclusions are not linked to research in the field.</li> <li>• Researcher describes research with little reflection, unable to articulate any potential changes in professional practice as a result of the action research process.</li> </ul>
<b>Impact of Research on the Future / Recommendations</b>	<ul style="list-style-type: none"> <li>• Recommendations reflect what the researcher or others should do in the future to improve this study or to build upon it.</li> <li>• The researcher provides thoughtful suggestions that could inform others interested in studying this topic and includes a dissemination plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Recommendations reflect what the researcher would do next time if given the opportunity to repeat the study.</li> <li>• The researcher suggests what could be studied by others looking at the same topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Recommendations suggest minimal reflection on future research possibilities.</li> <li>• Little or no attempt to consider how the study might be improved or replicated.</li> </ul>

<b>Subject Knowledge</b>	<ul style="list-style-type: none"> <li>• Researcher demonstrates a thorough, in-depth understanding of the subject knowledge of the study, fully answers audience members' questions with explanations and elaboration.</li> </ul>	<ul style="list-style-type: none"> <li>• Researcher demonstrates clear and concise understanding of the subject knowledge of the study, able to answer all audience members' questions sufficiently.</li> </ul>	<ul style="list-style-type: none"> <li>• Researcher demonstrates a weak understanding of subject knowledge, with errors or misconceptions, unable to full answer audience members' questions.</li> </ul>
<b>Presentation</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Researcher displays confidence and clarity during the question / answer time with the audience.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Researcher able to answer audience members' questions.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Research is unable to adequately answer audience members' questions.</li> </ul>

## Helpful Resources

### **Department of Elementary, Early, and Special Education:**

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

Dr. Julie Ray, Department Chair, [jaray@semo.edu](mailto:jaray@semo.edu)  
One University Plaza, MS 5575, Cape Girardeau, Missouri 63701  
(573) 651-2444 • Scully 313

Dr. Min Zou, Elementary Education Graduate Coordinator, [mzou@semo.edu](mailto:mzou@semo.edu)  
One University Plaza, MS 5575, Cape Girardeau, Missouri 63701  
(573) 651-2122 • Scully 313

### **College of Education, Health and Human Studies:**

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

Dr. Diana Rogers-Adkinson, Dean, [drogersadkinson@semo.edu](mailto:drogersadkinson@semo.edu)  
One University Plaza, MS 5550, Cape Girardeau, Missouri 63701  
(573) 651-2408 • Scully 410

### **Graduate Studies:**

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

Dr. Tamela Randolph, Interim Provost, [provost@semo.edu](mailto:provost@semo.edu)  
One University Plaza, MS 3400, Cape Girardeau, Missouri 63701  
(573) 651-2063 • Academic Hall

### **Kent Library**

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

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