



WILLIAM WOODS
UNIVERSITY

Graduate Catalog
2016-2017

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Mission

An independent voice in higher education, William Woods University distinguishes itself as a student-centered and professions-oriented university committed to the values of ethics, self-liberation, and lifelong education of students in the world community.

Graduate College is the academic and administrative unit of the University charged with responsibility for the administration of post-baccalaureate programs directed toward adult learners.

Goals

The primary goals of Graduate College are:

- To provide respected, innovative and unique programs of study in a variety of formats;
- To serve the community beyond the residential campus throughout the state of Missouri and beyond;
- To create national and international links to the region;
- To foster integration of theoretical and practical knowledge;
- To provide the foundation for additional studies and higher degrees

History: Roots of Compassion, Future of Growth

Our Beginnings

Our educational mission began more than 140 years ago in the aftermath of the Civil War in the year 1870. The Christian Church of Missouri, as a work of compassion, founded a school for girls who had been orphaned by the conflict. The Female Orphan School of the Christian Church of Missouri, as it was called, eventually moved to Fulton, our present home, and grew to include other young women in addition to war orphans.

Finances were always a challenge for this labor of love. In 1900 the school was saved from insolvency by a successful Missouri entrepreneur named Dr. William Stone Woods. Together with his wife, Dr. Woods wrote a check that redeemed the school's entire debt. In gratitude, the University has borne his name ever since.

Deeply Held Values

We became a college officially in 1914. Our focus for the next fifty years was on training teachers, a profession built on compassion and the personal commitment to help others grow — values that we have held onto since the beginning. You can still see these values, stronger than ever, at work among our faculty and students today. Our Education graduates continue to be outstanding teachers and leaders in the Missouri school system and beyond.

As we grew, we broadened our focus to encompass more of the liberal arts and other elements of higher education. Highlights along the way include the growth of an internationally recognized equestrian program, which offered the nation's first baccalaureate in equestrian science in 1972. We entered intercollegiate sports in 1974, with teams in basketball, softball, track, tennis and swimming.

From College to University

1990 marked a significant milestone: the election of our first female president, Dr. Jahnae H. Barnett. Dr. Barnett's charter was to secure a 21st-century future for William Woods.

Within two years we began offering a wide variety of graduate-level degree programs, geared toward the working adult. We went coed. And we changed the name from William Woods College to William Woods University. With generous support from alumni, foundations and other benefactors, our campus, our programs, and our student body began to look like the William Woods University of today.

Our Graduate Programs

William Woods University graduate and adult studies programs are designed to meet the needs of working adults and enroll graduate students all across the state. William Woods University graduate programs provide candidates with the opportunity to learn and apply various concepts and strategies to their current positions. Graduate business programs focus on entrepreneurial leadership and in this way benefit their companies as well as the Missouri economy. Graduate education programs particularly focus on the ties these student have to their current schools through required action research or field experiences that require students to apply the skills they have acquired to their classroom or school.

Recognition

William Woods University enjoys the best of both worlds when it comes to reputation — attracting students, faculty and partners nationally for signature programs, while making a significant impact locally and statewide in fields such as business and education.

Accreditation

The country's most established colleges and universities routinely open their doors to peers for an accreditation process — a way of ensuring that students and families receive a quality return on their educational investment.

Higher Learning Commission

William Woods University is accredited by the Higher Learning Commission (HLC) of the North Central Association, which is one of six regional institutional accreditors in the United States:

Higher Learning Association, a Commission of the North Central Association
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
Tel: 800.621.7440
hlcommission.org

Accreditation Council for Business Schools and Programs



The Accreditation Council for Business Schools and Programs (ACBSP) Baccalaureate/Graduate Degree Board of Commissioners awarded William Woods University, in Fulton, Missouri accreditation of its business programs and separate accreditation of its accounting program. ACBSP accreditation certifies that the teaching and learning processes within the undergraduate and graduate accounting and business programs offered at William Woods University meet the rigorous educational standards established by ACBSP.

Accreditation Council for Business Schools and Programs (ACBSP)
11520 West 119th Street
Overland Park, KS 66213
Tel: 913.339.9356
www.acbsp.org

For more information regarding our accreditation please contact:

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Fulton, MO 65251

Additional external accreditations/certifications

- Commission on Accreditation of Athletic Training Education (The program has been placed on probation as of February 19, 2016 by the CAATE, 6850 Austin Center Blvd, Suite 100, Austin, TX 78731-3101)
- Council on Social Work Education
- Missouri State Department of Elementary and Secondary Education
- Council for the Accreditation of Educator Preparation

Memberships

- American Association for Paralegal Educators
- American Association of Collegiate Registrars and Admissions Officers
- American Bar Association
- American Notary Association
- Baccalaureate Program Director's Association
- Campus Compact
- College Entrance Examination Board
- Commission for Accelerated Programs
- Council for Advancement and Support of Education
- Council of Independent Colleges
- Council on Social Work Education
- Independent Colleges and Universities of Missouri
- Mid-Missouri Associated Colleges and Universities
- Midwest College Placement Association
- Missouri Association of Financial Aid Personnel
- Missouri Colleges Fund, Incorporated
- Missouri Consortium of Social Work Education Programs
- Missouri Professors of Educational Administration
- Missouri School Counselors Association
- Missouri Society of Certified Public Accountants
- National Association of College Admissions Counselors
- National Association of College and University Business Officers
- Tuition Exchange, Inc.

Academic Policies

AAUP Statement

Statement on Government of Colleges and Universities

The statement that follows is directed to governing board members, administrators, faculty members, students, and other persons in the belief that the colleges and universities of the United States have reached a stage calling for appropriately shared responsibility and cooperative action among the components of the academic institution. The statement is intended to foster constructive joint thought and action, both within the institutional structure and in protection of its integrity against improper intrusions.

It is not intended that the statement serve as a blueprint for governance on a specific campus or as a manual for the regulation of controversy among the components of an academic institution, although it is to be hoped that the principles asserted will lead to the correction of existing weaknesses and assist in the establishment of sound structures and procedures. The statement does not attempt to cover relations with those outside agencies that increasingly are controlling the resources and influencing the patterns of education in our institutions of higher learning: for example, the United States government, state legislatures, state commissions, interstate associations or compacts, and other interinstitutional arrangements. However, it is

hoped that the statement will be helpful to these agencies in their consideration of educational matters.

Students are referred to in this statement as an institutional component coordinate in importance with trustees, administrators, and faculty. There is, however, no main section on students. The omission has two causes: (1) the changes now occurring in the status of American students have plainly outdistanced the analysis by the educational community, and an attempt to define the situation without thorough study might prove unfair to student interests, and (2) students do not in fact at present have a significant voice in the government of colleges and universities; it would be unseemly to obscure, by superficial equality of length of statement, what may be a serious lag entitled to separate and full confrontation.

The concern for student status felt by the organizations issuing this statement is embodied in a note, "On Student Status," intended to stimulate the educational community to turn its attention to an important need.

This statement was jointly formulated by the American Association of University Professors, the American Council on Education (ACE), and the Association of Governing Boards of Universities and Colleges (AGB). In October 1966, the board of directors of the ACE took action by which its council "recognizes the statement as a significant step forward in the clarification of the respective roles of governing boards, faculties, and administrations," and "commends it to the institutions which are members of the Council." The Council of the AAUP adopted the statement in October 1966, and the Fifty-third Annual Meeting endorsed it in April 1967. In November 1966, the executive committee of the AGB took action by which that organization also "recognizes the statement as a significant step forward in the clarification of the respective roles of governing boards, faculties, and administrations," and "commends it to the governing boards which are members of the Association." (In April 1990, the Council of the AAUP adopted several changes in language in order to remove gender-specific references from the original text.)

1. Introduction

This statement is a call to mutual understanding regarding the government of colleges and universities. Understanding, based on community of interest and producing joint effort, is essential for at least three reasons. First, the academic institution, public or private, often has become less autonomous; buildings, research, and student tuition are supported by funds over which the college or university exercises a diminishing control. Legislative and executive governmental authorities, at all levels, play a part in the making of important decisions in academic policy. If these voices and forces are to be successfully heard and integrated, the academic institution must be in a position to meet them with its own generally unified view.

Second, regard for the welfare of the institution remains important despite the mobility and interchange of scholars. Third, a college or university in which all the components are aware of their interdependence, of the usefulness of communication among themselves, and of the force of joint action will enjoy increased capacity to solve educational problems.

2. The Academic Institution: Joint Effort

a. Preliminary Considerations

The variety and complexity of the tasks performed by institutions of higher education produce an inescapable interdependence among governing board, administration, faculty, students, and others. The relationship calls for adequate communication among these components, and full opportunity for appropriate joint planning and effort.

Joint effort in an academic institution will take a variety of forms appropriate to the kinds of situations encountered. In some instances, an initial exploration or recommendation will be made by the president with consideration by the faculty at a later stage; in other instances, a first and essentially definitive recommendation will be made by the faculty, subject to the endorsement of the president and the governing board. In still others, a substantive contribution can be made when student leaders are responsibly involved in the process. Although the variety of such approaches may be wide, at least two general conclusions regarding joint effort seem clearly warranted: (1) important areas of action involve at one time or another the initiating capacity and decision-making participation of all the institutional components, and (2) differences in the weight of each voice, from one point to the next, should be determined by reference to the responsibility of each component for the particular matter at hand, as developed hereinafter.

b. Determination of General Educational Policy

The general educational policy, i.e., the objectives of an institution and the nature, range, and pace of its efforts, is shaped by the institutional charter or by law, by tradition and historical development, by the present needs of the community of the institution, and by the professional aspirations and standards of those directly involved in its work. Every board will wish to go beyond its formal trustee obligation to conserve the accomplishment of the past and to engage seriously with the future; every faculty will seek to conduct an operation worthy of scholarly standards of learning; every administrative officer will strive to meet his or her charge and to attain the goals of the institution. The interests of all are coordinate and related, and unilateral effort can lead to confusion or conflict. Essential to a solution is a reasonably explicit statement on general educational policy. Operating responsibility and authority, and procedures for continuing review, should be clearly defined in official regulations.

When an educational goal has been established, it becomes the responsibility primarily of the faculty to determine the appropriate curriculum and procedures of student instruction.

Special considerations may require particular accommodations: (1) a publicly supported institution may be regulated by statutory provisions, and (2) a church-controlled institution may be limited by its charter or bylaws. When such external requirements influence course content and the manner of instruction or research, they impair the educational effectiveness of the institution.

Such matters as major changes in the size or composition of the student body and the relative emphasis to be given to the various elements of the educational and research program should involve participation of governing board, administration, and faculty prior to final decision.

c. Internal Operations of the Institution

The framing and execution of long-range plans, one of the most important aspects of institutional responsibility, should be a central and continuing concern in the academic community.

Effective planning demands that the broadest possible exchange of information and opinion should be the rule for communication among the components of a college or university. The channels of communication should be established and maintained by joint endeavor. Distinction should be observed between the institutional system of communication and the system of responsibility for the making of decisions.

A second area calling for joint effort in internal operation is that of decisions regarding existing or prospective physical resources. The board, president, and faculty should all seek agreement on basic decisions regarding buildings and other facilities to be used in the educational work of the institution.

A third area is budgeting. The allocation of resources among competing demands is central in the formal responsibility of the governing board, in the administrative authority of the president, and in the educational function of the faculty. Each component should therefore have a voice in the determination of short- and long-range priorities, and each should receive appropriate analyses of past budgetary experience, reports on current budgets and expenditures, and short- and long-range budgetary projections. The function of each component in budgetary matters should be understood by all; the allocation of authority will determine the flow of information and the scope of participation in decisions.

Joint effort of a most critical kind must be taken when an institution chooses a new president. The selection of a chief administrative officer should follow upon a cooperative search by the governing board and the faculty, taking into consideration the opinions of others who are

appropriately interested. The president should be equally qualified to serve both as the executive officer of the governing board and as the chief academic officer of the institution and the faculty. The president's dual role requires an ability to interpret to board and faculty the educational views and concepts of institutional government of the other. The president should have the confidence of the board and the faculty.

The selection of academic deans and other chief academic officers should be the responsibility of the president with the advice of, and in consultation with, the appropriate faculty.

