

# Department of Elementary, Early and Special Education

## Graduate Program Handbook

Master of Arts in Exceptional Child Education



## Table of Contents

<b>SECTION 1: GETTING STARTED.....</b>	<b>3</b>
Admissions Criteria.....	3
Application to the Graduate School.....	6
Financial Aid .....	6
Choosing an Area of Study: Programs and Teaching Certificates .....	7
<b>SECTION 2: PROGRAMS AND COURSE REQUIREMENTS.....</b>	<b>8</b>
MILD/MODERATE CROSS-CATEGORICAL EMPHASIS .....	8
Mild/Moderate Emphasis Course Offerings .....	9
AUTISM EMPHASIS.....	11
Autism Emphasis Course Offerings .....	12
EARLY CHILDHOOD SPECIAL EDUCATION EMPHASIS.....	14
Early Childhood Special Education Emphasis Course Offerings.....	15
GRADUATE COURSE ROTATION .....	18
<b>SECTION 3: CAPSTONE RESEARCH PROJECT.....</b>	<b>21</b>
Action Research Project Presentation Guidelines .....	21
<b>SECTION 4: FINISHING THE MASTER’S DEGREE.....</b>	<b>23</b>
Graduate School Requirements and Deadlines .....	23
<b>SECTION 5: APPENDIX .....</b>	<b>24</b>
MILD/MODERATE CROSS-CATEGORICAL EMPHASIS ADVISING SHEET .....	24
AUTISM EMPHASIS ADVISING SHEET .....	25
EARLY CHILDHOOD SPECIAL EDUCATION EMPHASIS ADVISING SHEET.....	26
GR 698 Action Research Defense Rubric.....	27
Helpful Resources.....	31

## SECTION 1: GETTING STARTED

### Admissions Criteria

#### **Master of Arts in Exceptional Child 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) (**Note: these graduate degrees do NOT lead to initial teaching certification.**)

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 Exceptional Child Education

<b>Master of Arts in Exceptional Child Education</b>	
<b>Degree</b>	<b>Emphasis Area</b>
Master of Arts in Exceptional Child Education	Mild/Moderate
Master of Arts in Exceptional Child Education	Autism
Master of Arts in Exceptional Child Education	Early Childhood Special Education

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 EXCEPTIONAL CHILD**

#### **MILD/MODERATE CROSS-CATEGORICAL EMPHASIS**

**(30 credit hours)**

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

EL 615 Research in Action

EX 601 Educational Assessment

CE 614 Family/School Partnerships or EX 507 Families and the Child with Exceptionalities

#### **Exceptional Child Generalist (21 hr.)**

EX 602 Language Acquisition of Exceptional Children

EX 618 Introduction to Mild/Moderate Cross-Categorical (2 cr.) (co-req. with EX 619)

EX 619 Introduction to Mild/Moderate Cross-Categorical Internship (1 cr.) (co-req. with EX 618)

EX 621 Behavior Intervention Strategies (2 cr.) (co-req. with EX 622)

EX 622 Behavior Intervention Strategies Internship (1 cr.) (co-req. with EX 621)

EX 691 Transition Planning for Individuals with Exceptional Learning Needs

EX 652 Techniques of Teaching the Mild/Moderate Cross-Categorical

EX 693 Special Ed and the Law

EL 606 Curriculum Construction in a Multicultural Society

#### **Electives (0 hr.)**

Electives: 0 hours

GR 698: Capstone Action Research Project (0)



