Summary of 2013/14 Senate Actions and Resolutions

Twenty-Eight Senate Actions were passed by the Faculty Senate during the 2013/14 academic year. Their dispositions and Senate Resolutions are listed below.

Senate Actions

SA 1-13/14	Approved	Senate Action to Establish a Permanent Study Abroad Advisory Committee (SAAC)
SA 2-13/14	Approved	New Program: **Accelerated Master's in Writing, Technical/Professional Writing Track**
SA 3-13/14	Approved	New Course: **MST 388 The Museum: History and Perspectives** New Course: **MST 488 Basic Conservation of Art and Artifacts** New Course: **MST 495 Museum Studies Internship** New Course: **MST 501 Natural History Museum Techniques**
SA 4-13/14	Approved	New Course: **UHC 300 Honors Service Learning** New Course: **UHC 350 Honors Study Abroad** New Course: **UHC 396 Honors Independent Study** New Course: **UHC 397 Honors Colloquia** New Course: **UHC 398 Honors Undergraduate Research** New Course: **UHC 399 Honors Internship/Apprenticeship** New Course: **UHC 499 Honors Distinction Project**
SA 5-13/14	Approved	Program Change: **Honors Program**
SA 6-13/14	Approved	New Course: **DAS 100 Introduction to Disability Studies** New Course: **DAS 397 Topics Disability Studies** New Course: **DAS 497 Directed Readings**
SA 7-13/14	Approved	New Program: **Certificate in Health Administration**
SA 8-13/14	Approved	New Program: **Museum Studies Minor Program**
SA 9-13/14	Approved	New Program: **Master of Science in Interdisciplinary Studies**
SA 10-13/14	Approved	New Program: **Doctor of Nurse Anesthesia Practice (DNAP)**
SA 11-13/14	Approved	New Program: **Concentrated Officer Development and Education Program (CODE)**
SA 12-13/14	Approved	New Program: **Visual Studies**
SA 13-13/14	Approved	New Program: **Disability Studies Minor Interdisciplinary Program**

SA 14-13/14	Approved	New Program: **Bachelor of Science in Modern Language Non-Comprehensive**
		New Program: **Bachelor of Science in Modern Language Comprehensive**
		Program Deletion: **All BA, BS, and BSED Programs in French, German, and Spanish Comprehensive and Non-Comprehensive**
SA 15-13/14	Approved	New Program: **Graduate Certificate in Computer Information Systems**
SA 16-13/14	Approved	New Program: **Financial Analysis Graduate Certificate**
SA 17-13/14	Approved	New Program: **Master of Applied Second Language Acquisition**
SA 18-13/14	Approved	New Program: **MS in Applied Behavior Analysis**
SA 19-13/14	Approved	New Program: **Graduate Certificate in International Business**
SA 20-13/14	Approved	New Program: **Graduate Certificate in Entrepreneurship**
SA 21-13/14	Approved	New Program: **Graduate Certificate in Management**
SA 22-13/14	Approved	New Program: **Graduate Certificate in Leadership**
SA 23-13/14	Approved	New Program: **Graduate Certificate in Countering Weapons of Mass Destruction**
SA 24-13/14	Approved	New Program: **Computational Science**
SA 25-13/14	Approved	New Program: **Construction Management Minor**
SA 26-13/14	Approved	New Program: **Graduate Certificate in Marketing**
SA 27-13/14	Approved	New Course: **IDS 297 International Culture and Study Abroad**
SA 28-13/14	Approved	New Course Approved for Inclusion in the General Education Program: **MTH 121 Multicultural Views of History and Mathematics**

Senate Resolutions

SR 1-13/14   Resolution in Honor of Dr. Christopher Herr, 2012-13 Faculty Senate Chair

SR 2-13/14   Resolution in Honor of Ms. Kathryn Gibson, Secretary of the Faculty, 2012-13

SR 3-13/14   Resolution in Honor of Dr. Eric Shade 2012-2013 Faculty Senate Parliamentarian

SR 4-13/14   Resolution Conferring Honorary Doctorate upon Mr. John Rush

SR 5-13/14   Resolution Conferring Honorary Doctorate upon Mr. James B. Tatum

APR 1 0 2014

Missouri State University
Curricular Proposal – New Program
(MAJOR, OPTION, MINOR, CERTIFICATE, OR CERTIFICATION)

This form is to be used for internal Missouri State approval of any proposal for a new program involving two or more courses, including any new graduate program, new undergraduate major (whether comprehensive or non-comprehensive), new option within an existing program (whether graduate or undergraduate), new minor, new certificate, or new certification program.

New graduate programs, new undergraduate majors, and certificate programs involving more than 18 credit hours require approval by the CBHE as well as approval through the Missouri State curricular process. CBHE applications for such programs are processed through the Office of Institutional Research. All proposals for new programs requiring CBHE approval should progress through the Missouri State curricular process accompanied by a draft of the required CBHE documentation.

Department: Department of Computer Information Systems   **Date:** January 28, 2014

Attach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including new courses and course changes pending approval). [Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.]

MS

PROPOSED PROGRAM: Masters Degree in Cybersecurity

Major _X_ Comprehensive Major____ Option____ Minor____ Certificate____ Certification____ Academic Rules____ Other____

Degree Applicability:

General Education Courses Required_None_____ Total Hours_____0

General Education Courses Recommended_None_____ Total Hours_____0

Requirements (including Admission) and Limitations for Specific Degree _See attachment A_____

_____

Courses Required in Department _CIS 626, CIS 762, CIS 763, CIS 764, CIS 683, CIS 766, CIS 770_____

Total Hours _____21

Courses Required in Other Departments _ACC 751, TCM 710, MGT 764_____

Total Hours_____9

Prerequisites for Required Courses_____

Recommended Electives in Department_____

Total Hours_____

Recommended Electives in Other Departments_____

Total Hours_____

Limitations on Electives_____

DEPARTMENT   Route according to ART VI, SEC 3B(1-4) of Bylaws of the Faculty Senate. **Attach New Program Resource Information form (FS-302a/06) and forward three typed, originally signed forms to one of the following (please mark all that apply). If the program needs to go through more than one committee/council, forward one additional form for each additional council/committee marked.**

_____ College Council   (Send all new undergraduate programs through College Council as first step before forwarding either to PEC, CGEIP, or directly to Faculty Senate)

_____ Professional Education Committee   (All proposals affecting BS and MS in Education and Educational Specialist degrees)

_____ Committee on General Education and   (All general education and multi-college programs)
        Intercollegiate Programs

__X_ Graduate Council   (All graduate programs)

Signature_____   Date_2-20-14_____
                    Department Head
                    (Routing on Reverse Side)   FS New Program – 2-2013

Attachment A
Curricular Proposal – New Program
Masters Degree In Cybersecurity

Statement of Rationale

The purpose of this degree is to provide working professionals in graduate study interested in the field of Cybersecurity with technical skills and knowledge needed for senior level management roles. The program will include labs and learning experiences that will provide marketable knowledge and skills that will allow them to secure and defend information systems and serve in senior level management positions in the roles of Chief Information Security Officer (CISO) or Chief Security Officer (CSO).