Determinations of faculty status, normally based on the recommendations of the faculty groups involved, are discussed in Part 5 of this statement; but it should here be noted that the building of a strong faculty requires careful joint effort in such actions as staff selection and promotion and the granting of tenure. Joint action should also govern dismissals; the applicable principles and procedures in these matters are well established.¹

d. External Relations of the Institution

Anyone—a member of the governing board, the president or other member of the administration, a member of the faculty, or a member of the student body or the alumni—affects the institution when speaking of it in public. An individual who speaks unofficially should so indicate. An individual who speaks officially for the institution, the board, the administration, the faculty, or the student body should be guided by established policy.

It should be noted that only the board speaks legally for the whole institution, although it may delegate responsibility to an agent. The right of a board member, an administrative officer, a faculty member, or a student to speak on general educational questions or about the administration and operations of the individual's own institution is a part of that person's right as a citizen and should not be abridged by the institution.² There exist, of course, legal bounds relating to defamation of character, and there are questions of propriety.

3. The Academic Institution: The Governing Board

The governing board has a special obligation to ensure that the history of the college or university shall serve as a prelude and inspiration to the future. The board helps relate the institution to its chief community: for example, the community college to serve the educational needs of a defined population area or group, the church-controlled college to be cognizant of the announced position of its denomination, and the comprehensive university to discharge the many duties and to accept the appropriate new challenges which are its concern at the several levels of higher education.

The governing board of an institution of higher education in the United States operates, with few exceptions, as the final institutional authority. Private institutions are established by charters; public institutions are established by constitutional or statutory provisions. In private institutions the board is frequently self-perpetuating; in public colleges and universities the present membership of a board may be asked to suggest candidates for appointment. As a whole and individually, when the governing board confronts the problem of succession, serious attention should be given to obtaining properly qualified persons. Where public law calls for election of governing board members, means should be found to ensure the nomination of fully suited persons, and the electorate should be informed of the relevant criteria for board membership.

Since the membership of the board may embrace both individual and collective competence of recognized weight, its advice or help may be sought through established channels by other components of the academic community. The governing board of an institution of higher education, while maintaining a general overview, entrusts the conduct of administration to the administrative officers—the president and the deans—and the conduct of teaching and research to the faculty. The board should undertake appropriate self-limitation.

One of the governing board's important tasks is to ensure the publication of codified statements that define the overall policies and procedures of the institution under its jurisdiction.

The board plays a central role in relating the likely needs of the future to predictable resources; it has the responsibility for husbanding the endowment; it is responsible for obtaining needed capital and operating funds; and in the broadest sense of the term it should pay attention to personnel policy. In order to fulfill these duties, the board should be aided by, and may insist upon, the development of long-range planning by the administration and faculty. When ignorance or ill will threatens the institution or any part of it, the governing board must be available for support. In grave crises it will be expected to serve as a champion. Although the action to be taken by it will usually be on behalf of the president, the faculty, or the student body, the board should make clear that the protection it offers to an individual or a group is, in fact, a fundamental defense of the vested interests of society in the educational institution.³

4. The Academic Institution: The President

The president, as the chief executive officer of an institution of higher education, is measured largely by his or her capacity for institutional leadership. The president shares responsibility for the definition and attainment of goals, for administrative action, and for operating the communications system that links the components of the academic community. The president

represents the institution to its many publics. The president's leadership role is supported by delegated authority from the board and faculty.

As the chief planning officer of an institution, the president has a special obligation to innovate and initiate. The degree to which a president can envision new horizons for the institution, and can persuade others to see them and to work toward them, will often constitute the chief measure of the president's administration.

The president must at times, with or without support, infuse new life into a department; relatedly, the president may at times be required, working within the concept of tenure, to solve problems of obsolescence. The president will necessarily utilize the judgments of the faculty but may also, in the interest of academic standards, seek outside evaluations by scholars of acknowledged competence.

It is the duty of the president to see to it that the standards and procedures in operational use within the college or university conform to the policy established by the governing board and to the standards of sound academic practice. It is also incumbent on the president to ensure that faculty views, including dissenting views, are presented to the board in those areas and on those issues where responsibilities are shared. Similarly, the faculty should be informed of the views of the board and the administration on like issues.

The president is largely responsible for the maintenance of existing institutional resources and the creation of new resources; has ultimate managerial responsibility for a large area of nonacademic activities; is responsible for public understanding; and by the nature of the office is the chief person who speaks for the institution. In these and other areas the president's work is to plan, to organize, to direct, and to represent. The presidential function should receive the general support of board and faculty.

5. The Academic Institution: The Faculty

The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.⁴ On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the president or board. Budgets, personnel limitations, the time element, and the policies of other groups, bodies, and agencies having jurisdiction over the institution may set limits to realization of faculty advice.

The faculty sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved.

Faculty status and related matters are primarily a faculty responsibility; this area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. The primary responsibility of the faculty for such matters is based upon the fact that its judgment is central to general educational policy. Furthermore, scholars in a particular field or activity have the chief competence for judging the work of their colleagues; in such competence it is implicit that responsibility exists for both adverse and favorable judgments. Likewise, there is the more general competence of experienced faculty personnel committees having a broader charge. Determinations in these matters should first be by faculty action through established procedures, reviewed by the chief academic officers with the concurrence of the board. The governing board and president should, on questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.

The faculty should actively participate in the determination of policies and procedures governing salary increases.

The chair or head of a department, who serves as the chief representative of the department within an institution, should be selected either by departmental election or by appointment following consultation with members of the department and of related departments; appointments should normally be in conformity with department members' judgment. The chair or department head should not have tenure in office; tenure as a faculty member is a matter of separate right. The chair or head should serve for a stated term but without prejudice to reelection or to reappointment by procedures that involve appropriate faculty consultation. Board, administration, and faculty should all bear in mind that the department chair or head has a special obligation to build a department strong in scholarship and teaching capacity.

Agencies for faculty participation in the government of the college or university should be established at each level where faculty responsibility is present. An agency should exist for the presentation of the views of the whole faculty. The structure and procedures for faculty participation should be designed, approved, and established by joint action of the components of the institution. Faculty representatives should be selected by the faculty according to procedures determined by the faculty.⁵

The agencies may consist of meetings of all faculty members of a department, school, college, division, or university system, or may take the form of faculty-elected executive committees in departments and schools and a faculty-elected senate or council for larger divisions or the institution as a whole.

The means of communication among the faculty, administration, and governing board now in use include: (1) circulation of memoranda and reports by board committees, the administration, and faculty committees; (2) joint ad hoc committees; (3) standing liaison committees; (4) membership of faculty members on administrative bodies; and (5) membership of faculty members on governing boards. Whatever the channels of communication, they should be clearly understood and observed.

On Student Status

When students in American colleges and universities desire to participate responsibly in the government of the institution they attend, their wish should be recognized as a claim to opportunity both for educational experience and for involvement in the affairs of their college or university. Ways should be found to permit significant student participation within the limits of attainable effectiveness. The obstacles to such participation are large and should not be minimized: inexperience, untested capacity, a transitory status which means that present action does not carry with it subsequent responsibility, and the inescapable fact that the other components of the institution are in a position of judgment over the students. It is important to recognize that student needs are strongly related to educational experience, both formal and informal.

Students expect, and have a right to expect, that the educational process will be structured, that they will be stimulated by it to become independent adults, and that they will have effectively transmitted to them the cultural heritage of the larger society. If institutional support is to have its fullest possible meaning, it should incorporate the strength, freshness of view, and idealism of the student body.

The respect of students for their college or university can be enhanced if they are given at least these opportunities: (1) to be listened to in the classroom without fear of institutional reprisal for the substance of their views, (2) freedom to discuss questions of institutional policy and operation, (3) the right to academic due process when charged with serious violations of institutional regulations, and (4) the same right to hear speakers of their own choice as is enjoyed by other components of the institution.

Notes

1. See the 1940 "[Statement of Principles on Academic Freedom and Tenure](#)," AAUP, *Policy Documents and Reports*, 11th ed. (Baltimore: Johns Hopkins University Press, 2015), 13–19, and the 1958 "[Statement on Procedural Standards in Faculty Dismissal Proceedings](#)," *ibid.*, 91–93. These statements were jointly adopted by the Association of American Colleges (now the Association of American Colleges and Universities) and the American Association of University

Professors; the 1940 “Statement” has been endorsed by numerous learned and scientific societies and educational associations.

2. With respect to faculty members, the 1940 “Statement of Principles on Academic Freedom and Tenure” reads: “College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution” (ibid., 14).

3. Traditionally, governing boards developed within the context of single-campus institutions. In more recent times, governing and coordinating boards have increasingly tended to develop at the multi-campus regional, system wide, or statewide levels. As influential components of the academic community, these supra-campus bodies bear particular responsibility for protecting the autonomy of individual campuses or institutions under their jurisdiction and for implementing policies of shared responsibility. The American Association of University Professors regards the objectives and practices recommended in the “Statement on Government” as constituting equally appropriate guidelines for such supra-campus bodies, and looks toward continued development of practices that will facilitate application of such guidelines in this new context. [Preceding note adopted by the AAUP’s Council in June 1978.]

4. With regard to student admissions, the faculty should have a meaningful role in establishing institutional policies, including the setting of standards for admission, and should be afforded opportunity for oversight of the entire admissions process. [Preceding note adopted by the Council in June 2002.]

5. The American Association of University Professors regards collective bargaining, properly used, as another means of achieving sound academic government. Where there is faculty collective bargaining, the parties should seek to ensure appropriate institutional governance structures which will protect the right of all faculty to participate in institutional governance in accordance with the “Statement on Government.” [Preceding note adopted by the Council in June 1978.]

Academic Dismissal

Academic Dismissal is an action initiated by the Vice President of Academic Affairs and Dean of the Graduate College which revokes eligibility for continued enrollment in courses or programs conducted under the auspices of the University. Students who have been subjected to

Academic Dismissal must apply for re-admission to the University. Readmission is infrequently allowed in instances involving Academic Dismissal.

Academic Integrity/Honesty

Founded on the principle of honesty, William Woods University has long endeavored to maintain an atmosphere of academic integrity. Students are expected to refrain from:

- Engaging in any academic work that is the product of joint effort, either inside or outside the classroom, not authorized by the instructor
- Plagiarism
- Any deliberate misrepresentation or falsification to any instructor or University Official concerning academic work
- Any attempt to bribe an instructor
- Engaging in any other form of deceit or dishonesty
- Any other attempt to gain an unfair advantage concerning academic work, such as unauthorized removal or defacing of material from any University room or service area or unauthorized use of equipment and/or technology

Faculty Responsibility

Faculty are strongly encouraged to report incidents of student academic misconduct so that the incident may be handled in a consistent, fair manner, and so that substantiated charges of misconduct may be noted in the student's record.

Complaint Procedures

- Any member of the University community may file a complaint alleging a violation of the Academic Integrity Policy.
- The complaint shall be in writing and provide sufficient information for a review by the appropriate dean.
- The complaint shall be directed to the appropriate dean within thirty days of the discovery of the alleged violation of the Academic Integrity Policy.
- The appropriate dean shall review the allegation, and, if it appears credible and further action is warranted, shall provide a copy of the allegation to the accused student and shall promptly schedule a meeting with the student.
- The appropriate dean shall promptly investigate the allegations. If the allegations are valid, the Vice President for Academic Affairs and Dean of the Graduate College shall impose a sanction.
- The sanction for violation of this policy shall be determined by the severity of the violation of this Academic Integrity Policy. Sanctions can range from a formal written reprimand, to failure of the course, and in serious cases, suspension or expulsion from the University.

- If an allegation is determined to be valid, a copy of that determination shall be retained with the student's official academic records. If a suspension or expulsion occurs, that shall be recorded on the student's transcript.

Academic Grievance

Students should be protected from prejudice and capriciousness in matters of academic policy and practice. They are entitled to a reasonable explanation of their performance in relation to the standards of a program or a course. Initial inquiries in academic matters should be directed to the course professor. Appeals should be addressed to the appropriate division chair. If the inquiry with the professor and the appeal to the division chair are not satisfactory, the student may file a formal grievance according to the guidelines listed under "Grade Appeal." A formal grievance must be in writing and it must be presented to the Graduate Academic Dean within 15 class days of the fall or spring semester immediately following the semester during which the matter of grievance occurred.

Academic Leave

Graduate students granted "Academic Leave" may interrupt study for predetermined periods of time with the assurance of resuming study requirements in effect at the time of initial enrollment. A formal written request for Academic Leave must be submitted to the appropriate dean. The request must indicate the specific duration of the proposed leave, the clear intent to resume study, and a general statement of the reasons for the leave. While every attempt is made to approve such requests, students are cautioned that program, division, and university circumstances, as well as division requirements regarding "Time Limitations on Degree Completion" may require the dean to refuse a request for leave. (Refusal does not mean that a student may not interrupt study. Refusal means only upon return the student may be subjected to new continuation and/or degree requirements.)