### Mild/Moderate Emphasis Course Offerings

Semester	Courses
<b>Spring</b>	<b>EX 621/622:</b> Behavior Intervention Strategies/Internship <b>EX 507:</b> Families and the Child with Exceptionalities (3 hrs.) <b>EL 606:</b> Curriculum Construction in a Multicultural Society (3 hrs.) <b>EX 652:</b> Techniques of Teaching the Mild/Moderate Cross-Categorical (3 hrs.) <b>EL 615</b> Research in Action (3 hrs.) ( <i>pre-req. EX 601 &amp; 12 hrs. in current graduate program</i> ) <b>EX 601</b> Educational Assessment (3 hrs.)
<b>Summer</b>	<b>EX 507:</b> Families and the Child with Exceptionalities (3 hrs.) <b>CE 614:</b> Family/School Partnerships (3 hrs.) <b>EX 693:</b> Special Ed and the Law (3 hrs.) <b>EX 601</b> Educational Assessment (3 hrs.) <b>EX 602:</b> Language Acquisition of Exceptional Children (3 hrs.) <b>EL 606:</b> Curriculum Construction in a Multicultural Society (3 hrs.) <b>EX 691:</b> Transition Planning for Individuals with Exceptional Learning Needs (3hrs.)
<b>Fall</b>	<b>EX 507:</b> Families and the Child with Exceptionalities (3 hrs.) <b>EX 601</b> Educational Assessment (3 hrs.) <b>EX 693:</b> Special Ed and the Law (3 hrs.) <b>EL 615</b> Research in Action (3 hrs.) ( <i>pre-req. EX 601 &amp; 12 hrs. in current graduate program</i> ) <b>EX 618/619:</b> Introduction to Mild/Moderate Cross-Categorical/Internship <b>EX 691:</b> Transition Planning for Individuals with Exceptional Learning Needs (3hrs.) (Starts Fall 19)
	Capstone Requirement: GR 698 Action Research Project

#### **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 for starting in the Fall semester, taking 3-6 hours per semester. Your advisor can help customize a course sequence plan for you.

*Mild/Moderate Course Sequence*

Sequence	Course Number	Course Title
1	EX 691	Transition Planning for Individuals with Exceptional Learning Needs
2	EX 601	Educational Assessment
3	EL 606	Curriculum Construction in a Multicultural Society
4	EX 621/622	Behavior Intervention Strategies/Internship
5	EX 507 or CE 614	Families and the Child with Exceptionalities or Family/School Partnerships
6	EX 618 EX 619	Introduction to Mild/Moderate Cross-Categorical Introduction to Mild/Moderate Cross-Categorical Internship
7	EX 602	Language Acquisition of Exceptional Children
8	EX 693	Special Ed and the Law
9	EX 652	Techniques of Teaching the Mild/Moderate Cross-Categorical
10	EL 615	Research in Action
11	GR 698	Capstone Requirement

**START IN FALL**

Fall 1	Spring 1	Summer 1	Fall 2	Spring 2
EX 693 EX 618 & EX 619	EX 601 EX 621 & EX 622	CE 614 OR EX 507 EX 602	EX 691 EL 615 (Pre- req. EX 601)	EX 652 EL 606 GR 698
<b>6 hours</b>	<b>6 hours</b>	<b>6 hours</b>	<b>6 hours</b>	<b>6 hours</b>

**START IN SPRING**

Spring 1	Summer 1	Fall 1	Spring 2	Summer 2
EX 601 EX 621 & EX 622	CE 614 OR EX 507 EX 602	EX 691 EX 618 & EX 619	EX 652 EL 615 (Pre- req. EX 601)	EX 693 EL 606 GR 698
<b>6 hours</b>	<b>6 hours</b>	<b>6 hours</b>	<b>6 hours</b>	<b>6 hours</b>

**START IN SUMMER**

Summer 1	Fall 1	Spring 1	Summer 2	Fall 2	Spring 2
CE 614 OR EX 507 EX 602	EX 601 EX 618 & EX 619	EX 652 EX 621 & EX 622	EX 691 EL 606	EX 691 EL 615 (pre- req. EX 601)	GR 698
<b>6 hours</b>	<b>6 hours</b>	<b>6 hours</b>	<b>6 hours</b>	<b>6 hours</b>	

**MASTER OF ARTS IN EXCEPTIONAL CHILD**

**AUTISM EMPHASIS**

**(30 credit hours)**

**Core Courses (9 hr.)**

EL 615 Research in Action

EX 601 Educational Assessment

CE 614 Family/School Partnerships

**Autism (21 hr.)**

EX 555 Introduction to Autism Spectrum Disorder

EX 556: Language Acquisition & Communication Strategies for Individuals with Autism Spectrum Disorder

EX 557: Behavior Management & Interventions for Individuals with Autism Spectrum Disorder

EX 558 Seminar: Research in Autism Spectrum Disorder

EX 559 Clinical Practicum

EX 691 Transition Planning for Individuals with Exceptional Learning Needs

EX 693 Special Education and the Law

**Electives (0)**

None

Capstone Requirement: GR 698 Action Research Project (0)

Meets requirements for a Southeast Missouri State University Certificate of Completion in Autism, Missouri does not have a state certification area for ASD.