Statement of Costs for First Five Years

Four of the ten courses needed for the degree program are currently being taught as part of the MBA program. Per-course faculty can be employed to teach undergraduate courses that will need to be covered as a result of faculty reassignments to teach the six new graduate courses. Per-course faculty may also be used to supplement existing faculty as needed.

Complete catalog description (including new courses and course changes pending approval). [Note: For new programs requiring CBHE approval CBHE forms, NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.]

CYBERSECURITY MASTERS DEGREE PROGRAM

PROGRAM DESCRIPTION

The Cybersecurity Master's Degree Program provides a 30-hour graduate-level experience in the field of Cybersecurity. The program provides hands-on labs and exercises to teach aspiring Cybersecurity professionals how to secure and defend Information Systems from malicious attackers and serve in senior management roles sometimes referred to as Chief Information Security Officer (CISO) or Chief Security Officer (CSO).

ENTRANCE CRITERIA
1. Candidates for the Cybersecurity Master's Degree program must be admitted to the University as a graduate student.
2. The candidate should have a bachelor's degree from a regionally accredited college or university.
3. Students who do not meet the admission requirements, but who show indication of high promise will be considered for probationary admission.
4. All other University and Graduate College requirements for admission to a degree program will also apply. Qualified applicants may enter the program at the beginning of any semester. For information on the GMAT or GRE, please contact the Graduate College (836-5335) or the Missouri State University Counseling and Testing Center (836-5116).

Applicants are further considered on the basis of demonstrated potential for success in graduate study as indicated by a combination of prior academic achievement, Graduate Management Admission Test (GMAT) scores, personal statement, resume (optional), and references (optional). Applicants from foreign countries whose native language is not English are required to submit scores on the TOEFL. Normally, TOEFL scores of 550 on the paper-based or a comparable score of 213 on the computer-based are required for admission.

REQUIRED COURSES 30 hours
CIS 626:   Principles of Information Security
CIS 683:   Cloud Computing
ACC 751: Computer Forensics and I.T. Auditing
CIS 762:   I.T. Legal Issues in Cybersecurity
CIS 763:   Telecommunications and Network Security
CIS 764:   Hacker Techniques and Incident Response
MGT 764: Organizational Behavior
CIS 766:   Web Application Security
TCM 710: Project Leadership
CIS 770:   Seminar course in Cybersecurity

Up to 6 semester hours of graduate work can be transferred from another accredited graduate school and applied to the MS in Cybersecurity degree requirements. All transfer credit must be approved by the Program Director.

GPA Requirements. Students must have a B or better grade in each course

FS-2006

NEW PROGRAM RESOURCE INFORMATION

Program Title and Degree: Masters Degree in Cybersecurity
Department: Computer Information Systems

Attach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including new courses and course changes pending approval). [Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.]

1. Is another program being deleted or altered?   _____Yes   _X_No

2. If this program affects other departments or colleges, has a memo showing how it will affect them been attached to the proposal?   _____Yes   _X_No

3. What justification is being provided to support this proposal? (Current research, accreditation, certification or licensing requirements, other.)

    The Computer Information Systems department currently offers a Masters degree in Computer Information Systems and a Certificate in Computer Information Systems. This Masters Degree will allow students to officially document their expertise in the area of Cybersecurity.

4. If your response to #3 refers to existing or potential student demand, please indicate the activities undertaken to estimate or verify the potential or existing demand for this new program.

5. What are the present/future projected enrollments for this program?

    1st year__10___ 3rd year___20___

    In five years, how many students must be:

    a) declared minors to justify this new minors continuation   __n/a___
    b) declared majors to justify this new majors continuation   __n/a___

6. Which of the following would be needed to implement the proposed program? (Check all that apply.) Individuals responsible for specific areas outside of your college must be consulted.

    Additional library holdings?   _____Yes   _X_No
    Additional technology or other supplies?   _____Yes   _X_No
    Additional or remodeled facilities?   _____Yes   _X_No
    Additional travel funds?   _____Yes   _X_No
    Additional faculty?   _X_Yes   _____No
    Additional support staff?   _____Yes   _X_No
    Other additional expenses?   _____Yes   _X_No

7. Have the individuals responsible for allocation of these resources been contacted to ensure the availability of these resources by the time the program is implemented? _____
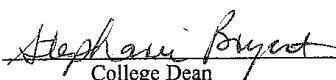
__X__Yes   _____No   _____Yes, but cannot ensure availability

8.   Referring to question 6, if additional faculty are not required, please provide a statement as to how faculty will be made available to teach proposed new courses, if any, or to manage increased enrollments in existing courses which are to be included in the proposed new program.

9.   If the responses to question 1 and any parts of question 6 other than additional faculty are "no," please provide a statement as to how the department/school (or center or college) will manage the enrollment figures provided in question 5.

The signature of the individuals listed below ensures that the items above have been addressed and the resources needed will be made available when the program is implemented.

_____   _____
Department Head   College Dean

Missouri State University
Curricular Proposal – New Program
(MAJOR, OPTION, MINOR, CERTIFICATE, OR CERTIFICATION)

APR 1 0 2014

This form is to be used for internal Missouri State approval of any proposal for a new program involving two or more courses, including any new graduate program, new undergraduate major (whether comprehensive or non-comprehensive), new option within an existing program (whether graduate or undergraduate), new minor, new certificate, or new certification program.

New graduate programs, new undergraduate majors, and certificate programs involving more than 18 credit hours require approval by the CBHE as well as approval through the Missouri State curricular process. CBHE applications for such programs are processed through the Office of Institutional Research. All proposals for new programs requiring CBHE approval should progress through the Missouri State curricular process accompanied by a draft of the required CBHE documentation.

Date December 6, 2013

Department_Reading, Foundations & Technology

Attach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including new courses and course changes pending approval). [Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.]

PROPOSED PROGRAM: MA in Teaching and Learning (MATL)

Major_X___ Comprehensive Major____ Option____ Minor____ Certificate____ Certification____ Academic Rules____ Other____

Degree Applicability: N/A (MATL) Master of Arts in Teaching & Learning

General Education Courses Required: N/A   Total Hours_____

General Education Courses Recommended: N/A   Total Hours_____

Requirements (including Admission) and Limitations for Specific Degree:

> Students must possess a bachelor's degree and certification as a teacher; must meet the requirements for admission to graduate school as stated under the Admission to Graduate Study section of the Graduate Catalog; no transfer credit for the EDC courses listed below; 33 credit hours (total).

Courses Required in Department: EDC 700, 701, 702, 703, 704

Total Hours: 21

Courses Required in Other Departments: None

Total Hours_____

Prerequisites for Required Courses: None, beyond admission and staying in sequence

Recommended Electives in Department: Students may take 12 hr. Emphasis/Elective hours inside or outside the department.