Academic Warning/Probation/Suspension

Warning: Any student who earns a grade of C in any course will receive notice of academic warning.

Probation: A student whose **cumulative** grade point average falls below 3.00 will be placed on academic probation.

Suspension: Students whose performance fails to meet program or University academic standards may be suspended for specified periods of time, after which an Application for Readmission must be submitted to the Vice President of Academic Affairs and Dean of the Graduate College.

Should the student receive a second suspension, the student will be dismissed.

Appeal Process: Probation/Suspension: Students may appeal academic probation or suspension if unusual and/or mitigating circumstances have affected academic progress. Examples of such circumstances are severe illness, an injury that has affected student performance, an illness or injury of a student's immediate family member, death of a relative, student deployment or activation into military service, or other circumstances that have caused a student not to meet academic progress requirements. All appeals must be in writing and sent to the Vice President of Academic Affairs and Dean of the Graduate College. The appeal should clearly address the circumstances that led to the action. Students must appeal within one (1) month of notification of academic probation or suspension.

Adaptation of Regulations to Varying Formats

Graduate College degree programs employ a variety of instructional delivery systems, formats, and schedules. These variations, commonly described as non-traditional delivery formats, are attributable to the University's commitment to maintaining programs which effectively accommodate students whose life and professional circumstances preclude participation in a traditional format program.

When maintaining non-traditional delivery formats intended to serve non-traditional students, the University maintains a proactive commitment to ensuring that its graduate programs are conducted, without regard to delivery format or student circumstances, in a manner thoroughly consistent with standards commonly acknowledged within the American higher education community as appropriate or mandatory for graduate education.

The regulations stated herein are broadly stated, but are applicable to all graduate students of the University without regard to the specific delivery format employed by the program in which they are enrolled. Questions which arise regarding the applicability of specific regulations to specific delivery formats and programs may be addressed to the appropriate dean. The deans are charged with responsibility for interpreting regulations to enable their consistent application in all Graduate College programs conducted under the auspices of the University.

Alcohol and Drug Policies and Programs

In support of the educational mission of William Woods University, the following alcohol and drug policies are in place to create a safer campus environment that supports the academic and social success of all students.

Standards of Conduct involving alcohol and drugs: William Woods University prohibits the unlawful possession, use, manufacture, distribution and sale of alcohol and illegal and prescription drugs by William Woods University students and employees on University owned or managed property and/or at University sponsored or supervised activities. Possession of

paraphernalia associated with the use, possession or manufacture of illegal drugs, or associated with the rapid consumption of alcohol, is also prohibited. Appearing on campus under the influence of alcohol or drugs, such that an individual may endanger himself or other persons, damage property, or disrupt the living and learning environment of others, is also prohibited.

Disciplinary Sanctions Pertaining to Alcohol & Drug Violations: Violations of the standards of conduct regarding alcohol and illicit drugs can result in disciplinary action up to and including removal from the course and/or dismissal from the University. First time alcohol violations occurring at a course location or site will be adjudicated by the dean. The dean will take into consideration aggravating factors such as property destruction and disrespect to staff. Subsequent and/or extreme cases of non-compliance with the alcohol and drug policy or assessed sanctions will be handled by a committee called by the dean.

Local, state, and federal sanctions for alcohol and drug violations: Local, state, and federal laws prohibit the unlawful possession, use, distribution and sale of alcohol and illicit drugs. Criminal penalties for violation of such laws range from fines up to \$100,000 to imprisonment for terms up to and including life.

Missouri State law prohibits consumption or possession of alcoholic beverages by those less than 21 years of age. State law also prohibits the operation of a motor vehicle while in an intoxicated or drugged condition or with open containers of alcohol.

Local Alcohol Ordinances: Reprinted from Drug and Alcohol Ordinance Booklet, Attorney General of Missouri, Oct. 1990

Selling to Minors: It is illegal to sell or supply non-intoxicating beer or intoxicating liquor to any person under 21 years of age. This shall not apply to use of such non-intoxicating liquor for medical purposes when administered by a physician, or by the parent or guardian of a person for medicinal purposes. * 4-13.

Public Drinking: It shall be unlawful for any person to drink intoxicating beer upon any public street, sidewalk, alley or public thoroughfare, or in any public building or parking lot. This section shall not apply to such consumption inside an establishment licensed to sell intoxicating liquor by the drink. * 4-20.

Penalties: A fine of not more than \$500, imprisonment for not more than 90 days, or both such fine and imprisonment.

Health Risks Related to Alcohol and Drugs

Alcohol is a powerful depressant. Alcohol use decreases alertness and inhibitions. Accidents and/or risky behaviors may result in negative consequences such as disease transmission and sudden death. There is an increase in acquaintance rape and unsafe sex practices with alcohol intake. Long-term heavy drinking is linked to cancer, gastrointestinal problems, heart damage,

psychological disorders and death. Tolerance as well as physical and psychological dependence develops.

Tobacco use in the form of cigarette smoking is linked to emphysema, lung cancer, heart disease, death, worsened asthma, and increased risk for upper respiratory illnesses. Physical and psychological dependence can develop. Smokeless tobacco use leads to cancer of the head and neck areas. Passive smoking increases the incidence of upper respiratory illnesses.

Abuse of prescription drugs is the use of those medications for reasons or in amounts they were not prescribed and using medications prescribed to others. Pain killers, amphetamines, tranquilizers, sleeping pills and medications to treat ADHD are all examples of prescription drugs that are commonly abused. Health risks relate to each class of drug.

Anabolic Steroids may produce aggressiveness, suicidal thoughts and attempts, fatigue, restlessness, and insomnia. Use by males may cause baldness, breast development, and impotence. Use by females may cause facial hair and breast size reduction. Serious health problems include liver and heart failure, cancer and death.

Stimulants increase the action of the central nervous system. There is risk of contracting hepatitis A, B, C and HIV infection with inhalation and intravenous use of any of these stimulants.

Amphetamines (uppers, Adderall) and Methamphetamine (Ice) cause violence, chronic psychosis, brain damage, depression, hallucinations and paranoia. Continued use of high doses may cause heart attack, malnutrition and sudden death.

Methylphenidate (Ritalin, Concerta) is a stimulant prescribed to control the symptoms of ADHD. Tolerance, psychological addiction may occur with abuse. Binge use, psychotic episodes and cardiovascular complications may occur with abuse.

Cocaine and Crack cause confusion, depression, and may result in physical dependence. Effects are unpredictable—convulsions, coma, cardiac arrest and sudden death are possible. Smoking causes lesions in the lungs.

Sedative/hypnotics or tranquilizers depress the central nervous system. Barbiturates (Seconal, Nembutal), Benzodiazepines (Valium, Xanax) and methaqualone (Quaalude) may cause confusion and loss of coordination. Tolerance as well as physical and psychological dependence develops. Overdoses cause coma and death. Ingestion with alcohol heightens the sedative effects of these drugs and may cause coma or death. They are also used as “date rape” drugs to facilitate sexual assault. Withdrawal from chronic use may cause seizures and should only be done with medical supervision.

Rohypnol (roofies) cause sedation, feeling of well-being and memory loss. Due to increased effect when used with alcohol, it has become known as a “date rape” drug. Other drugs used to facilitate sexual assault are GHB (gamma hydroxybutyric acid) and ketamine.

Cannabis (Marijuana, Hash) alters moods and perception. Lowered inhibitions may result in accidents and/or risky behaviors with negative consequences such as disease transmission and sudden death. Marijuana may cause confusion and loss of coordination. Long-term use leads to tolerance and psychological dependence. Users may become comfortable with other more dangerous drug use.

Hallucinogens temporarily distort reality.

Lysergic Acid diethylamide (LSD) causes hallucinations and panic. Effects may recur (“flashbacks”) even after use is discontinued. Tolerance and psychological dependence develop.

Phencyclidine (PCP) causes depression, hallucinations, confusion, and irrational behavior. Tolerance develops. Overdoses cause convulsions, coma, and death.

Mescaline, Ecstasy, and other “Designer Drugs” cause muscle tension, tremors, blurred vision, and increased body temperature that can result in organ failure, coma and sudden death.

Narcotics lower perception of pain. Heroin, morphine, codeine, hydrocodone and opium cause lethargy, apathy, loss of judgment and self-control. Tolerances as well as physical and psychological dependence develop. Overdoses may cause convulsion, coma, and sudden death. Risks of use include malnutrition and when inhaled or taken intravenously hepatitis A, B, or C, and HIV infection.

Inhalants cause mental confusion. Aerosol products, lighter fluid, paint thinner, amyl nitrate, and glue cause loss of coordination, loss of bowel and bladder control, confusion, and hallucinations. Overdoses cause convulsion, cardiac arrest, and sudden death. Psychological dependence develops. Permanent damage to lungs, brain, liver, and immune system may occur. For further information go to these web sites:

<http://www.factsontap.org/>

<http://www.goaskalice.columbia.edu/Cat2.html>

<http://www.justthinktwice.com/drugfacts/>

Alcohol and Drug Campus Resources: Counseling Services on the main William Woods University campus has information regarding area resources that are available to students for drug and alcohol counseling, treatment, and/or rehabilitation.

Applicability of Degree Requirements

The degree and continuation requirements in effect at the time of initial enrollment remain in effect as long as the student maintains sustained (uninterrupted) enrollment. If study is

interrupted for any reason, including academic suspension, the student, when resuming study, may be subject to any or all new requirements instituted since initial enrollment. The Graduate Academic Dean determines the applicability of new requirements at the time the student resumes study.

Graduate students granted “Academic Leave” may interrupt study for predetermined periods of time with the assurance of resuming study under the degree and continuation requirements in effect at the time of initial enrollment. The request must be made to the Graduate Academic Dean and indicate the specific duration of the proposed leave, the clear intent to resume study, and a general statement of the reasons for the leave.

Application for Graduation

Ed.D. and Online candidates are required to apply for graduation during the fall or spring registration period before their LAST semester of coursework. This application will prompt the registrar to review the graduation worksheet for missing requirements as well as check for overall hours and GPA. From this review, if students are determined to be “short” in hours or program requirements, they have time to adjust their final course schedule during the add/drop week. Students who fail to apply for graduation cannot expect a program audit, inclusion in the commencement program, or participation in graduation.

Cohort Candidates will be reviewed the semester prior to the final semester on the cohort calendar. Students who will not be completing the program as scheduled on the cohort calendar will need to submit an application for graduation.

Students who apply for graduation and who complete all degree requirements will be contacted regarding diplomas, academic regalia, and commencement. The graduation fee is billed at the time of final registration.

Diplomas will be ordered with the information confirmed by the student. Should the student wish to have a name changed after the diplomas have been ordered, it will be at the expense of the student.

Application for Readmission

Students who have withdrawn, departed without withdrawal, or been subjected to Academic Dismissal may seek readmission through the submission of an Application for Readmission. Readmission may be permitted, but the conditions of readmission may vary appreciably depending upon the manner in which the student left the institution.

For students who were suspended, once the suspension period is concluded, the student may submit a formal written Application for Readmission to the Vice President of Academic Affairs and Dean of the Graduate College. The application must:

Document the factors and circumstances which resulted in suspension and provide evidence that the student has a plan for success. The Vice President of Academic Affairs and Dean of the Graduate College may accept the application or may continue the suspension and specify certain conditions before readmission.

Ordinarily, applications are considered within two weeks of submission.

Attendance Policy

Graduate College Class Attendance Policy

The nature of the Graduate College model of instruction requires regular attendance and active student participation in classes and applied instructional activities. Attendance at all course meetings is considered mandatory for successful completion of the program. Students absent from class for two or more sessions will have their final course letter grade reduced by one full letter for each class missed after the first absence. Any missed work will be due on the original due date (unless prior arrangements have been made with the facilitator) along with any make-up assignments given by the facilitator.

Online course students who do not communicate with instructors via class discussions, chat rooms, or emails for one week during the course will be required to complete make-up work as assigned by the instructor. Student course grades will be reduced by one letter grade for each subsequent week they do not participate.

Auditing

Auditing a course is not allowed for any course offered through the Graduate College. If a student has approved transfer credit from another institution, the student is not required to attend the class.

Books and Instructional Materials

Students are required to purchase books and materials for each course by the first night of class. Required books for each course are listed in the course syllabus. Information regarding ordering books is provided to students when commencing their programs of study.