### Autism Emphasis Course Offerings

Semester	Courses
<b>Spring</b>	<b>EX 555:</b> Introduction to Autism Spectrum Disorder (3 hrs.) <b>EX 556:</b> Communication Interventions & Strategies for Individuals with Autism Spectrum Disorder (3 hrs.) <b>EX 558:</b> Seminar: Research in Autism Spectrum Disorder (3 hrs.) <b>EX 601</b> Educational Assessment (3 hrs.) <b>EL 615:</b> Research in Action (3 hrs.) ( <i>pre-req. EX 601 &amp; 12 hrs. in current graduate program</i> )
<b>Summer</b>	<b>EX 555:</b> Introduction to Autism Spectrum Disorder (3 hrs.) <b>EX 556:</b> Communication Interventions & Strategies for Individuals with Autism Spectrum Disorder (3) <b>EX 557:</b> Behavior Management and Interventions for Individuals with Autism Spectrum Disorder (3hrs.) <b>EX 559:</b> Clinical Practicum (3 hrs.) <b>EX 601</b> Educational Assessment (3 hrs.) <b>CE 614</b> Family/School Partnerships (3 hrs.) <b>EX 691</b> Transition Planning for Individuals with Exceptional Learning Needs <b>EX 693:</b> Special Ed and the Law (3 hrs.)
<b>Fall</b>	<b>EX 555:</b> Introduction to Autism Spectrum Disorder (3 hrs.) <b>EX 557:</b> Behavior Management and Interventions for Individuals with Autism Spectrum Disorder (3hrs.) <b>EX 559:</b> Clinical Practicum (3 hrs.) <b>EX 601</b> Educational Assessment (3 hrs.) <b>EX 693:</b> Special Ed and the Law (3 hrs.) <b>EL 615:</b> Research in Action (3 hrs.) ( <i>pre-req. EX 601 &amp; 12 hrs. in current graduate program</i> )
<b>Winter session</b> (Counts towards Spring hours)	<b>EX 555:</b> Introduction to Autism Spectrum Disorder (3 hrs.)

#### Suggested Sequence of Autism 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.

*Autism Course Sequence*

Sequence	Course Number	Course Title
1	EX 555	Introduction to Autism Spectrum Disorder
2	EX 601	Educational Assessment
3	EL 606	Curriculum Construction in a Multicultural Society
4	EX 556	Communication Interventions & Strategies for Individuals with Autism Spectrum Disorder
5	CE 614	Family/School Partnerships
6	EX 559	Clinical Practicum
7	EX 557	Behavior Management & Interventions for Individuals with Autism Spectrum Disorder
8	EX 691	Transition Planning for Individuals with Exceptional Learning Needs
9	EX 558	Seminar: Research in Autism Spectrum Disorder
10	EL 615	Research in Action
11	EX 693 GR 698	Special Ed and the Law Capstone Requirement

**START IN FALL**

Fall 1	Spring 1	Summer 1	Fall 2	Spring 2	Summer 2
EX 693 EX 555	EX 601 EX 556	CE 614 EX 557	EX 691 EX 559	EX 558 EL 615 (pre-req. EX 601)	GR 698
<b>6 hours</b>	<b>6 hours</b>	<b>6 hours</b>	<b>6 hours</b>	<b>6 hours</b>	

**START IN SPRING**

Spring 1	Summer 1	Fall 1	Spring 2	Summer 2
EX 601 EX 555	CE 614 EX 556	EX 691 EX 559	EX 558 EL 615 (pre-req. EX 601)	EX 693 EX 557 GR 698
<b>6 hours</b>	<b>6 hours</b>	<b>6 hours</b>	<b>6 hours</b>	<b>6 hours</b>

**START IN SUMMER**

Summer 1	Fall 1	Spring 1	Summer 2	Fall 2	Spring 2
CE 614 EX 555	EX 693 EX 557	EX 601 EX 558	EX 691 EX 556	EX 559 EL 615 (pre-req. EX 601)	GR 698
<b>6 hours</b>	<b>6 hours</b>	<b>6 hours</b>	<b>6 hours</b>	<b>6 hours</b>	