Total Hours: 0 – 12

Recommended Electives in Other Departments: Students may take 12 hr. Emphasis/Elective hours inside or outside the department.

Total Hours: 0 – 12

Limitations on Electives: None

DEPARTMENT   Route according to ART VI, SEC 3B(1-4) of Bylaws of the Faculty Senate. Attach New Program Resource Information form (FS-302a/06) and forward three typed, originally signed forms to one of the following (please mark all that apply). If the program needs to go through more than one committee/council, forward one additional form for each additional council/committee marked.

___X___College Council   (Send all new undergraduate programs through College Council as first step before forwarding either to PEC, CGEIP, or directly to Faculty Senate)

___X___Professional Education Committee   (All proposals affecting BS and MS in Education and Educational Specialist degrees)

_____Committee on General Education and   (All general education and multi-college programs)
        Intercollegiate Programs

___X___Graduate Council   (All graduate programs)

Signature_____   Date___1-7-14_____
        Department Head
              (Routing on Reverse Side)   FS New Program – 2-2013

FS-2006

NEW PROGRAM RESOURCE INFORMATION

Program Title and Degree: MA, Teaching and Learning

Department: Reading, Foundations & Technology

Attach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including new courses and course changes pending approval). [Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.]

1.   Is another program being deleted or altered?   _____Yes   __X__No

2.   If this program affects other departments or colleges, has a memo showing how it will affect them been attached to the proposal?   __X__Yes   _____No

3.   What justification is being provided to support this proposal? (Current research, accreditation, certification or licensing requirements, other.) Current research is attached

4.   If your response to #3 refers to existing or potential student demand, please indicate the activities undertaken to estimate or verify the potential or existing demand for this new program.

5.   What are the present/future projected enrollments for this program?

     1st year___20-25____   3rd year___40-45_____

     In five years, how many students must be:

     a) declared minors to justify this new minors continuation   ___N/A____
     b) declared majors to justify this new majors continuation   ___N/A____

6.   Which of the following would be needed to implement the proposed program? (Check all that apply.) Individuals responsible for specific areas outside of your college must be consulted.

     Additional library holdings?   _____Yes   __X__No
     Additional technology or other supplies?   _____Yes   __X__No
     Additional or remodeled facilities?   _____Yes   __X__No
     Additional travel funds?   _X__Yes   _____No
     Additional faculty?   _X__Yes   _____No
     Additional support staff?   _____Yes   __X__No
     Other additional expenses?   _____Yes   __X__No

7.   Have the individuals responsible for allocation of these resources been contacted to ensure the availability of these resources by the time
     the program is implemented?

     __X__Yes   _____No   _____Yes, but cannot ensure availability

8. Referring to question 6, if additional faculty are not required, please provide a statement as to how faculty will be made available to teach proposed new courses, if any, or to manage increased enrollments in existing courses which are to be included in the proposed new program.
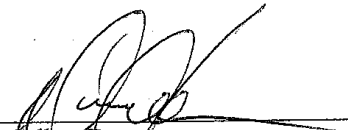
    Two current faculty members will be reassigned to teach the foundation core for the degree. Full time faculty will not be needed for the start-up of this degree. Per course faculty will be hired to replace the two full-time faculty members in their undergraduate courses. The additional faculty that is listed as required refers to per course faculty members who will act as school-based facilitators.

9. If the responses to question 1 and any parts of question 6 other than additional faculty are "no," please provide a statement as to how the department/school (or center or college) will manage the enrollment figures provided in question 5.

    Two current faculty members will be reassigned to teach the foundation core for the degree. Full time faculty will not be needed for the start-up of this degree. Per course faculty will be hired to replace the two full-time faculty members in their undergraduate courses. The additional faculty that is listed as required refers to per course faculty members who will act as school-based facilitators. This staffing model will be followed until there is sufficient enrollment in the degree to necessitate an additional full-time faculty member.

The signature of the individuals listed below ensures that the items above have been addressed and the resources needed will be made available when the program is implemented.

_____   _____
Department Head   College Dean

MA in Teaching & Learning

Rationale:

Teachers don't all want the same master's degree in education. They want choices. Some want a degree that will prepare them to move "up" and out of the classroom into administrative, counseling, or library positions—but some don't. Some want a degree particularly oriented to subject matter or grade level expertise—but some don't. Some want degrees that are all on-line, some that are all on-campus—and many would like a degree that's delivered mostly or entirely on-site. Some teachers want a master's degree where some of their teaching colleagues are students with them. Completed and on-going needs assessment is confirming these conclusions.

Teachers want to be effective in the classroom—they want ideas, tools, skills, strategies, knowledge, and understandings that make them better at what they do. They want space to work on their craft by themselves, and they want opportunities to talk with colleagues about what is really important in their classrooms, school, and community. They typically don't want a catalog full of graduate classes imposed on them—they want to craft a degree that speaks to their needs. And they would rather not drive hundreds of miles to get it. Furthermore, our investigations have determined this is exactly the degree many school district administrators want for their teachers.

But Missouri State University is not currently offering this kind of master's degree. The MA in Teaching & Learning responds to a real need.

Objectives:

- To add another strong MSU master's degree in teacher education, a degree that responds to the desire of teachers to work on-site and with their colleagues and that helps individual teachers improve their teaching; and a degree designed to help whole school communities identify and respond to needs or problems in their schools and communities;
- To create a degree built both to provide carefully constructed school community discussions while still offering students a full slate of individualized emphasis and elective areas;
- To create a degree that utilizes an inquiry project-based and action research framework to develop teachers-as-researchers;
- To develop a master's degree that responds to growing criticism about graduate teacher education—that advanced degrees do not improve teaching and increase measurable student learning;
- To create a master's degree that builds new, better, or stronger relationships with area pre-K—12 school districts.
- To help stem the decline of graduate enrollment in "generalist" teacher education at MSU—a 68% drop in the last nine years.

Master of Arts in Teaching and Learning

Eric C. Sheffield, Program Coordinator
Hill Hall, Room 115
Phone (417) 836-6062; EricSheffield@MissouriState.edu

Program Description

The Master of Arts in Teaching and Learning (MATL) degree helps individual teachers improve their teaching, resulting in better student learning outcomes, while aiding whole school communities with identifying and responding to the needs or problems in their schools and communities. This is a degree based on what teachers want: ideas, tools, strategies, knowledge, and understandings that make them better at what they do; space to work on their craft individually; and, opportunities to talk with colleagues about what is really important in their particular classrooms, schools, and communities. *Please note: This Master of Arts in Teaching and Learning (MATL) degree does not prepare (or certify) teachers to work as a building principal.*

The bulk of this degree (18 credit hours) is delivered on-site in a two-year cohort model. Teachers enrolled in this degree will meet periodically, in the same cohort (though in different courses), with teacher colleagues enrolled in the associated Specialist in Education, Teacher Leadership (SETL) degree and also with other teacher colleagues who want only the graduate Certificate in Teaching and Learning. Cohorts will identify common needs or concerns, deepen collaboration, and strengthen supportive collegial relationships. Degrees feature an inquiry project-based approach via an action research framework. Each student will choose an emphasis or elective area (12 credit hours—with a wide range of options) and will have direct sustained involvement with MSU Education faculty.