Change in Degree Program

Students admitted to one graduate degree program of the University may not change to another graduate degree program of the University without first applying for admission to that program and satisfying all admission requirements for that program.

Changes in Policies, Procedures, and Programs

Regulations are subject to change without prior notification. Changes are effective as of the date of publication unless another effective date is specified at the time of publication; such changes are immediately applicable to all graduate students of the University.

Concurrent Enrollment in Other Programs

The University cannot effectively limit or prevent the concurrent enrollment of its graduate students at other graduate-level institutions. Graduate credit granted by other institutions under such circumstances may not be applied to University graduate program requirements unless prior approval for enrollment is received from the academic advisor. Credits received for the completion of graduate work not previously approved by the academic advisor will not be considered for acceptance. Graduate work completed at other institutions during periods of academic suspension will not be considered for acceptance.

If credits awarded during concurrent enrollment are to be employed by the student to satisfy prerequisites for University graduate programs, prior approval to ensure satisfaction of prerequisites requirements must be obtained from the academic advisor.

Work completed during periods of academic suspension may be used by the student to satisfy prerequisites for graduate programs if prior approval is obtained from the graduate program dean.

Course Load and Overload

- Full-time status for the master's and specialist degrees is six credit hours per semester.
- Full-time status for the doctorate degree is three credit hours per semester. Additionally, for students pursuing doctorate degrees, one credit hour per semester for the writing of the dissertation is considered half-time and eligible for aid.
- Students may enroll for no more than six credit hours per eight week session.
- Students may enroll for no more than 12-13 credit hours per semester session.

Degrees

The University awards four graduate degrees: the Master of Business Administration (M.B.A.), the Master of Education (M.Ed.), the Education Specialist (Ed.S.), and the Doctorate of Education (Ed.D.).

Doctoral Student Continuous Enrollment

Doctoral students must maintain continuous enrollment throughout their dissertation process.

Doctoral Degree Candidacy

Upon successful passage of the comprehensive exam for the Ed.D, the student is considered a candidate for the degree.

Documentation of Graduate Work at Other Institutions

Official transcripts of graduate work issued by each institution granting graduate credit are the only documentation accepted by the University. A graduate transcript issued by one institution which includes or notes graduate work completed at another institution and applicable to its programs is relevant only for the coursework completed at the issuing institution. As part of the application process for a degree or certificate program, students must submit official transcripts from all undergraduate institutions attended. Transcripts issued directly to students are not accepted.

Enrollment in Courses Available for Either Graduate or Undergraduate Credit

The academic departments of the University that maintain graduate programs of study may designate some graduate level courses as being open to undergraduate enrollment. Graduate students who elect such courses must enroll for graduate credit.

Facilities Policies

William Woods University does not in any way authorize or encourage the use of any school district or company copy machine by any WWU student and/or instructor.

Family Educational Rights & Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

- The right to inspect and review the student's education records within 45 days of the day the university receives a request for access.

A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the

university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

- The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the university to amend a record should write the university official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the university decides not to amend the record as requested, the university will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- The right to provide written consent before the university discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The university discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including campus safety personnel and health staff); a person or company with whom the university has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

In an emergency, FERPA permits school officials to disclose without student consent education records, including personally identifiable information from those records, to protect the health or safety of students or other individuals. At such time appropriate information may be released to appropriate parties such as law enforcement officials, public health officials, and trained medical personnel. This exception is limited to the period of the emergency and does not allow for a blanket release of personally identifiable information from a student's education records. In addition, schools may disclose to parents if a health or safety emergency involves their son or daughter.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the university. Upon request, the University may disclose education records, including disciplinary records, without consent to officials of another school in which a student seeks or intends to enroll.

The university may release non-directory education records to the student's parent under the following conditions:

- Written consent from the student
- Documentation provided that shows student is a dependent for tax purposes

The university may also inform parents of a student under the age of 21, if the student has violated any policies regarding the use/possession of alcohol or a controlled substance. More information regarding this policy can be found in the university's alcohol policy found in the Student Handbook.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Privacy

Under the provisions of the Family Educational Rights and Privacy Act of 1974, as Amended, students have the right to withhold the disclosure of "directory information." "Directory information" is described as name, address, telephone number, email address, dates of attendance, class, previous institutions attended, major field of study, awards, honors (including Dean's List), degree(s) conferred (including dates), residential status, past and present participation in officially recognized sports and activities, physical factors (height and weight of athletes), and date and place of birth.

"Directory information" may be released at the discretion of the institution. However, students who do not wish to have such information released may prevent such release by completing and signing a [Request to Prevent Disclosure of Directory Information \(PDF\)](#). Students wishing to deny access to their records must complete this form and return it to the Registrar's office by September 15 for semester students or prior to the first class for Graduate students.

If this form is not received in the Registrar's office by the deadlines noted above, it will be assumed that the information may be released for the remainder of the academic year or program. A new form for non-disclosure must be completed each academic year (for semester students only).

General Requirement for Graduate Degree

The final authority in determining fulfillment of graduation requirements for graduate degrees offered by the University is the Office of the Registrar.

Grade Appeal/Grade Changes

Grade Appeal

Students who wish to appeal a grade must submit a written grade appeal to the instructor within two weeks after the receipt of a grade. If a mathematical, recording, or other technical error is discovered by the instructor, the instructor may recommend the appropriate grade change to the dean of the program and must accompany the recommendation with evidence which substantiates that such error had occurred. No other basis for change initiated by the instructor is acceptable. If substantive issues remain unsolved after the written correspondence with the instructor, the student should submit a copy of all written correspondence with the instructor to the dean of the program along with a request for a grade change. If after meeting with the dean, the student still disputes his/her grade, step three is a written appeal to the Vice President and Dean of Graduate College with copies of all written correspondence with the instructor and Dean/Program Director. The appeal must allege one of the following:

A computational, recording, or other technical error has been made but has not been acknowledged by the instructor; or,

The grade has been assigned in an arbitrary, capricious, or vindictive manner, or in a manner intended to inappropriately manipulate or control the student.

The Graduate Academic Dean will appoint a review committee to determine a final conclusion for the appeal.

Grade Changes:

Once grades have been submitted to the University Registrar, they may be changed for only one of three reasons:

- To change an Incomplete to a letter grade
- To correct a mathematical or clerical error, or
- To accommodate a change resulting from appeal

Graduate Admission

U.S. citizens and U.S. permanent residents wishing to be considered for admission to Regular or Provisional Standing must submit a completed application (paper or online) for admission to the Graduate College. A complete application for admission consists of the following:

1. A completed William Woods University Graduate Admission Application Form.
2. Official copies of qualifying transcripts verifying degree level and cumulative GPA as required for the program in which they intend to study.

Applicants seeking admission to a:

- Master's degree – submit an official undergraduate level transcript as well as official transcript(s) from any graduate school(s) attended if transfer credit is desired.
 - Specialist degree – submit an official master level transcript as well as official transcript(s) from any graduate school(s) attended if transfer credit is desired.
 - Doctoral degree – submit an official specialist level transcript.
3. Additional requirements, such as letters of recommendation, summaries of professional experience, documentation of certification as required by various programs.

Levels of Admission

Regular Admission: The applicant meets all requirements for admission.

Provisional Admission: Students admitted provisionally need to do one or both of the following, as directed in their letter of admission:

1. Complete program prerequisites by the date provided in the letter of admission.
2. Not earn a C in their first nine graduate hours. Prerequisite courses and courses needed for educational certification would not apply toward this requirement. This requirement may be assigned to students who do not meet all program admission requirements.

Graduate Special – Non Degree Seeking: Students who wish to take a course or two but do not want to complete a degree program may be admitted as a Graduate Special Classification. A prospective student must submit a completed Graduate Admission Application Form and an official transcript showing the appropriate degree to be eligible for course(s) desired. Graduate Special students should work with the Graduate Advisor to schedule/register for desired course(s).

Graduate College Inclement Weather Policy

Every reasonable effort should be made to have class when it is safe to do so. With sites located throughout the state, it is impossible to develop a weather policy that will work in all areas at all times. Therefore, it is the responsibility of the faculty facilitator and class representative to determine if weather conditions are widespread and severe enough to warrant cancellation.

The established telephone chain for the relevant cohort group(s) should be activated to notify the cohort members of the cancellation.

Classes that are cancelled due to inclement weather will be required to be rescheduled.

Facilitators who are considering the cancellation of class for inclement weather may call the Administrative Assistant to the Executive Vice President of Academic Affairs for consultation if they feel the need to do so. (573) 592-1174

If weather conditions warrant cancellation of a class at a specific site, the established communication chain for the relevant group(s) will be activated. Facilitators who do cancel class should inform the Administrative Assistant to the Executive Vice President of Academic Affairs via phone (573) 592-1174, or email at Janice.Tate@williamwoods.edu.

Graduate Grading Standard

Graduate students are expected to perform at a consistently high level, to demonstrate substantial mastery of required tasks, and to exhibit the capacity for flexibility and adaptiveness in applying concepts and skills to the definition and solution of new, non-routine, and highly complex programs. Demonstration of these attributes in graduate course work is acknowledged through the award of a grade of B or higher.

Grade Point Averages are used in determining suitability for continued study or for degree conferral. The Graduate College requires a graduate grade point average of 3.00 for program continuation and for degree conferral. The Graduate College awards the following grades: A, B, C, and F.

A grade of F in any graduate course requires an interview with the program Dean. The interview must take place within 4 weeks of the end of the course for which the student received an F.

A grade of C in any graduate course results in a letter warning the student that no more than three credit hours of C work may be applied toward degree credit hour requirements and that a cumulative 3.0 GPA is required for degree conferral. A second grade of C requires that one of the courses be repeated as a condition of continuance, and the student is placed on Academic Probation until the second C is retaken with a B or higher grade. If the student does not receive a B or higher grade or the student receives a subsequent C or lower grade, the student will be suspended for one calendar year and must complete an Application for Readmission.

Graduation/Commencement

All recipients of degrees awarded by the University are encouraged to participate in Commencement.

GRADUATE COMMENCEMENT POLICY

Graduate students who will have their degrees conferred in August may participate in the May commencement ceremony previous to degree conferral. August conferral students must notify the Office of the Executive Vice President of Academic Affairs of their intention to participate in the May ceremony and complete the graduation materials online. The request must be submitted before April 1st to ensure participation.

Graduate students who will have their degrees conferred in December will participate in the May commencement ceremony following the December degree conferral. December graduates must complete the graduation materials online as notification of intent to participate in the May ceremony.

Ed.D. Candidates

Candidates may participate in the commencement ceremony immediately following the date of the successful defense of their dissertation. Candidates must notify the Office of the Executive Vice President of Academic Affairs of their intention to participate and complete the graduation materials online prior to April 1st.

Grievance Policy

Students have the right to request a review of academic and non-academic policies, programs, or incidents that are of a grievous nature and do not pertain to any other specific University policy. Issues involving sexual harassment and grades are dealt with through separate policies.

A grievance report (see criteria below) should be submitted to the Graduate Academic Dean if it is within one week of the reported incident. An initial effort will be made, within one week, to resolve the issue through dialogue and mutual consent. If this process does not provide for satisfactory resolution, a grievance committee will be formed and the matter will be forwarded to it.

Within one week of receipt, the grievance committee will review the issues outlined and will determine whether there is sufficient cause to warrant a committee hearing.

Should the determination be made that a hearing is warranted, the hearing will be held within two weeks from the committee's receipt of the documentation.

The grievance committee will be appointed as needed, and will be composed of representatives from various University divisions, departments, and constituencies including, but not limited to, the Director of Academic Advising, program administrators, and program faculty. If appropriate, the University Judicial Council or the conflict resolution procedures may be used.

Grievance criteria:

- Must be in written form.
- Must be dated and signed.
- Must contain specific details as to what the complaint is about and what results are requested.

Complaints may also be filed with the following (certain limitations may apply):

The Missouri Department of Higher Education serves as a clearinghouse for postsecondary student complaints. The MDHE complaint policy may be found at <http://www.dhe.mo.gov/documents/POLICYONCOMPLAINTRESOLUTION.pdf> This webpage contains information about the complaint process and includes instructions for how to file a formal complaint. Note that the policy provides that a student who wishes to file a complaint with the department must first exhaust all formal and informal avenues provided by the institution to resolve disputes.

William Woods University is accredited by the Higher Learning Commission <http://williamwoods.edu/about/accreditation.asp>. For information regarding an accreditation complaint please consult the Higher Learning Commission website at <http://www.ncahlc.org/Information-for-the-Public/complaints.html>.