**MASTER OF ARTS IN EXCEPTIONAL CHILD**  
**EARLY CHILDHOOD SPECIAL EDUCATION EMPHASIS**  
**(30 credit hours)**

**Core Courses (9 hr.)**

EL 615 Research in Action (Pre-req. EX 601)

EX 601 Educational Assessment

CE 614 Family/School Partnerships or EX 507 Families and the Child with Exceptionalities

**Early Childhood Special Education (21 hr.)**

CE 530 Foundations of ECSE

CE 605 Issues and Trends in Early Childhood Education

EX 556: Communication Interventions & Strategies for Individuals with Autism Spectrum Disorder or EX 602 Language Acquisition of Exceptional Children

EX 557: Behavior Management & Interventions for Individuals with Autism Spectrum Disorder or EX 621 Behavior Intervention Strategies (2 cr.)/EX 622 Behavior Intervention Strategies Internship (1 cr.)

EX 693 Special Ed and the Law

EX 559 Clinical Practicum (may be substituted with elective if have met the ECSE field experience requirement)

CE 634 Assessing Young Children's Learning and Development

**Electives (0)**

None

GR 698 Masters Final Action Research Project (0)

### Early Childhood Special Education Emphasis Course Offerings

Semester	Courses
<b>Spring</b>	<b>CE 530:</b> Foundations of ECSE (3 hrs.) <b>EX 601</b> Educational Assessment (3 hrs.) <b>EX 507:</b> Families and the Child with Exceptionalities (3 hrs.) <b>EX 558:</b> Seminar: Research in Autism Spectrum Disorder (3 hrs.) <b>EX 556:</b> Communication Interventions & Strategies for Individuals with Autism Spectrum Disorder (3 hrs.) <b>EX 621/622:</b> Behavior Intervention Strategies/Internship (3hrs.) <b>CE 634:</b> Assessing Young Children’s Learning and Development (3 hrs.) <b>EL 615</b> Research in Action (3 hrs.) <i>(pre-req. EX 601 &amp; 12 hrs. in current graduate program)</i>
<b>Summer</b>	<b>EX 507:</b> Families and the Child with Exceptionalities (3 hrs.) <b>CE 530:</b> Foundations of ECSE (3 hrs.) <b>EX 601</b> Educational Assessment (3 hrs.) <b>CE 614</b> Family/School Partnerships (3 hrs.) <b>EX 556:</b> Communication Interventions & Strategies for Individuals with Autism Spectrum Disorder (3 hrs.) <b>EX 557:</b> Behavior Management & Interventions for Individuals with Autism Spectrum Disorder (3 hrs.) <b>EX 559:</b> Clinical Practicum (3 hrs.) <b>EX 693:</b> Special Ed and the Law (3 hrs.) <b>CE 605:</b> Issues and Trends in Early Childhood Education (3 hrs.) <b>EX 602:</b> Language Acquisition of Exceptional Children (3 hrs.)
<b>Fall</b>	<b>CE 530:</b> Foundations of ECSE (3 hrs.) <b>EX 507:</b> Families and the Child with Exceptionalities (3 hrs.) <b>EX 557:</b> Behavior Management & Interventions for Individuals with Autism Spectrum Disorder (3 hrs.) <b>EX 559:</b> Clinical Practicum (3 hrs.) <b>EX 601</b> Educational Assessment (3 hrs.) <b>EX 693:</b> Special Ed and the Law (3 hrs.) <b>EL 615</b> Research in Action (3 hrs.) <i>(pre-req. EX 601 &amp; 12 hrs. in current graduate program)</i>
<b>Winter session (Counts towards Spring hours)</b>	<b>EX 555:</b> Introduction to Autism Spectrum Disorder (3 hrs.) – Elective option
	Capstone Requirement: <b>GR 698</b> Action Research Project (0)