Students interested in this degree—and who think they also might want to acquire the Specialist in Education, Teacher Leadership degree—may qualify for the Accelerated Pathway for the Specialist degree. See the requirements for this Accelerated Pathway in the Graduate Catalog, under Specialist in Education, Teacher Leadership.

Program Admission Requirements

Admission to the program requires the following minimum criteria:

1. Students must possess a bachelor's degree, teacher certification, and must meet the requirements for admission to graduate school as stated under the Admission to Graduate Study section of the Graduate Catalog.
2. A minimum GPA of 3.00 in the last 60 hours of course work in their undergraduate program. Students who do not meet the GPA requirements must take the Graduate Record Examination (GRE). A GRE combined score of 290 (875 under the old scoring system before August 1, 2011) on the verbal and quantitative sections of the GRE is required prior to the student's registering for more than 9 credit hours.
3. Applicants for whom English is a second language are required to submit scores on the Test of English as a Foreign Language (TOEFL). A minimum score of 550 on the paper-based or a comparable score of 213 on the computer-based TOEFL are required for admission.
4. A student who does not meet all the above criteria, but who demonstrates outstanding potential, may be fully admitted by the Program Coordinator on the basis of individual merit.

Program Admission Procedure

To be considered for admission to this program, a student must apply through the Graduate College (refer to the Graduate College, Admission to Graduate Studies, Admission Requirements) and submit the following to the Program Coordinator of the MATL:

1. A letter containing teaching and professional goals, future plans, background information, teaching experiences, and the emphasis/elective area of interest to the candidate.
2. A copy of an appropriate teacher certification or eligibility for teacher certification by a state agency. Application without certification or eligibility may be accepted with permission from the Program Coordinator.

3. Submission of three letters of recommendation from professionals familiar with the candidate's academic abilities and teaching potential.

Degree Requirements

Satisfactory completion of a minimum of 33 approved graduate hours with a minimum overall GPA of 3.00.

1. Students must complete the four courses listed in the Professional Learning Community section of the degree with a minimum overall GPA of 3.50. No more than 16 hours of 600-level coursework may be applied to the degree program.
2. **Comprehensive Examination.** A comprehensive written or oral examination must be passed by the candidate before a degree will be granted.
3. **Research:** Completion of EDC 704 Teaching and Learning V: Research Seminar which will require presentation of a professional dossier and either an extensive paper or major creative work.
4. **Transfer credit.** A maximum of 30% of the 33 hours of graduate credit may be accepted toward the master's degree. **Please note one exception to the transfer credit rule: no transfer credits are accepted for the first four core courses.**
5. All transfer credit must be "A" or "B" grade status from an accredited college or university and must be approved by the Program Coordinator.

Course Requirements

Courses may count only once in meeting the 33 hour program course requirements.

Required Professional Learning Community Courses – 18 hrs. (no transfer courses allowed)

First Year (On-site, cohort based)
    EDC 700 – Teaching and Learning I: Current Issues and Trends in Education (5) F
    EDC 701 – Teaching and Learning II: Diversity, Curriculum and Research (5) S

Second Year (On-site, cohort based):
    EDC 702 – Teaching and Learning III: Management and Assessment of Learning (5) F
    EDC 703 – Teaching and Learning IV: Curriculum Development (3) S

Emphasis/Elective Area – 12 hrs.

Students will choose an Emphasis Area or a series of elective courses. The following Emphasis Areas are proposed pending program area participation:

Secondary education: Candidate's area of certification/teaching
Educational technology: Choose from among EDT 650, 765, 764, 763, 662, 630.
Literacy: Choose from among RDG 640, 660, 680, 673, 685, 700, 710, 740, 770.
Elementary education (to be determined)
Early childhood and family education (to be determined)
Educational leadership (to be determined)
Special education (to be determined)
Counseling (to be determined)
Middle school education (to be determined)
Educational research (to be determined)
Educational foundations: Choose from among SEC 701, SFR 676, 682, 750, 753, 791, 796, 858.

Other electives may be added at the discretion of the Program Coordinator.

Research Area – 3 hrs.

EDC 704 Teaching and Learning V: Research Seminar (3)

Missouri State University
Curricular Proposal – New Program
(MAJOR, OPTION, MINOR, CERTIFICATE, OR CERTIFICATION)

APR 1 0 2014

This form is to be used for internal Missouri State approval of any proposal for a new program involving two or more courses, including any new graduate program, new undergraduate major (whether comprehensive or non-comprehensive), new option within an existing program (whether graduate or undergraduate), new minor, new certificate, or new certification program.

New graduate programs, new undergraduate majors, and certificate programs involving more than 18 credit hours require approval by the CBHE as well as approval through the Missouri State curricular process. CBHE applications for such programs are processed through the Office of Institutional Research. All proposals for new programs requiring CBHE approval should progress through the Missouri State curricular process accompanied by a draft of the required CBHE documentation.

Department_Reading, Foundations & Technology   Date December 6, 2013

Attach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including new courses and course changes pending approval). [Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.]

PROPOSED PROGRAM: Certificate in Teaching and Learning

Major____ Comprehensive Major____ Option____ Minor____ Certificate_X___ Certification____ Academic Rules____ Other____

Degree Applicability: N/A Graduate Certificate

General Education Courses Required: N/A   Total Hours_____

General Education Courses Recommended: N/A   Total Hours_____

Requirements (including Admission) and Limitations for Specific Degree:

    Students must possess a bachelor's degree and certification as a teacher; must meet the requirements for admission to graduate school as stated under the Admission to Graduate Study section of the Graduate Catalog; no transfer credit for the EDC courses listed below; 18 credit hours (total).

Courses Required in Department: EDC 700, 701, 702, 703

                                            Total Hours: 18

Courses Required in Other Departments: None   Total Hours_____

Prerequisites for Required Courses: None, beyond admission and staying in sequence

Recommended Electives in Department: None.

                                            Total Hours_____

Recommended Electives in Other Departments: None.

                                            Total Hours_____

Limitations on Electives: None

DEPARTMENT   Route according to ART VI, SEC 3B(1-4) of Bylaws of the Faculty Senate. Attach New Program Resource Information form (FS-302a/06) and forward three typed, originally signed forms to one of the following (please mark all that apply). If the program needs to go through more than one committee/council, forward one additional form for each additional council/committee marked.