Their contact information is as follows

The Higher Learning Commission,
230 South LaSalle Street, Suite 7-500,
Chicago, Illinois 60604-1413,
Phone: 800.621.7440 / 312.263.0456.
Fax: 312.263.7462
info@hlccommission.org

Incomplete Coursework (Grades of I)

The Incomplete may be issued only in special circumstances, defined as circumstances beyond the student's control, which, toward the end of the course, prevents the student from finishing a small portion of the work required to complete the course within the established course schedule. The Incomplete is never granted for purposes of convenience or to enable the submission of long overdue work.

The obligation to remove an Incomplete grade rests exclusively with the student. The student must honor this obligation within four (4) weeks of the last class session in which the Incomplete was recorded. An Incomplete grade, which is not removed within four weeks of the last class session, will be converted to the grade that the student would have made at the end of the semester.

In extraordinary circumstances, those in which it can be unequivocally demonstrated physical or mental incapacity prevent the student from removing the Incomplete within the four-week period, the appropriate dean may extend the period in which the obligation might be satisfied for another three weeks; or subsequent to determining that incapacity will prevent the student from satisfying the obligation within such a period, the appropriate dean may authorize a Withdrawal from the course. The determination to extend or to authorize a Withdrawal may be made only if formally requested by the student or an authorized representative of the student. The obligation to seek such actions rests exclusively with the student.

International Students Admissions

The University actively encourages the involvement of international students in its graduate programs. The University is authorized under Federal Law to enroll non-immigrant alien students. International students must meet the same requirements and follow the same admissions procedures employed for U.S. nationals except that they must, unless English is their first language, demonstrate sufficient knowledge of the English language to benefit from their program of study.

Language

International applicants must ordinarily submit a TOEFL score of 550 or better, or a certificate of completion of level 109 from an ESL Language Center, or show proof of having successfully completed studies at another college or University in the United States for at least two full semesters.

Finances

International students must also submit a certified letter of support from their bank, a sponsor, their family, or another source showing that they have funds to enable study at William Woods University. International students must demonstrate that they have adequate financial resources to provide for their educational and living expenses.

Since application materials come from several sources, the entire application cannot be submitted at once. Thus, prospective students are encouraged to coordinate the submission of materials so that #1 above (a completed William Woods University Graduate Admission Application Form) arrives at the University or the Graduate College first.

The Graduate College will acknowledge receipt of the graduate admission application form by email which will provide a quick link to a list of graduate programs and their admission requirements. An admission counselor will be in contact with the applicant to answer any questions and assist in the admission process. The application and other materials may be

mailed to The Office of Admissions William Woods University One University Avenue Fulton, MO 65251. The applicant may email graduateadmissions@williamwoods.edu or call (800) 995-3199 with any questions.

Completed admission files are reviewed for admission eligibility. Students are notified of their official status and/or need for further information. Applicants who meet the required academic criteria as specified for the graduate program in which they intend to study are admitted to the Graduate College.

Program Prerequisites

MBA Prerequisites

William Woods University takes pride in delivering the highest quality education and academic standards appropriate to Graduate level learning. In conjunction with this, the University maintains specific prerequisites in the Master of Business Administration (MBA) program. The MBA program has undergraduate prerequisites of at least three credit hours in accounting, economics and finance. It is the responsibility of the student to complete these prerequisites. Temporary admission to the MBA program is allowed without the prerequisites; however, the prerequisites must be completed prior to enrolling in the fifth course, Economics for Managers (BMT 524). Failure to complete all prerequisites by this deadline will result in a delay in obtaining the MBA degree. If a student enrolled in an on ground cohort and fell out of the rotation due to suspension from the program, he or she may be required to complete their MBA degree online once the prerequisites are met.

Satisfactory completion of the prerequisites can be met by the successful completion of the accounting, economics and finance prerequisite courses at the undergraduate level. Eight week online courses designed to meet the requirements are available through William Woods. Students should register for online sections of the prerequisite through their Academic Advisor. If the course is taken at another institution, an official transcript listing the course and final grade must be received in the Graduate College Office by the deadline described above.

Public Access to Doctoral Dissertations

William Woods University requires that the dissertation be accessible to members of the public as a way of sharing applied research with the greater academic community. Applied research is useful to the development of strong leaders in the field of education.

Because of this commitment, students may not use research that restricts publication or public disclosure of these items or of the dissertation. Proprietary materials, private information, and

material that are classified for security reasons are examples of research that might preclude publication.

Repeated Course

When a course is repeated, only the credit hours and quality points earned in the latest attempt will be counted in grade point average and toward graduation requirements. However, both the previous grade and the grade received in the repeated course will appear on the transcript.

Satisfactory Academic Progress

Students must make Satisfactory Academic Progress towards earning a degree as stipulated in the chart below to receive financial aid at William Woods University from all Federal, State and institutional programs. Academic Scholarships funded by WWU are renewed based on the renewal criteria outlined on the Scholarships and Awards Program information you received at the time of your initial award notification.

Minimum Cumulative GPA	3.0
Minimum % of total hours completed	70
Maximum total hours attempted allowed to complete degree requirements for current primary program of study	150% of the specified degree programs published length of completion

Title IV SAP Evaluation

1. Title IV SAP is calculated after each semester/payment period following the student's first term of enrollment as a regular degree-seeking student, including new students who are admitted on academic probation.
2. Quantitative (hours attempted and earned) and qualitative (cumulative GPA) SAP progress is measured.
3. Students meeting the standards listed above when calculated are in Title IV SAP good standing. If either the quantitative or qualitative measures are not met, the student is not in good SAP standing.
4. Rules are applied uniformly to all students for all periods of enrollment whether or not aid has been previously received.
5. Students who are on academic dismissal are not Title IV eligible. (See appeals).
6. Title IV Eligibility is reestablished after the student improves their academic record to meet the minimum standards or an appeal due to unusual and/or mitigating circumstances is approved.
7. Students are notified by a letter from the Office of Student Financial Services if Title IV eligibility is in question. Please contact the SFS Office if questions arise.

Grades

1. All courses taken at WWU are counted as hours attempted. This includes courses which end as incompletes, failed, or withdrawn. Repeat courses will show in attempted hours once. Dropped courses will not be reflected in attempted hours.
2. Only courses successfully completed are recognized by the WWU Registrar's Office as acceptable for progressing toward degree completion are counted as earned. This means hours earning grades of A, B, C, D, or P.
3. Courses not successfully completed are considered hours attempted and not earned. Unsuccessfully completion of credit hours means earning grades of F or W.
4. All courses designated as repeated for grade improvement count as hours attempted, but only count once if passed as hours earned.
5. Courses attempted repetitively for credit count as both hours attempted and passed as hours earned.
6. Audit and no-credit classes are ineligible for financial aid and do not count in Title IV SAP calculations.
7. The official institution GPA determined by WWU Registrar's Office is used for all qualitative measures.

Additional Earned Credits

1. All credit hours applicable to the current degree pursuit attempted through study abroad programs, off-campus programs, and through consortium agreements with other institutional count in both attempted and earned calculations.

Transfer Students

1. Transfer students with no grade history at WWU will enter on SAP Good Standing.
2. Transfer students with grade history at WWU may be evaluated upon re-admittance.
3. Complete academic transcripts for work attempted at other institutions are expected to be submitted to the Office of Enrollment Services before the beginning of the first semester at WWU. A standard SAP calculation including this work and WWU hours will be run by the next scheduled increment.
4. All accepted transfer hours will show as hours attempted and earned.
5. Students failing SAP will be placed on SAP Suspension and they are ineligible for financial aid during the period of suspension. (See Appeals and Reinstatement)

Re-admit Students

1. Former WWU students who were not enrolled at WWU for the most recent semester will re-enter at the Title IV SAP status earned at the end of their last WWU enrollment.

Appeals and Reinstatement

1. SAP Suspension may be appealed if unusual and/or mitigating circumstances affected academic progress. Such circumstances may include a severe illness or injury to the student or an immediate family member, the death of a student's relative, student activation into military service or other circumstances as deemed appropriate for consideration by the SAP Appeals Committee.
2. To appeal the student must submit a letter to the Student Financial Services Office no later than 15 business days before the beginning of the semester for which reinstatement is desired. This should explain in detail why they failed to meet the minimum academic standards, what unusual and/or mitigating circumstances caused the failure and how their situation has improved.
3. The SAP Appeals committee decision result will be sent to the student by mail or electronic means.
4. Appeal approvals will give the conditions and timeframe for maintaining aid eligibility.
5. Students with approved appeals will be placed on SAP probation for the next enrollment period. At the end of that enrollment period, the student's SAP status will be reevaluated. In order for the student to remain eligible for financial aid, the student must be meeting the SAP standards or successfully following the academic plan provided in the SAP probation letter.
6. SAP Appeals committee decisions cannot be appealed to another source.
7. Students who raise their cumulative standards to equal or exceed the minimum requirements should contact the Director of Student Financial Services to see if they may be reinstated to SAP Good Standing from that point forward.

Sexual Misconduct/Harassment

It is the policy of William Woods University that sexual harassment, sexual misconduct, dating violence, domestic violence, stalking, and related retaliation are not acceptable and are prohibited conduct at the University. The University is committed to maintaining a learning environment for its students, faculty, and staff that is free from sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and related retaliation. Further, the University shall take reasonable steps to prevent and respond to this conduct, where such conduct impacts or has the potential to impact, the educational and residential or employment environment of members of the William Woods community. Such action could include affirmatively raising the subject and expressing strong disapproval thereof; developing appropriate disciplinary action such as warnings; educational sanctions, suspension or expulsion; issuing no contact orders, issuing no trespass orders, and or other safety and support service provisions; informing faculty, staff, and students of their rights; and developing methods to sensitize all concerned.

To view a full copy of these policies, which include definitions of sexual harassment, sexual misconduct, dating violence, domestic violence, stalking, and related retaliation; procedures for

reporting violations by students, faculty or staff; information on confidential and non-confidential reporting; rights of both compliant and respondent; investigations; judicial processes; discipline/consequence; support services and other resources, please visit the University website at http://www.williamwoods.edu/student_life/docs/sexual_misconduct_policy.pdf or stop by the Office of Student Life and ask for a printed copy.

The Title IX coordinator is the administrator designated to oversee the University's compliance with responsibilities relevant to Title IX. Reports of violations of the policy can be made directly to Human Resources, Title IX Coordinator, at 573-592-1111 at One University Avenue, Fulton, Mo 65261, or at margie.bramon@williamwoods.edu or hr@williamwoods.edu. In addition to the Title IX Coordinator, the Director of Residential Life and Campus Safety, the Vice President and Dean of Student Life and the Academic Deans are considered "responsible employees." These individuals have the authority to redress misconduct and the duty to report misconduct to the Title IX Coordinator. Other employees may also be "responsible employees" as indicated in the reporting section of the full policy.

Support Services

The University offers support separate from investigative and disciplinary procedures. If you have been a victim of sexual harassment, sexual misconduct, dating violence, domestic violence, stalking and related retaliation, the most important things you need are emotional support and/or medical attention as soon as possible. Professional support is available which can help with anxiety and grief related to the crisis situation. Discussing the situation can often help victims gain closure more rapidly and feel more effective in their reactions. The University encourages anyone who has been a victim of behavior/actions violating of any of these policies to:

- First go to a safe place and find someone you trust;
- If applicable, seek medical attention;
- Do not shower, bathe, or destroy any of the clothing you were wearing at the time of the assault;
- If you have a sexual assault forensic exam (SAFE), take a change of clothing with you as your clothing worn at the time of the assault will be kept as evidence;
- Inform the University of the assault or violence;
- Seek counseling and support;
- Consider pursuing criminal or campus charges;
- Use the resources provided by the University as outlined in Sexual Harassment and Misconduct Policies on-line and available at the University Counseling and Health Services clinic or in the Office of Student Life.

Medical Treatment

Seeking medical treatment is essential in order to treat any physical injuries and to assess and treat any sexually transmitted disease or pregnancy. If you are considering pressing charges off campus, a medical examination is essential in gathering and preserving evidence. This should ideally occur within twenty-four (24) hours of the incident. A support person of your choice may be present during the exam if you choose. The Coalition Against Rape and Domestic Violence (CARDV), a local Fulton, Missouri resource, is also available for support, transportation or as an advocate. Note: Even though the medical exam is key to any legal repercussions, it does NOT mean that charges will be filed. This can be discussed with local City of Fulton law enforcement if you choose to involve them. University staff can assist you in contacting local law enforcement to report a crime or seek a protection order.