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

*ECSE Course Sequence*

Sequence	Course Number	Course Title
1	CE 605	Issues and Trends in Early Childhood Education
2	EX 601	Educational Assessment
3	CE 530	Foundations of ECSE
4	CE 634	Assessing Young Children’s Learning and Development
5	CE 614	Family/School Partnerships
6	EX 559	Clinical Practicum
7	EX 602	Language Acquisition of Exceptional Children
8	*EX 557 <b>OR</b> EX 621/622	Behavior Management & Interventions for Individuals with Autism Spectrum Behavior Intervention Strategies/Internship
9	EL 606	Curriculum Construction in a Multicultural Society
10	EL 615	Research in Action
11	E 693 GR 698	Special Ed and the Law Capstone Requirement

**START IN FALL (WITH ASD CLASSES)**

Fall 1	Spring 1	Summer 1	Fall 2	Spring 2
EX 557 EX 693	EX 556 EX 601	CE 614 CE 530 CE 605	EL 615 (pre-req. EX 601) EX 559	CE 634 GR 698 * (If ASD certificate desired – EX 558 and EX 555)
<b>6 hours</b>	<b>6 hours</b>	<b>9 hours</b>	<b>6 hours</b>	<b>3, 6 or 9 hrs.*</b>

\* Add 1 or 2 ASD this semester or additional semester to complete ASD Certificate

**START IN SPRING**

Spring 1	Summer 1	Fall 1	Spring 2	Summer 2
EX 556 EX 601	CE 614 CE 605 CE 530	EX 557 EX 693	EL 615 (pre-req. EX 601) CE 634 (if ASD Certificate desired, add EX 558)	EX 559 GR 698 (If ASD certificate desired – EX 555)
<b>6 hours</b>	<b>9 hours</b>	<b>6 hours</b>	<b>6 or 9 hours*</b>	<b>3 or 6 hours*</b>

\* Add 1 or 2 ASD this semester or additional semester to complete ASD Certificate



**START IN SUMMER**

<b>Summer 1</b>	<b>Fall 1</b>	<b>Spring 1</b>	<b>Summer 2</b>	<b>Fall 2</b>	<b>Spring 2</b>
CE 614 CE 530	EX 601 EX 557	CE 634 EX 556	CE 605 EX 693 (If ASD certificate desired, add EX 555)	EX 559 EL 615 (pre- req. EX 601)	GR 698 (If ASD certificate desired, add EX 558)
<b>6 hours</b>	<b>6 hours</b>	<b>6 hours</b>	<b>6 or 9 hours*</b>	<b>6 hours</b>	<b>0 or 3 hours*</b>

\* Add 1 or 2 ASD this semester or additional semester to complete ASD Certificate

**START IN FALL (WITH MILD/MODERATE CLASSES)**

<b>Fall 1</b>	<b>Spring 1</b>	<b>Summer 1</b>	<b>Fall 2</b>	<b>Spring 2</b>
CE 530 EX 693	EX 601 EX 507	CE 605 EX 602	EL 615 (pre- req. EX 601) EX 559	CE 634 EX 621 / EX 622 GR698
<b>6 hours</b>	<b>6 hours</b>	<b>6 hours</b>	<b>6 hours</b>	<b>6 hours</b>

**START IN SPRING**

<b>Spring 1</b>	<b>Summer 1</b>	<b>Fall 1</b>	<b>Spring 2</b>	<b>Summer 2</b>
EX 507 EX 601	EX 602 CE 605	EX 559 EL 615 (pre- req. EX 601)	CE 634 EX 621/ EX 622	EX 693 GR 698
<b>6 hours</b>	<b>6 hours</b>	<b>6 hours</b>	<b>6 hours</b>	<b>6 hours</b>

**START IN SUMMER**

<b>Summer 1</b>	<b>Fall 1</b>	<b>Spring 1</b>	<b>Summer 2</b>	<b>Fall 2</b>	<b>Spring 2</b>
CE 605 CE 530	EX 693 EX 601	CE 634 EX 621/622	EX 602 EX 507	EX 559 EL 615 (pre- req. EX 601)	GR 698
<b>6 hours</b>	<b>6 hours</b>	<b>6 hours</b>	<b>6 hours</b>	<b>6 hours</b>	