__X__ College Council   (Send all new undergraduate programs through College Council as first step before forwarding either to PEC, CGEIP, or directly to Faculty Senate)

__X__ Professional Education Committee   (All proposals affecting BS and MS in Education and Educational Specialist degrees)

_____ Committee on General Education and (All general education and multi-college programs)
        Intercollegiate Programs

__X__ Graduate Council   (All graduate programs)

Signature_____   Date 1-7-14
            Department Head
               (Routing on Reverse Side)   FS New Program – 2-2013

FS-2006

NEW PROGRAM RESOURCE INFORMATION

Program Title and Degree: Certificate in Teaching and Learning

Department: Reading, Foundations & Technology

Attach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including new courses and course changes pending approval). [Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.]

1.   Is another program being deleted or altered?   _____Yes   __X_No

2.   If this program affects other departments or colleges, has a memo showing how it will affect them been attached
      to the proposal?   _X__Yes   _____No

3.   What justification is being provided to support this proposal? (Current research, accreditation, certification or
      licensing requirements, other.) Current research is attached

4.   If your response to #3 refers to existing or potential student demand, please indicate the activities undertaken to
      estimate or verify the potential or existing demand for this new program.

5.   What are the present/future projected enrollments for this program?

      1st year__4 ___   3rd year___12_____

      In five years, how many students must be:

      a) declared minors to justify this new minors continuation   ___N/A____
      b) declared majors to justify this new majors continuation   ___N/A____

5.   Which of the following would be needed to implement the proposed program? (Check all that apply.) Individuals
      responsible for specific areas outside of your college must be consulted.

      Additional library holdings?   _____Yes   _X__No
      Additional technology or other supplies?   _____Yes   _X__No
      Additional or remodeled facilities?   _____Yes   _X__No
      Additional travel funds?   _X_Yes   _____No
      Additional faculty?   _X__Yes   _____No
      Additional support staff?   _____Yes   _X__No
      Other additional expenses?   _____Yes   _X_No

'.   Have the individuals responsible for allocation of these resources been contacted to ensure the availability of these
esources by the time
      the program is implemented?

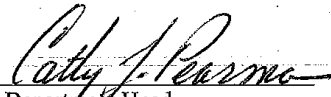   _X__Yes   _____No   _____Yes, but cannot ensure availability

8. Referring to question 6, if additional faculty are not required, please provide a statement as to how faculty will be made available to teach proposed new courses, if any, or to manage increased enrollments in existing courses which are to be included in the proposed new program.
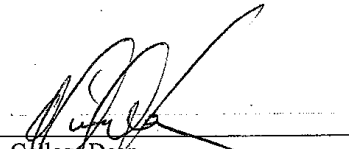
   Two current faculty members will be reassigned to teach the foundation core for the degree. Full time faculty will not be needed for the start-up of this degree. Per course faculty will be hired to replace the two full-time faculty members in their undergraduate courses. The additional faculty that is listed as required refers to per course faculty members who will act as school-based facilitators.

9. If the responses to question 1 and any parts of question 6 other than additional faculty are "no," please provide a statement as to how the department/school (or center or college) will manage the enrollment figures provided in question 5.

   Two current faculty members will be reassigned to teach the foundation core for the degree. Full time faculty will not be needed for the start-up of this degree. Per course faculty will be hired to replace the two full-time faculty members in their undergraduate courses. The additional faculty that is listed as required refers to per course faculty members who will act as school-based facilitators. This staffing model will be followed until there is sufficient enrollment in the degree to necessitate an additional full-time faculty member.

The signature of the individuals listed below ensures that the items above have been addressed and the resources needed will be made available when the program is implemented.

_____   _____
Department Head   College Dean

Certificate in Teaching and Learning

Eric C. Sheffield, Program Coordinator
Hill Hall, Room 115
Phone (417) 836-6062; EricSheffield@MissouriState.edu

Certificate Description

This certificate is designed for those teachers who want to improve their own practice and participate in important school community decisions, but who do not want to pursue the complete MA in Teaching and Learning. To earn the certificate in Teaching and Learning, students must follow the admission procedures for the MA in Teaching and Learning (see MATL graduate catalogue description). *Please note: This Certificate in Teaching and Learning does not prepare (or certify) teachers to work as a building principal.*

Certificate Requirements

Satisfactory completion of the 18 credit hour sequence: EDC 700, 701, 702, 703.

Certificate in Teaching & Learning

Rationale:

Some teachers don't want to get a master's degree. Some teachers who have a master's degree don't want a Specialist in Education degree. But many of the teachers just described would want to work with their colleagues, in an 18 credit hour on-site program, that helped them work on their own teaching skills and understandings while providing an opportunity to talk with colleagues about what is really important in their classrooms, school, and community. Teachers willing to engage in these discussions should be rewarded with a Certificate.

Objectives:

- To respond to the desire of teachers to work on-site and with their colleagues to help individual teachers improve their teaching while helping whole school communities identify and respond to needs or problems in their schools and communities;
- To create a certificate program that utilizes an inquiry project-based and action research framework to develop teachers-as-researchers.

Missouri State University
Curricular Proposal – New Program   APR 1 0 2014
(MAJOR, OPTION, MINOR, CERTIFICATE, OR CERTIFICATION)

This form is to be used for internal Missouri State approval of any proposal for a new program involving two or more courses, including any new graduate program, new undergraduate major (whether comprehensive or non-comprehensive), new option within an existing program (whether graduate or undergraduate), new minor, new certificate, or new certification program.

New graduate programs, new undergraduate majors, and certificate programs involving more than 18 credit hours require approval by the CBHE as well as approval through the Missouri State curricular process. CBHE applications for such programs are processed through the Office of Institutional Research. All proposals for new programs requiring CBHE approval should progress through the Missouri State curricular process accompanied by a draft of the required CBHE documentation.

Department_Reading, Foundations & Technology   Date December 6, 2013

Attach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including new courses and course changes pending approval). [Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE Form FP will satisfy #2.]

PROPOSED PROGRAM: Certificate in Teacher Leadership

Major____ Comprehensive Major____ Option____ Minor____ Certificate_X___ Certification____ Academic Rules____ Other____

Degree Applicability: N/A Graduate Certificate

General Education Courses Required: N/A   Total Hours_____

General Education Courses Recommended: N/A   Total Hours_____

Requirements (including Admission) and Limitations for Specific Degree:

Students must possess a bachelor's degree and certification as a teacher; must meet the requirements for admission to graduate school as stated under the Admission to Graduate Study section of the Graduate Catalog; no transfer credit for the EDC courses listed below; 18 credit hours (total).

Courses Required in Department: EDC 800, 801, 802, 803

                                                           Total Hours: 18

                                                           Total Hours_____
Courses Required in Other Departments: None

Prerequisites for Required Courses: None, beyond admission and staying in sequence

Recommended Electives in Department: None.

                                                           Total Hours_____

Recommended Electives in Other Departments: None.