Medical Services – On Campus: A nurse practitioner is available in the health services clinic to help students. The nurse practitioner can provide STD testing, medical exams and information on counseling, and off-campus referrals, if necessary. *Note:* On campus medical exams do not include gathering and preserving evidence.

Medical Services – Off Campus: Some students prefer to seek medical services off campus or after clinic hours. Examples of some local health care facilities off campus are Fulton Medical Center/Hospital, Fulton MO; University Hospital and Clinics, Columbia, MO (only facility that will perform a sexual assault forensic exam (SAFE)); Boone Hospital, Columbia, MO; St. Mary's Hospital, Jefferson City, MO; St. Mary's Audrain, Mexico, MO.

Counseling Services – On Campus: The counselor can provide counseling and information on options involving safety, medical exams, counseling, University disciplinary action, and legal options. Any services provided by the counselor will remain confidential and private. If you are uncomfortable meeting in the office, arrangements will be made for a more private location. Community Advisors/Chapter Assistants may also be an initial resource for students and can assist in contacting the counselor. The counselor is on call after hours and available for students in the case of emergencies.

Counseling Services - Off Campus: The local sexual violence advocacy organization is Coalition Against Rape and Domestic Violence (CARDV). Office Hours: Monday-Friday, 8:00AM- 4:30PM Office: 573-642-1418 24-Hour Crisis/Help Line: 1-866-642-4422 or 573 642-4422 Calling CARDV's helpline is completely confidential and does not commit you to receiving other services or filing a police report. A CARDV advocate can help you understand your options so you can make the best decisions for your personal situation. If you choose, CARDV can help you file an order of protection or provide you with transportation for a sexual assault forensic exam (SAFE) or STD testing. For more information about these and other services offered by CARDV, call the 24-hour Help Line or visit the website, www.callawaycardv.org. Other resources include: National Domestic Violence Hotline 1-800-799-7233 and National Sexual Assault Hotline 1-800-656-4673.

Standard of Student Responsibility

Every graduate student is expected to observe the highest standards of personal and academic conduct. The University cannot accept the responsibility for the education of any student who is not in sympathy with the purposes and regulations of the University or whose conduct is disruptive to the education of others.

The University reserves the right to exclude any student whose conduct or academic standing it regards as undesirable. Any fees due or which may have been paid in advance to the University will not be remitted or refunded in whole or in part. Neither the University nor its officers shall be under any liability whatsoever for such exclusion. Such exclusions are termed “disciplinary suspension.” Any student under disciplinary suspension shall be persona non grata on campus or at off-campus class/course locations except for official business.

Graduate students are expected to read and to comply with printed program and University regulations. Enrollment in a graduate program of the University carries with it the implication that the student has reviewed and agrees to comply with applicable regulations.

The regulations stated herein are broadly stated, but are applicable to all graduate students of the University without regard to the specific delivery format employed by the program in which they are enrolled. Questions which arise regarding the applicability of specific regulations to specific delivery formats and programs may be addressed to the Vice President and Dean of the Graduate College, who is charged with responsibility for interpreting regulations to enable their consistent application in all Graduate College programs conducted under the auspices of the University.

Statement of Nondiscriminatory Policies

William Woods University does not discriminate in its educational programs or activities on the basis of race, color, national or ethnic origin, ancestry, age, religion or religious creed, disability or handicap, sex or gender, gender identity and/or expression (including a transgender identity), sexual orientation, military or veteran status, genetic information, or any other characteristic protected under applicable federal, state or local law. Retaliation is also prohibited. William Woods University will comply with state and federal laws such as Title IX, Title VI and Title VII of the Civil Rights Act, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act, and other similar laws that prohibit discrimination. Unlawful discrimination has no place at William Woods University and offends the University’s core values which include a commitment to equal opportunity and inclusion. All William Woods University employees, faculty members, student and community members are expected to join with and uphold this commitment.

Any member of the William Woods University community has the right to raise concerns or make a complaint regarding discrimination under this policy without fear of retaliation. Any and all inquiries regarding the application of this statement and related policies may be referred to: Human Resources, Title IX Coordinator, at 573-592-4308 at One University Avenue,

Fulton, MO 65251, or at hr@williamwoods.edu. As set forth in our policies, individuals may also file complaints with administrative agencies such as the U.S. Department of Education, Office for Civil Rights (“OCR”).

Statement Regarding Human Subjects

The University adheres to the [Code of Federal Regulations Title 45 Part 46: Protection of Human Subjects](#). All research performed by University faculty, staff, or students that will be publically communicated or published must be reviewed and approved by the Institutional Review Board. The guidelines and forms are available on the website at the following:

http://www.williamwoods.edu/institutional_research/irb.html

Student Classifications

Graduate Regular:

A student who has satisfied all requirements and prerequisites for admission to a graduate program and intends a sustained pattern of study for the purpose of completing a graduate degree.

Graduate Provisional:

A student who has satisfied all requirements for admission to a graduate program but lacks certain undergraduate course prerequisites and intends a sustained pattern of study for the purpose of completing both those prerequisites and a graduate degree awarded by the University.

Graduate Special:

A student who holds a baccalaureate or graduate degree from an accredited institution and who intends to enroll for a specific course or courses.

Or, a student intending to qualify for Regular or Provisional Standing who has yet to complete the application process but who documents possession of a baccalaureate degree and qualifying grade point average from an accredited institution.

Time Limitations on Degree Completion

The integrity, coherence, and quality of advanced degrees are determined in part by currency of content. Rapid advancements in knowledge, professional practice, analytical structures, and technological applications to scholarship and professional practice require continuous adaptation and change in graduate programs. University graduate programs emphasize

preparing skilled, systematic, and informed practitioners equipped to employ and assess contemporary and emerging methods, techniques, and technologies.

Consequently, admitted graduate students are expected to complete their degree programs within five years of the onset of study. Students continuing beyond five years may be required to repeat course work or to complete course work not required at the time of their initial admission. Students are cautioned that ordinarily, the applicability of graduate course work to graduate degrees awarded by the University expires five years after completion. Doctoral students must complete all degree requirements five years from the date of successful passage of the comprehensive exam.

Waivers of the Five-Year Rule may be made by the Vice President of Academic Affairs and the Dean of the Graduate College upon the recommendation of the appropriate dean. Waivers relate only to the currency and applicability of work completed.

Transcripts

Transcript requests are submitted electronically through Transcripts on Demand by SCRIP-SAFE. Telephone and email requests are not accepted. Payment of the processing fee is required prior to release of all transcripts. A transcript cannot be released until all personal and financial obligations have been cleared.

Transcript requests will be processed within 3-5 business days following clearance from the Office of Student Financial Services.

Questions may be directed to the Registrar's Office at 573.592.4248 or by email at registrar.office@williamwoods.edu

Request a transcript:

If you do not recall your OwlNet login information or have never had an account visit iwantmytranscript.com/williamwoods to request your transcript.

If you do recall your OwlNet login information- log in to [OwlNet](#) to request your official transcript. After you have logged into OwlNet, you can use the request my official transcript option (under Current Students or Alumni) to request an official transcript or you can print a copy of your unofficial transcript directly.

Transfer Credit

To preserve the integrity, coherence, and quality of advanced degrees granted by the University, restrictions are placed upon the acceptance of graduate work completed at other

institutions of higher education. Each graduate program determines the number of graduate credits earned at other institutions that may be applied toward the degree offered by the program. Additional qualifications and restrictions may be placed upon the applicability of credit earned elsewhere to specific program requirements.

Ordinarily no more than nine hours completed elsewhere will be accepted as applicable to graduate degrees granted by the University. Additionally, only graduate work with grades of A or B may be accepted as applicable toward University graduate degrees.

Only graduate work completed at another institution before initial admission to graduate study may be considered for transfer, except in instances in which admitted current graduate students secure prior approval from their academic advisor before taking a graduate course at another institution. Credits received for the completion of graduate work not previously approved by the academic advisor will not be considered for acceptance.

Only graduate work completed at graduate level institutions accredited by an agency recognized by the USDE (U.S. Department of Education) and CHEA (Council for Higher Education Accreditation), may be accepted as applicable to University graduate programs.

The Academic Advisor, with the assistance of appropriate program personnel, determines the acceptability of credit granted by other graduate level institutions.

Transfer credit is not granted for the capstone course in any graduate degree program. The delivery system or format is not considered by the University in the evaluation of coursework from other institutions for possible transfer credit.

Ordinarily graduate work completed at other institutions must have been completed within three calendar years of anticipated initial enrollment to be considered for applicability to University graduate degrees.

Undergraduate Enrollment for Graduate Credit

Undergraduates may not enroll for graduate credit. Undergraduates may apply for the MBA in Five program that includes several graduate courses taken during the senior year for undergrad credit. Upon completion of the baccalaureate degree and enrollment in the William Woods University MBA program, these courses are eligible for graduate credit.

Withdrawal

Withdrawal from a course or a graduate program is a formal process initiated by the student and received and documented by the University. As a formal academic transaction, withdrawals are formally noted on the graduate transcript.

Students may drop an eight week course through the end of the fifth week of the course with a W grade. Students who are enrolled in a course on or after the first scheduled day will be charged full tuition for courses dropped after the first week (5th business day).

Courses cannot be dropped for the following circumstances:

1. For a course which has been completed but for which a final grade has yet to be issued;
2. For a course for which an Incomplete has been recorded, except in extraordinary circumstances; or
3. For a program when an academic action that may result in Academic Suspension is pending.

All Notifications of Withdrawal must be submitted in writing to the Academic Advisor (e-mails are accepted). Notifications will neither be accepted nor approved by the academic advisor under the three circumstances specified previously. Withdrawals are executed through the submission of a Notification of Withdrawal to the Registrar by the academic advisor.

Withdrawal from a course does not constitute withdrawal from a program or disassociation from the Graduate College. A student who has withdrawn from a course may continue study during the next scheduled course without penalty. If a student withdraws from a course and does not intend or expect to continue study, a program withdrawal should be initiated. Withdrawal from a program constitutes disassociation from the Graduate College and the University. Students who have withdrawn from a program must apply for readmission to resume study. If program or degree requirements have changed since the student's initial enrollment, the student will be required to satisfy the new requirements upon re-admission.

Departure Without Withdrawal

Final grades are issued in each course for each enrolled student who has not withdrawn from the course. Students who terminate attendance without formally withdrawing from a course are assigned a grade of F. The consequence of a failing grade issued as a consequence of Departure Without Withdrawal is Academic Dismissal. Students who depart from a program without formally withdrawing effectively terminate their affiliation with the University. Such students may subsequently reapply for admission to graduate study. The nature of their departure may be considered as a factor in the readmission decision. If program or degree requirements have been changed since the student's initial enrollment, the student will be required to satisfy all new requirements upon readmission.

Withdrawal From A Course

Students who wish to withdraw from a course must notify their academic advisor in writing (email). A grade of "W" will be entered. W grades do not count in the student's semester or cumulative GPA. The withdrawal is not official until the paperwork is processed through the Office of the Registrar. A student who simply stops going to class or who fails to notify the

advisor according to the deadline will receive a letter grade based upon the entire semester/term's work.

The scheduled deadline to drop a course for the 16 week semester long courses is approximately 10 weeks into the course. Comparably, students in 8 weeks courses will have through the end of the 5th calendar week of the course to withdraw with a W grade. Students who attended or participated in the course on or after the first scheduled day will be charged full or a prorated tuition for courses dropped after the first week (5th business day).

Cost of Attendance and Fees

http://www.williamwoods.edu/admissions/graduate/tuition_and_fees.html

Resources for Learning

Dulany Library

Dulany Library is open 89.5 hours per week during the academic year and contains a wide variety of materials, including almost 100,000 printed books and more than 10,000 DVDs and other non-print materials. The circulation period for most materials is 30 days and can be mailed directly to students.

The Library subscribes to a variety of digital resources including almost 200,000 e-books and 38,000 full-text journals. Additional digital resources are also available, such as dictionaries, atlases, encyclopedias, legal reference databases, and streaming videos. The Library provides a discovery service, called *Woods OneSearch* that retrieves journal articles, books, videos and other materials in a single search with the ability to refine searches using specific parameters, making it extremely easy to find the resources you need.