**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 Partnerships <b>or</b> EX 507: Families and the Child with Exceptionalities	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 (starts Fa 19)		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 FTF & web
	EX 691: Transition Planning for Individuals with Exceptional Learning Needs	X (starts Fa 19)		X
	EX 693: Special Education and the Law	X		X
EX-ECSE	CE 530: Foundations of ECSE	X FTF (web Fa 19)	X FTF	X web
	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	
	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
	El 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 Masters 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 EXCEPTIONAL CHILD**

**MILD/MODERATE CROSS-CATEGORICAL EMPHASIS ADVISING SHEET**

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

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

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

Semester/Year	Course	Completed/Grade
	EL 615 Research in Action (Pre-Requisite: EX 601)	
	EX 601 Educational Assessment	
	CE 614 Family / School Collaboration <b>or</b> EX 507 Families and Children with Exceptionalities	
	EX 602 Language Acquisition of Exceptional Children	
	EX 618/619: Introduction to Mild/Moderate Cross-Categorical/Internship	
	EX 621/622: Behavior Intervention Strategies/Internship	
	EX 691 Transition Planning for Individuals with Exceptional Learning Needs	
	EX 652 Techniques of Teaching the Mild/Moderate Cross-Categorical	
	EX 693 Special Ed and the Law	
	EL 606 Curriculum Construction in a Multicultural Society	
	GR 698 Masters Final Action Research Project	



# Southeast Missouri State University

## MASTER OF ARTS IN EXCEPTIONAL CHILD

### AUTISM EMPHASIS ADVISING SHEET

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

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

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

Semester/Year	Course	Completed/Grade	
	EL 615 Research in Action (Pre-req. EX 601)		
	EX 601 Educational Assessment		
	CE 614 Family / School Collaboration		
	EX 555 Introduction to Autism Spectrum Disorder		
	EX 556: Communication Interventions & Strategies for Individuals with Autism Spectrum Disorder (Pre or Co-req. EX 555)		
	EX 557: Behavior Management & Interventions for Individuals with Autism Spectrum Disorder (Pre-or Co-req. EX 555)		
	EX 558 Seminar: Research in Autism Spectrum Disorder (Pre- or Co-req. EX 555)		
	EX 559 Clinical Practicum (Pre- or Co-req. EX 555)		
	EX 691 Transition Planning for Individuals with Exceptional Learning Needs		
	EX 693 Special Education and the Law		
	Capstone Requirement: GR 698 Action Research Project		

**Southeast Missouri State University**  
**MASTER OF ARTS IN EXCEPTIONAL CHILD EDUCATION**

**EARLY CHILDHOOD SPECIAL EDUCATION EMPHASIS ADVISING SHEET**

**Student** \_\_\_\_\_ **SO#** \_\_\_\_\_

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

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

Semester/Year	Course	Completed/Grade	
	EL 615 Research in Action (Pre-req. EX 601)		
	EX 601 Educational Assessment		
	CE 614 Family / School Collaboration or EX 507 The Families and Children with Exceptionalities		
	CE 530 Foundations of Early Childhood Special Education		
	CE 605 Issues and Trends in Early Childhood Education		
	EX 556: Communication Interventions & Strategies for Individuals with Autism Spectrum Disorder or EX 602 Language Acquisition of Children with Exceptionalities (EX 555 is pre- or co-req. for EX 556)		
	EX 557: Behavior Management & Interventions for Individuals with Autism Spectrum Disorder (EX 555 is pre- or co-req. for EX 557) or EX 621 Behavior Intervention Strategies/EX 622 Behavior Intervention Strategies Internship		
	EX 693 Special Ed and the Law		
	EX 559 Clinical Practicum (may be substituted with elective if have met the ECSE field experience requirement)		
	CE 634 Assessing Young Children's Learning and Development		
	GR 698 Masters' Final Action Research Project		

### 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></p> <p><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></p> <p><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</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</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</li> </ul>

	<p>the study's design and can 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>the audience with appropriate citations for 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>	<p>APA guidelines.</p> <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>

<p><b>Subject Knowledge</b></p>	<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>
<p><b>Presentation</b></p>	<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. Nancy J. Aguinaga, Exceptional Child Graduate Coordinator, [naguinaga@semo.edu](mailto:naguinaga@semo.edu)  
One University Plaza, MS 5575, Cape Girardeau, Missouri 63701  
(573) 651-2122 • Scully 401

### **College of Education:**

<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