                                                           Total Hours_____

Limitations on Electives: None

DEPARTMENT   Route according to ART VI, SEC 3B(1-4) of Bylaws of the Faculty Senate. Attach New Program Resource Information form FS-302a/06) and forward three typed, originally signed forms to one of the following (please mark all that apply). If the program needs to go through more than one committee/council, forward one additional form for each additional council/committee marked.

__X__ College Council   (Send all new undergraduate programs through College Council as first step before forwarding either to PEC, CGEIP, or directly to Faculty Senate)

__X__ Professional Education Committee   (All proposals affecting BS and MS in Education and Educational Specialist degrees)

_____ Committee on General Education and   (All general education and multi-college programs)
      Intercollegiate Programs

__X__ Graduate Council   (All graduate programs)

Signature_____   Date_____1-7-14_____
          Department Head
                            (Routing on Reverse Side)   FS New Program – 2-2013

FS-2006

NEW PROGRAM RESOURCE INFORMATION

Program Title and Degree: Certificate in Teacher Leadership

Department: Reading, Foundations & Technology

Attach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including new courses and course changes pending approval). [Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.]

1.   Is another program being deleted or altered?   _____Yes   __X__No

2.   If this program affects other departments or colleges, has a memo showing how it will affect them been attached to the proposal?   __X__Yes   _____No

3.   What justification is being provided to support this proposal? (Current research, accreditation, certification or licensing requirements, other.) Current research is attached

4.   If your response to #3 refers to existing or potential student demand, please indicate the activities undertaken to estimate or verify the potential or existing demand for this new program.

5.   What are the present/future projected enrollments for this program?

     1st year __4____   3rd year __12_____

In five years, how many students must be:

  a) declared minors to justify this new minors continuation   __N/A____
  b) declared majors to justify this new majors continuation   __N/A____

5.   Which of the following would be needed to implement the proposed program? (Check all that apply.) Individuals responsible for specific areas outside of your college must be consulted.

    Additional library holdings?   _____Yes   __X__No
    Additional technology or other supplies?   _____Yes   __X__No
    Additional or remodeled facilities?   _____Yes   __X__No
    Additional travel funds?   __X__Yes   _____No
    Additional faculty?   __X__Yes   _____No
    Additional support staff?   _____Yes   __X__No
    Other additional expenses?   _____Yes   __X__No

7.   Have the individuals responsible for allocation of these resources been contacted to ensure the availability of these resources by the time the program is implemented?

    _X__Yes   _____No   _____Yes, but cannot ensure availability
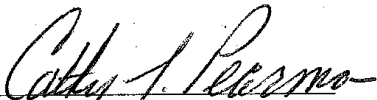
8. Referring to question 6, if additional faculty are not required, please provide a statement as to how faculty will be made available to teach proposed new courses, if any, or to manage increased enrollments in existing courses . which are to be included in the proposed new program.

    Two current faculty members will be reassigned to teach the foundation core for the degree. Full time faculty will not be needed for the start-up of this degree. Per course faculty will be hired to replace the two full-time faculty members in their undergraduate courses. The additional faculty that is listed as required refers to per course faculty members who will act as school-based facilitators.
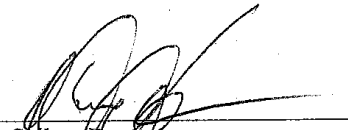
9. If the responses to question 1 and any parts of question 6 other than additional faculty are "no," please provide a statement as to how the department/school (or center or college) will manage the enrollment figures provided in question 5.

    Two current faculty members will be reassigned to teach the foundation core for the degree. Full time faculty will not be needed for the start-up of this degree. Per course faculty will be hired to replace the two full-time faculty members in their undergraduate courses. The additional faculty that is listed as required refers to per course faculty members who will act as school-based facilitators. This staffing model will be followed until there is sufficient enrollment in the degree to necessitate an additional full-time faculty member.

The signature of the individuals listed below ensures that the items above have been addressed and the resources needed will be made available when the program is implemented.

_____   _____
Department Head   College Dean

Certificate in Teacher Leadership

<u>Rationale</u>

Some teachers who have a master's degree don't want a Specialist in Education degree. But many of the teachers just described would want to work with their colleagues, in an 18 credit hour on-site program, that helped them work on their own leadership skills and understandings while providing an opportunity to talk with colleagues about what is really important in their classrooms, school, and community. Teachers willing to engage in these discussions beyond master's level coursework should be rewarded with a Certificate.

<u>Objectives:</u>

- To respond to the desire of teachers to work on-site and with their colleagues to help individual teachers improve their leadership skills while helping whole school communities identify and respond to needs or problems in their schools and communities; to reward teachers for completing coursework beyond the master's degree level.
- To create an advanced certificate program that utilizes an inquiry project-based and action research framework to develop teacher leaders in schools and whole communities.

Certificate in Teacher Leadership

Eric C. Sheffield, Program Coordinator
Hill Hall, Room 115
Phone (417) 836-6062; EricSheffield@MissouriState.edu

Certificate Description

This certificate is designed for those teachers who want to improve their own practice and develop teacher leadership skills and understandings, but who do not want to pursue the complete Specialist in Education, Teacher Leadership. To earn the certificate in Teacher Leadership, students must follow the admission procedures for the Specialist in Education, Teacher and Leadership (see SETL graduate catalogue description). *Please note: This Certificate in Teacher Leadership does not prepare (or certify) teachers to work as a building principal.*

Certificate Requirements

Satisfactory completion of the 18 credit hour sequence: EDC 800, 801, 802, 803.

Missouri State University
Curricular Proposal – New Program
(MAJOR, OPTION, MINOR, CERTIFICATE, OR CERTIFICATION)

APR 1 0 2014

his form is to be used for Internal Missouri State approval of any proposal for a new program involving two or more courses, including any new graduate rogram, new undergraduate major (whether comprehensive or non-comprehensive), new option within an existing program (whether graduate or n⁻ergraduate), new minor, new certificate, or new certification program.

ew graduate programs, new undergraduate majors, and certificate programs involving more than 18 credit hours require approval by the CBHE as well as pproval through the Missouri State curricular process. CBHE applications for such programs are processed through the Office of Institutional Research. All roposals for new programs requiring CBHE approval should progress through the Missouri State curricular process accompanied by a draft of the required BHE documentation.

Date December 6, 2013

epartment_Reading, Foundations & Technology

ttach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including ew courses and course changes pending approval). [Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE rm FP will satisfy #2.]

ROPOSED PROGRAM: Specialist in Education, Teacher Leadership

lajor_X___ Comprehensive Major____ Option____ Minor____ Certificate____ Certification____ Academic Rules____ Other____

egree Applicability: N/A-EdS

eneral Education Courses Required: N/A   Total Hours_____

eneral Education Courses Recommended: N/A   Total Hours_____

equirements (including Admission) and Limitations for Specific Degree:

    Students must possess a bachelor's degree and certification as a teacher; must meet the requirements for admission to graduate school as stated under the Admission to Graduate Study section of the Graduate Catalog; no transfer credit for the EDC courses listed below; 36 credit hours (total).

ourses Required in Department: EDC 800, 801, 802, 803, SFR 890   Total Hours: 21

   es Required in Other Departments: EAD courses: Administrative Leadership Area   Total Hours   3

rerequisites for Required Courses: None, beyond admission and staying in sequence

ecommended Electives in Department: Students may take 12 hr. Emphasis/Elective hours inside or outside the department.