Reference services are available by calling the Library at 1-573-4289 or by clicking on "Ask the Librarian" on the Library main web page. All library resources are accessible through the Library's web site at http://www.williamwoods.edu/current_students/library/index.html

William Woods University is a charter member of MOBIUS, a statewide consortium of academic libraries which provides WWU faculty and students with online access and borrowing privileges to twenty-four million items in Missouri's academic libraries as well as providing detailed information about the library materials housed on the WWU campus. Materials not available through the WWU Library or MOBIUS may be requested free through [interlibrary loan](#); a form is available on the library's web site.

Technology Resources

Atomic Learning

All students at WWU have access to this on line tutorial program. Atomic Learning is a digital tutorial website with more than 1,500 hours of on line professional development and learning resources. This program will assist you in learning how to use different software programs.

Atomic Learning is accessed through OwlNet. Once logged into OwlNet, the Atomic Learning link is on the far right in the grey section under courses. The log in is your email user name and password. If you have any questions or concerns you can contact the UIT helpdesk at helpdesk@williamwoods.edu.

SmartThinking

Online assistance for English, Math, and most other academic subjects is also available 24/7 through SmartThinking, our e-tutoring service provider. Just click on the "Tutoring" tab at the top of your OwlNet main page and follow the simple directions to connect with a dedicated personal tutor!

No separate login is required. You will see a list of basic subjects, and a field to do a subject search. For most subjects there are two options, "Drop-in tutoring" and "Offline questions." Drop-in allows you to chat live with a tutor, and offline allows you to submit a question; They email you back the answers. The system is very user friendly. However, if you are confused by the navigation of the system, please contact the Academic Advising Office at bcarr@williamwoods.edu.

Graduate and Online Welcome Center

New Graduate and Online students are invited to visit the Graduate and Online Welcome Center. The welcome center may be accessed via the [Current Students](#) web page on www.williamwoods.edu. New students are counseled to visit the portal by their admissions counselor following official university acceptance. Students also receive reminders to visit the welcome center via success coach contacts and communications. The welcome center was designed to provide consistent information that is conducive to a positive orientation

experience for new graduate and online students. While this portal is designed for new students, it may be accessed on an unlimited basis.

Student Services

Career Development Center

The mission of the William Woods University Office of Career Services is to educate and empower students and alumni in the development of lifelong career strategies for a diverse world.

Career Services is designed to help students and alumni at all stages in the career development process. As the university mission states Career Services strives to be 'student-centered and professions-oriented' by helping students answer the questions: *Who Am I? Where Am I Going? How Do I Get There?*

Services:

- Career exploration
- Career planning
- Interest inventories
- Resume and cover letter development
- Internship searches and obtaining
- Interview preparation
- Job searches
- LinkedIn
- Networking and social media

Disability Services

William Woods University is committed to providing reasonable accommodations to qualifying students, faculty, and employees with disabilities as required by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, as amended, as well as applicable state law. Disabilities may include mental or physical impairments that substantially limit one or more of a person's major life activities, and which require modifications to the programs, services, or facilities of the University. Consistent with the law, William Woods University is not obligated to provide accommodations that are unduly burdensome or unreasonable, or that fundamentally alter the nature of the University's programs.

Students who choose to disclose a disability to the university and /or who request an accommodation must provide notice and documentation for the disability in accordance with the university's policy. The university's policy requires the following:

- Students who choose to disclose a disability are responsible for notifying the Office of Students Disability Services of their disability on a timely basis.
- Students are responsible for requesting academic adjustments and/or special aids on a timely basis.
- Students are responsible for giving the university appropriate supporting evidence of their disability and the requested academic adjustments or special aids on a timely basis.

Consistent with the applicable law, William Woods University is also required to provide a description of the services and facilities available to students with disabilities. Examples of the services available to students with qualifying disabilities include, but are not limited to, various accommodations related to receiving class notes, extended time to complete exams, and receiving texts in an alternate format.

Additionally, a variety of facilities are available to students with qualifying disabilities. Examples of these facilities include academic buildings, instructional facilities, and living spaces that are accessible to individuals with physical disabilities.

Questions concerning this policy should be directed to the Office of Student Disability Services, which is located in room 107 of the Academic Building. They may be contacted at:

Office of Student Disability Services
William Woods University
One University Ave
Fulton, Mo 65251
573-592-1194
ADA@williamwoods.edu

Instructional Schedules and Formats

Instructional Calendar

During each academic year (1 July through 30 June) Graduate College programs are conducted in eight-week terms.

Instructional Formats

Within the context of both term and semester schedules, Graduate College courses/classes are

Semester Based: Organized as semester-long courses, or eight week courses, conducted in the regular academic calendar of the University.

Cohort and Online: Organized as term courses conducted consecutively and culminating in program completion and degree.

International Students

Foreign Graduate College students studying at William Woods University through the programs of the Graduate College may be admitted as independent international students or under the specific auspices of a formal agreement.

Degrees

The Master Degree

William Woods University confers the Master of Business Administration (MBA), the Master of Education (MED) in Athletic Administration, Elementary or Secondary Administration, Curriculum and Instruction, Equestrian Education, and Teaching and Technology.

The MBA and the MED degrees are designed for students who have successfully completed an academic program at the baccalaureate level and who desire to continue study at a higher level. The degree generally requires a higher level of responsibility and independence from the student. This is reflected in course projects, research in the field, working with teams, individual projects, and the successful completion of capstone presentations and field experience. The degree requires a high level of understanding of the theoretical foundations of the discipline, a specificity of focus on a specific area of knowledge, as well as the ability to apply theory to practice. The degree also demands a high level of critical thinking and evaluation skills.

Degree programs can be completed in 2 years if students remain continuously enrolled at full-time status.

The Education Specialist Degree

William Woods University offers the Education Specialist degree (Ed.S.). The Ed.S. is a master plus thirty hour program that builds upon the skills developed in the MED degree. The degree is designed for advanced leadership training for those who desire to become leaders for change in the classroom or in the administration of a school district. In general, this degree has all of the expectations of the Master Degree with more emphasis on critical problem solving in a K-12

setting. In addition, the degree requires a deeper understanding of the legal and ethical issues facing K-12 education. This program meets state and national standards.

Degree programs can be completed in 2 years if students remain continuously enrolled at full-time status

The Doctorate of Educational Leadership Degree

At William Woods University, the degree Doctor of Educational Leadership is awarded to students who have successfully completed all requirements for the degree. In general, the doctorate level of study requires the student to research the latest theories in educational leadership, determine how those theories apply to current leadership issues, and contribute to the field of educational leadership. The doctorate requires independent motivation, the ability to evaluate the literature related to the area of research, and the completion of a dissertation that is successfully defended before a committee of graduate faculty.

Degree programs can be completed in 2 years if students remain continuously enrolled at full-time status. Students must complete and defend their dissertation within 5 years after passing the Comprehensive Exam.

Graduate College Course Number System

Course Numbering	Degree Level
500-599	Master Level Coursework
600-699	Specialist and Doctorate Level Coursework
700-799	Doctorate Level Coursework

Degree Offerings

M.B.A. Master of Business Administration

M.Ed. Master of Education

Ed.S. Education Specialist

Ed.D. Doctor of Education

Master of Business Administration in Entrepreneurial Leadership

Delivery Method: **Hybrid Evening, Online**

Qualifications:

1. Bachelor degree from a regionally accredited college or university;
2. Undergraduate grade point average of 2.5 or higher on a 4.0 scale;
3. Three hours of undergraduate coursework in Accounting, Economics and Finance.

ADMISSION PROCEDURES

No candidate will be considered for admission until the following are submitted and assessment is completed.

1. **Graduate Application**
https://owlnet.williamwoods.edu/ICS/Apply_for_Admission.jnz?portlet=Apply_Online_2012-05-09T10-43-56-560&formname=Graduate+College
2. **Official transcripts showing Bachelor degree. Only transcripts received in a sealed envelope directly from the sending school will be considered official.**
Documents should be submitted to:

Mail
Graduate College
William Woods University
One University Ave.
Fulton, MO 65251

Or

Email
Graduateadmissions@williamwoods.edu

Fax
573.592.1164

The MBA program is a 30-hour program that provides students with a strong theoretical background emphasizing the practice of learned skills.

Program Prerequisites: Accounting, Economics, and Finance

Course List - Total Hours: 30

Course #	Course Title	Hours
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<u>BMT517</u>	Human Resources & Organizational Behavior	3
<u>BMT524</u>	Economics for Managers	3
<u>BMT538</u>	Accounting for Managers	3
<u>BMT539</u>	Business Law	3
<u>BMT545</u>	Managerial Ethics	3
<u>BMT552</u>	Marketing Research Decisions and Analysis	3
<u>BMT566</u>	Financial Decisions	3
<u>BMT569</u>	Entrepreneurship/Marketing Planning and Development	3
<u>BMT580</u>	Management Systems	3
<u>BMT590</u>	Applied Case Project	3

Master of Education in Administration

Delivery Method: **Evening**

Qualifications:

1. Bachelor degree from a regionally accredited college or university;
2. Undergraduate grade point average of 2.5 or higher on a 4.0 scale;
3. Copy of teaching certificate;
4. Copy of Missouri Educator Profile Results;
5. Complete the student achievement form outlining your accomplishments as they relate to student achievement and signed by you and your direct supervisor.

https://www.williamwoods.edu/academics/graduate/docs/achievement_form.pdf

ADMISSION PROCEDURES

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2. **Official transcripts showing Bachelor degree. Only transcripts received in a sealed envelope directly from the sending school will be considered official.**
3. **Copy of teaching certificate.**
4. **Copy of Missouri Educator Profile Results.**
5. **Student achievement form.**

Documents should be submitted to:

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Or

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Graduateadmissions@williamwoods.edu

Fax
573.592.1164

Master of Education in Administration (Elementary Administration, Secondary Administration or Special Education Director)

The Master of Education degree program in Administration is intended to provide the student with the fundamental skills necessary for effective school administration at the elementary, middle, secondary or special education director level(s). The ability to formulate effective educational practice involving school administration, school management, curriculum development, and supervision as they relate to the Interstate School Leaders Licensure Consortium Standards, current research, educational trends, knowledge assessment, legal frameworks, and cultural issues are emphasized.

Course List - Total Hours: 36

Course #	Course Title	Hours
<u>EDU500</u>	Current Issues	3
<u>EDU520</u>	Research Design	3
<u>EDU525</u>	Foundation of Educational Administration	3
<u>EDU535</u> or <u>EDU536</u> or <u>EDU537</u>	Elementary Administration or Secondary Administration Special Education Administration	3
<u>EDU545</u> or <u>EDU546</u> Or <u>EDU538</u>	Elementary Curriculum or Secondary Curriculum Leadership and Management of Instructional Curriculum in Special Education Programs	3
<u>EDU557</u>	Field Experience I (3 - 1 hour sessions)	3
<u>EDU570</u>	Supervision	3
<u>EDU580</u>	Educational Technology	3
<u>EDU585</u>	School Law	3
<u>EDU590</u>	Appraisal of Student Learning	3
<u>EDU597</u>	Field Experiences II, Portfolio, School Improvement	3

Master of Education in Athletics/Activities Administration

Delivery Method: **Evening, Online**

Qualifications:

1. Bachelor degree from a regionally accredited college or university;
2. Undergraduate grade point average of 2.5 or higher on a 4.0 scale.

ADMISSION PROCEDURES

No candidate will be considered for admission until the following are submitted and assessment is completed.

1. **Graduate Application**

[https://owlnet.williamwoods.edu/ICS/Apply_for_Admission.inz?portlet=Apply Online 2012-05-09T10-43-56-560&formname=Graduate+College](https://owlnet.williamwoods.edu/ICS/Apply_for_Admission.inz?portlet=Apply_Online_2012-05-09T10-43-56-560&formname=Graduate+College)

2. **Official transcripts showing Bachelor degree. Only transcripts received in a sealed envelope directly from the sending school will be considered official.**

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Fax

573.592.1164

The Master of Education degree program in Athletic/Activities Administration is intended to provide the student with the advanced skills necessary for effective administration of athletic and activity programs on the interscholastic and intercollegiate levels. Only one of a handful of such programs offered in the nation, this unique degree examines all levels: middle school through collegiate. The student will develop these skills: formulating effective practices involving program management; recruiting of athletes, coaches and officials; time management; maintaining amateurism; sports law; facilities management and scheduling; fiscal management; and public relations and marketing of the athletics/activities program. The

program is designed to prepare the student for national certification as an athletic/activities administrator on the secondary and/or intercollegiate levels.