    Total Hours: 0 – 12

ecommended Electives in Other Departments: Students may take 12 hr. Emphasis/Elective hours inside or outside the department.

    Total Hours: 0 – 12

mitations on Electives: None

EPARTMENT   Route according to ART VI, SEC 3B(1-4) of Bylaws of the Faculty Senate. Attach New Program Resource Information form :S-302a/06) and forward three typed, originally signed forms to one of the following (please mark all that apply). If the program needs to ɔ through more than one committee/council, forward one additional form for each additional council/committee marked.

__X__ College Council   (Send all new undergraduate programs through College Council as first step before forwarding either to PEC, CGEIP, or directly to Faculty Senate)

__X__ Professional Education Committee   (All proposals affecting BS and MS in Education and Educational Specialist degrees)

_____ Committee on General Education and   (All general education and multi-college programs)
    Intercollegiate Programs

__X__ Graduate Council   (All graduate programs)

ignature_____   Date_____1-7-14_____
    Department Head
    (Routing on Reverse Side)   FS New Program – 2-2013

FS-2006

NEW PROGRAM RESOURCE INFORMATION

Program Title and Degree: Specialist in Education, Teacher Leadership

Department: Reading, Foundations & Technology

Attach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including new courses and course changes pending approval). [Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.]

1.   Is another program being deleted or altered?   _____Yes   _X__No

2.   If this program affects other departments or colleges, has a memo showing how it will affect them been attached to the proposal?   _X___Yes   _____No
3.   What justification is being provided to support this proposal? (Current research, accreditation, certification or licensing requirements, other.) Current research is attached

4.   If your response to #3 refers to existing or potential student demand, please indicate the activities undertaken to estimate or verify the potential or existing demand for this new program.

5.   What are the present/future projected enrollments for this program?

      1st year___10____   3rd year___20_____

      In five years, how many students must be:

      a) declared minors to justify this new minors continuation   ___N/A____
      b) declared majors to justify this new majors continuation   ___N/A___

6.   Which of the following would be needed to implement the proposed program? (Check all that apply.) Individuals responsible for specific areas outside of your college must be consulted.

Additional library holdings?	_____Yes	_X__No	
Additional technology or other supplies?	_____Yes	_X__No	
Additional or remodeled facilities?	_____Yes	_X__No	
Additional travel funds?	_X__Yes	_____No	
Additional faculty?	_X__Yes	_____No	
Additional support staff?	_____Yes	_X___No	
Other additional expenses?	_____Yes	_X__No	

7.   Have the individuals responsible for allocation of these resources been contacted to ensure the availability of these resources by the time
      the program is implemented?

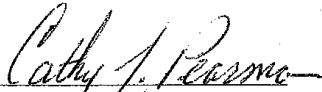   _X__Yes   _____No   _____Yes, but cannot ensure availability

8.   Referring to question 6, if additional faculty are not required, please provide a statement as to how faculty will be made available to teach proposed new courses, if any, or to manage increased enrollments in existing courses which are to be included in the proposed new program.
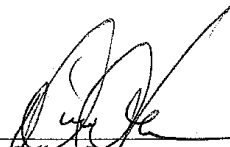
Two current faculty members will be reassigned to teach the foundation core for the degree. Full time faculty will not be needed for the start-up of this degree. Per course faculty will be hired to replace the two full-time faculty members in their undergraduate courses. The additional faculty that is listed as required refers to per course faculty members who will act as school-based facilitators.

9.   If the responses to question 1 and any parts of question 6 other than additional faculty are "no," please provide a statement as to how the department/school (or center or college) will manage the enrollment figures provided in question 5.

Two current faculty members will be reassigned to teach the foundation core for the degree. Full time faculty will not be needed for the start-up of this degree. Per course faculty will be hired to replace the two full-time faculty members in their undergraduate courses. The additional faculty that is listed as required refers to per course faculty members who will act as school-based facilitators. This staffing model will be followed until there is sufficient enrollment in the degree to necessitate an additional full-time faculty member.

The signature of the individuals listed below ensures that the items above have been addressed and the resources needed will be made available when the program is implemented.

_____   _____
Department Head   College Dean

Specialist in Education, Teacher Leadership

Rationale:

Teachers ought to have leading roles in making decisions in their schools and school districts—and we believe they need to *deserve* these leading roles by proving themselves to be excellent teachers, committed professionals, and supportive colleagues. Urged on by continuing demands for teacher quality and reforms happening in K—12 education, school districts are trying to find leadership positions for their most talented, gifted, and dedicated teachers—without them having to become a school administrator. This Teacher Leadership degree, offered at the Specialist in Education level, is designed to prepare teachers for these leadership positions. New in this part of Missouri, this degree will encourage and reward these top teachers for staying in the classroom.

Objectives:

- To respond to teacher and school need, and to market demand, for a Specialist in Education degree designed especially for classroom teacher;
- To design a degree that prepares teachers for leadership positions within and beyond their school—separate from degrees in educational administration that certify teachers to become principals;
- To design a degree that responds to the desire of teachers to work on-site and with their colleagues and that helps individual teachers improve their teaching; and a degree designed to help whole school communities identify and respond to needs or problems in their schools and communities;
- To create a degree built both to provide carefully constructed school community discussions while still offering students a full slate of individualized emphasis and elective areas;
- To create a degree that utilizes an inquiry project-based and action research framework to develop teachers-as-researchers;
- To create a degree that builds new, better, or stronger relationships with area pre-K—12 school districts.

Specialist in Education, Teacher Leadership

Eric C. Sheffield, Program Coordinator
Hill Hall, Room 115
Phone (417) 836-6062; EricSheffield@MissouriState.edu

Program Description

The Specialist in Education, Teacher Leadership (SETL) degree is designed for teachers who desire to take on leading roles in making decisions in their schools and school districts, in and out of the classroom—teachers who prove themselves to be excellent teachers, committed professionals, and supportive colleagues. The degree is for students who possess a master's degree in an education related field—for example, a master's degree in literacy or educational technology, or a master's degree in a subject or grade-level field. This degree helps individual teachers improve their teaching, resulting in better student learning outcomes, while aiding whole school communities with identifying and responding to needs or problems in their schools and communities. *Please note: This Specialist in Education, Teacher Leadership (SETL) degree does not prepare (or certify) teachers to work as a building principal.*

The bulk of this degree (18 credit hours) is delivered on-site in a two-year cohort model. Teachers enrolled in this degree will meet periodically, in the same cohort (though in different courses), with teacher colleagues enrolled in the associated Master of Arts in Teaching and Learning (MATL) degree and also with other teacher colleagues who want only the graduate Certificate in Teaching and Learning. Cohorts will identify common needs or concerns, deepen collaboration, and strengthen supportive collegial relationships. Degrees feature an inquiry project-based approach via an action research framework. Each student will choose an emphasis or elective area (12 credit hours—with a wide range of options) and will have direct sustained involvement with MSU Education faculty.

An Accelerated pathway to the Specialist in Education, Teacher Leadership degree is available for those students who do NOT have a master's degree in an education related field, but who enroll in and complete Missouri State's Master of Arts in Teaching and Learning degree. Description of and requirements for this pathway are found below—under the heading "Accelerated Pathway."

Program Admission Requirements

Admission to the program requires the following minimum criteria:
1. Students must possess a bachelor's degree, teacher certification, as well as a master's degree in an education-related field. They must meet the requirements for admission to graduate school as stated under the Admission to Graduate Study section of the Graduate Catalog.
2. A minimum GPA of 3.25 for courses taken in the candidate's master's program.
3. Applicants for whom English is a second language are required to submit scores on the Test of English as a Foreign Language (TOEFL). A minimum score of 550 on the paper-based or a comparable score of 213 on the computer-based TOEFL are required for admission.
4. A student who does not meet all the above criteria, but who demonstrates outstanding potential, may be fully admitted by the Program Coordinator on the basis of individual merit.

Any course work completed prior to program admittance may be unacceptable for the program.

Program Admission Procedure

To be considered for admission to this program, a student must apply to the Graduate College (refer to the Graduate College, Admission to Graduate Studies, Admission Requirements) and submit the following to the Program Coordinator of the Specialist in Education, Teacher Leadership (SETL) degree:

1. A letter containing teaching and professional goals, future plans, background information, teaching experiences, and the emphasis/elective area of interest to the candidate.
2. A copy of an appropriate teacher certification or eligibility for teacher certification by a state agency. Application without certification or eligibility may be accepted with permission from the Program Coordinator.
3. Submission of three letters of recommendation from professionals familiar with the candidate's academic abilities and teaching potential.

Degree Requirements

Satisfactory completion of a minimum of 36 approved graduate hours with a minimum overall grade point average for all graduate courses: 3.0

1. Students must complete the four courses listed in the Professional Learning Community section of the degree with a minimum overall GPA of 3.50. No transfer credits are accepted for these core courses.
2. No more than 17 hours of 600-level coursework may be applied to the degree program.
3. **Comprehensive Examination.** A comprehensive written or oral examination must be passed by all students who have not previously passed the comprehensive examination for the MA in Teaching and Learning (MATL) degree. In addition, students will be required to present an acceptable oral review of their field of study.
4. **Research:** Completion of SFR 890 Field Research and Evaluation (3). Students will write a seminar paper or thesis that may build on and deepen previous research projects, or they will select a new area for research and writing. Students will present their final research to a committee that will include selected MSU faculty members and school administrators. In addition, they will either present at a conference (University, state, regional, or national) or produce a paper MSU faculty would deem publishable.
5. **Transfer Credit.** A maximum of 30% of the 36 hours of graduate credit may be accepted toward the degree. All transfer credit must be "A" or "B" grade status from an accredited college or university and must be approved by the Program Coordinator.
6. The last 16 hours of coursework for the degree must be completed within a period of 8 years. Any credit more than 8 years old may be disallowed.

Courses

Professional Learning Community Courses – 18 hrs.
Two year sequence; on-site cohorts; no transfer courses allowed

EDC 800 -- Teacher Leadership I: Contemporary Educational Problems (5) F
EDC 801 -- Teacher Leadership II: Diversity and Curricular Design (5) S
EDC 802 -- Teacher Leadership III: Building Classroom Climate and Effective Student Assessments (5) F
EDC 803 -- Teacher Leadership IV: Curriculum Theory (3) S

Emphasis/Elective Area – 12 hrs.

Students will, in consultation with the Program Coordinator, choose an Emphasis Area or a series of elective courses that are meant to broaden their leadership understanding.

The following Emphasis Areas are proposed:

Secondary education: Candidate's area of certification/teaching
Educational technology: Choose from among EDT 650, 765, 764, 763, 662, 630.
Literacy: Choose from among RDG 640, 660, 680, 673, 685, 700, 710, 740, 770.
Elementary education
Early childhood and family education
Educational leadership
Special education
Counseling
Middle school education
Educational research
Educational foundations: Choose from among SEC 701, SFR 676, 682, 750, 753, 791, 796, 858.

Other electives may be added at the discretion of the Program Coordinator.

Administrative Leadership Area – 3 hrs.

EAD 751 Foundations of Educational Leadership (3)
Other EAD course may be substituted at the discretion of EAD faculty.

Research Area – 3 hrs.

SFR 890 Field Research and Evaluation (3)

Accelerated Pathway

Students may take an "Accelerated Pathway" to obtain the Specialist in Education, Teacher Leadership (SETL) degree. Students can acquire <u>both</u> a master's degree in Teaching and Learning (MATL) <u>and</u> the Specialist in Education, Teacher Leadership (SETL) degree in an accelerated program. Students interested in this Accelerated Pathway should contact the Program Coordinator to make sure they qualify and take the right courses. Students in the Accelerated Pathway can count up to nine (9) credit hours taken as part of the M.A. in Teaching and Learning degree from within the "Emphasis Area" toward the Specialist degree's "Elective Area" credit hour requirements. *Please note: This Accelerated Pathway to the Specialist in Education, Teacher Leadership (SETL) degree does not prepare (or certify) teachers to work as a building principal.*

To be admitted into this Accelerated Pathway, students must have a minimum GPA of 3.50 in at least (16) credit hours of graduate level coursework in an education-related field. Students will be officially admitted in the Specialist in Education, Teacher Leadership (SETL) degree only upon their completion of the M.A. in Teaching and Learning (MATL) degree. All other of the usual requirements for admission to the Specialist in Education, Teacher Leadership degree, described above, must also be met.

Total credit hours required for the Accelerated pathway to the Specialist in Education, Teacher Leadership degree: 60.

Students who may have previously completed the Master of Arts in Teaching and Learning (MATL) degree—and who later decide they want the Specialist in Education, Teacher Leadership (SETL) degree—must apply for the Specialist degree,

New Program: Bachelor of General Studies (see separate attachment)

Special Rule of Order—Chair-Elect Sharmistha Self

5. Time Limit on Reconsideration
Because the division of a monthly session into meetings is unpredictable, the time limit on a motion to Reconsider is extended to the same monthly session in which the vote on the motion to be reconsidered was taken. All other requirements for the motion to Reconsider remain as stipulated in the parliamentary authority. For example, if a motion was voted on during a meeting of the February session, then that motion may be Reconsidered (assuming all other requirements are met) at that meeting or any subsequent meeting of the February session.