Course List - Total Hours: 33

Course #	Course Title	Hours
<u>EDU503</u>	Sports Law	3
<u>EDU508</u>	Practical Aspects of Athletic/Activities Administration	3
<u>EDU509</u>	Athletic Administration Field Experience	3
<u>EDU521</u>	Introduction to Interscholastic/Intercollegiate Athletics/Activities Administration	3
<u>EDU523</u>	Supervision of the Athletics/Activities Program	3
<u>EDU524</u>	Current Issues/Common Challenges in Athletics/Activities Administration	3
<u>EDU525</u>	Foundation of Educational Administration	3
<u>EDU526</u>	Athletics/Activities Administration: Developing Character & Citizenship	3
<u>EDU527</u>	Athletics/Activities Program Promotion	3
<u>EDU528</u>	Financing the Athletics/Activities Program	3

Required Electives

Course #	Elective	Hours
EDU522 or EDU 544	Software Application for the Athletics/Activities or Software Applications in the Athletic/Activities Environment	3

Master of Education in Curriculum & Instruction

Delivery Method: **Evening, Online**

Qualifications:

1. Bachelor degree from a regionally accredited college or university;
2. Undergraduate grade point average of 2.5 or higher on a 4.0 scale.

ADMISSION PROCEDURES

No candidate will be considered for admission until the following are submitted and assessment is completed.

1. **Graduate Application**
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Documents should be submitted to:

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Fulton, MO 65251

Or

Email
Graduateadmissions@williamwoods.edu

Fax
573.592.1164

The C & I program is intended to provide the student with the opportunity to implement in her/his own classroom an appropriate pedagogical response to the major cultural, demographic, technological, and value oriented issues involved in restructuring education. The ability to utilize advanced learning theories and educative design to adjust curriculum and instruction in response to current research, educational trends, and knowledge of assessment procedures is emphasized.

Course List - Total Hours: 33

Course #	Course Title	Hours
<u>EDU500</u>	Current Issues	3
<u>EDU520</u>	Research Design	3
<u>EDU530</u>	Improvement of Instruction	3
<u>EDU540</u>	Literacy Instruction	3
<u>EDU550</u>	Curriculum Construction	3
<u>EDU585</u>	School Law	3
<u>EDU590</u>	Appraisal of Student Learning	3

Required Electives**MED C&I Action Research**

Students may take any of the following courses to fulfill the requirements for MED C&I Action Research

Credit Hours: 6

Course #	Course Title	Credit Hours
<u>EDU556</u>	Action Research I	1
<u>EDU556</u>	Action Research I	1
<u>EDU556</u>	Action Research I	1
<u>EDU586</u>	Action Research Capstone	6
<u>EDU596</u>	Action Research II	3

MED C&I Required Technology Elective

The student may take either of the following courses to fulfill the requirements for MED C&I Required Technology Elective

Credit Hours: 3

Course #	Course Title	Credit Hours
<u>EDU580</u>	Educational Technology	3
<u>EDU581</u>	Integrating Technology into the Curriculum	3

Learning Theories Elective

The student may take either of the following courses to fulfill the requirements for Learning Theories Elective

Credit Hours: 3

Course #	Course Title	Credit Hours
<u>EDU510</u>	Advanced Learning Theories	3
<u>EDU563</u>	Applied Instructional Theories and Strategies Using Technology	3

Master of Education in Equestrian Education

Delivery Method: **Online**

Qualifications:

1. Bachelor degree from a regionally accredited college or university;
2. Undergraduate grade point average of 2.5 or higher on a 4.0 scale;
3. Equestrian Experience.

ADMISSION PROCEDURES

No candidate will be considered for admission until the following are submitted and assessment is completed.

1. **Graduate Application**
https://owlnet.williamwoods.edu/ICS/Apply_for_Admission.jnz?portlet=Apply_Online_2012-05-09T10-43-56-560&formname=Graduate+College
2. **Official transcripts showing Bachelor degree. Only transcripts received in a sealed envelope directly from the sending school will be considered official.**
3. **A curriculum vitae demonstrating proficiency in, and understanding of, equestrian experiences. This may include samples such as certifications, professional memberships, your student accomplishments in the field, your professional accomplishments in the field, or a sample video.**

Documents should be submitted to:

Mail
Graduate College
William Woods University
One University Ave.
Fulton, MO 65251

Or

Email
Graduateadmissions@williamwoods.edu

Fax
573.592.1164

William Woods University, a nationally recognized institution within the field of Equestrian studies, offers an advanced degree to compete in the 21st century. With an emphasis in

equestrian education, the online Masters of Equestrian Education program is ideal for the working professional in today's field. As the first degree of its kind, this program offers the foundation for the modern day equestrian with a focus on skills for many avenues. Individuals will have an advantage within the fields of equine education services, national equestrian organizations, undergraduate instruction and industry leadership. The flexibility that this program offers is well suited for anyone looking to be a sustainable leader in the horse industry.

Course List - Total Hours: 30

Course #	Course Title	Hours
<u>EDU530</u>	Improvement of Instruction	3
<u>EDU543</u>	Teaching and Learning in the New Digital Landscape	3
<u>EDU547</u>	Current Issues in Equestrian Education	3
<u>EDU550</u>	Curriculum Construction	3
<u>EDU562</u>	Development of Resources for Equestrian Educational Events	3
<u>EDU563</u>	Applied Instructional Theories and Strategies Using Technology	3
<u>EDU574</u>	Equestrian Program Sustainability	3
<u>EDU587</u>	Equestrian Education Capstone Project	6
<u>EDU590</u>	Appraisal of Student Learning	3

Master of Education in STEM Curriculum

The online STEM program will consist of four courses that focus on practical learning and implementation design around the following four STEM education topics; Overview of STEM Pedagogy and Research, Engineering Design in the Classroom, Citizen Science, and STEM Technology in the Classroom. Through discovery, discussions, and unit development, teachers will leave each course ready to implement what they have experienced in their own classrooms.

Course List - Total Hours: 30

Course #	Course Title	Hours
<u>EDU520</u>	Research Design	3
<u>EDU558</u>	Software Applications for Academic Programs	3
<u>EDU564</u>	STEM: Science, Technology, Engineering and Math- An Introduction	3
<u>EDU565</u>	STEM: Engineering Design	3
<u>EDU566</u>	STEM: Technology and Coding	3
<u>EDU567</u>	STEM: Citizen Science Project Based	3
<u>EDU581</u>	Integrating Technology into the Curriculum	3
<u>EDU586</u>	Action Research Capstone	6
<u>EDU590</u>	Appraisal of Student Learning	3

Master of Education in Teaching and Technology

Delivery Method: **Online**

Qualifications:

1. Bachelor degree from a regionally accredited college or university;
2. Undergraduate grade point average of 2.5 or higher on a 4.0 scale;
3. This degree aligns with the National Board of Professional Teaching Standards and National Education Technology Standards. Teachers currently certified in the enhancing Missouri's Instructional Networked Teaching (eMINTS) program may apply for up to nine hours of credential learning credit based on their level of certification.

ADMISSION PROCEDURES

No candidate will be considered for admission until the following are submitted and assessment is completed.

1. **Graduate Application**
https://owlnet.williamwoods.edu/ICS/Apply_for_Admission.jnz?portlet=Apply_Online_2012-05-09T10-43-56-560&formname=Graduate+College
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Graduate College
William Woods University
One University Ave.
Fulton, MO 65251

Or

Email
Graduateadmissions@williamwoods.edu

Fax
573.592.1164

The Master of Education degree in Teaching and Technology is intended to provide the student with the advanced skills necessary to plan and deliver the most effective instructional unit through the integration of technology in teaching and learning. Aligned to the National Board of Professional Teaching Standards (NBPTS) and the International Society for Technology in Education Teacher Standards (ISTE-T), the degree program incorporates instructional design

with technology, integrating academic application, and multimedia production with the latest applied theories of learning. Teachers currently holding eMINTS certification may apply for up to nine hours of Credential Learning credit, based on the level of the certificates they hold.

Credentialed Learning credit for eMINTS Certification

If student comes in with Comprehensive eMINTS certification, we will transcript Credentialed Learning credits for up to 9 credit hours on the following courses:

- EDU558 Software Application for Academic Programs → TRA500 EMINTS I
- EDU530 Applied Instructional Theories and Strategies Using Technology → TRA500 EMINTS II
- EDU571 Integration of Multimedia Production and Curriculum → TRA500 EMINTS III

If student comes in with eMINTS4All certification, we will transcript Credentialed Learning credits for 3 credit hours on the following course:

- EDU530 Applied Instructional Theories and Strategies Using Technology → TRA500 EMINTS II

Students will be charged the per credit hour fee for Credentialed Learning credits.

Course sequence

- Students will take EDU543 as the first course of the program. Students who do not pass the course with a final grade of B or higher may be required to repeat the course before continuing on in the program.
- EDU589 is designed as the capstone course and should be taken after all other program courses are completed.

Course List - Total Hours: 30

Course #	Course Title	Hours
<u>EDU500</u>	Current Issues	3
<u>EDU520</u>	Research Design	3
<u>EDU543</u>	Teaching and Learning in the New Digital Landscape	3
<u>EDU558</u>	Software Applications for Academic Programs	3
<u>EDU561</u>	Instructional Design with Technology	3
<u>EDU571</u>	Integration of Multimedia Production and Curriculum	3
<u>EDU589</u>	Teaching and Technology Capstone Project	6

<u>EDU590</u>	Appraisal of Student Learning	3
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Required Electives

MED T&T Learning/Instruction Elective

The student may take either of the following courses to fulfill the requirements for MED T&T Learning/Instruction Elective

Credit Hours: 3

Course #	Course Title	Credit Hours
<u>EDU530</u>	Improvement of Instruction	3
<u>EDU563</u>	Applied Instructional Theories and Strategies Using Technology	3

**EVALUATION REQUEST FOR CREDENTIALLED LEARNING CREDIT FOR
MASTER OF EDUCATION DEGREE IN TEACHING AND TECHNOLOGY PROGRAM**

Teachers currently certified by eMINTS National Center may apply for up to nine hours of credential learning credit based on their level of certification.

Credentialed Learning Credit is not automatically granted. Students must initiate the transfer credit process by submitting a written request that credentialed learning credit(s) to be evaluated. This form must be used for this purpose and should be submitted at the time of application.

Credential learning requests are subject to a per-credit-hour transcription fee. Student accounts will be billed once the credit(s) have been entered into the student's academic record.

Allowable levels of comprehensive learning credit

Comprehensive eMINTS Certification (SEE NOTE BELOW)

Students with comprehensive eMINTS certification may transfer credentialed learning credits for as many as nine credit hours for the following courses:

- EDU 558: Software Application for Academic Programs-TRA500 eMINTS I
- EDU 563: Applied Theories of Learning with Technology- OR EDU530: Improvement of Instruction - TRA500 eMINTS II
- EDU 571: Integration of Multimedia Production and Curriculum- TRA500 eMINTS III

eMINTS PD4ETS Certification of Completion

- EDU 558: Software Application for Academic Programs-TRA500 eMINTS I
- EDU 563: Applied Theories of Learning with Technology OR EDU530: Improvement of Instruction - TRA500 eMINTS II

eMINTS4ALL eMINTS Certification OR eMINTS PD4ETS Certificate of Attendance

Students with eMINTS4ALL certification may transfer credentialed learning credits for three credit hours for the following course:

- EDU 563: Applied Theories of Learning with Technology OR EDU530: Improvement of Instruction - TRA500 eMINTS II

Education Specialist in Administration

Delivery Method: **Evening**

Qualifications:

1. Bachelor and/or Master degree from a regionally accredited college or university;
2. Grade point average of 3.0 or higher on a 4.0 scale;
3. Copy of teaching certificate;
4. Copy of Missouri Educator Profile Results;
5. Complete the student achievement form outlining your accomplishments as they relate to student achievement and signed by you and your direct supervisor.

https://www.williamwoods.edu/academics/graduate/docs/achievement_form.pdf

ADMISSION PROCEDURES

No candidate will be considered for admission until the following are submitted and assessment is completed.

1. Graduate Application

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Fax
573.592.1164

The Education Specialist is intended to provide students with the advanced skills necessary for effective school administration. The ability to formulate effective educational practices involving school administration, school management, school finance, plants and facilities planning and operation, human resources, assessment, school law, and supplemental programs as they relate to current research, educational trends, legal frameworks, and cultural issues are emphasized. This program is designed to prepare the student to be recommended for certification for superintendency, provided all other requirements are met.

Course List - Total Hours: 33

Course #	Course Title	Hours
<u>EDU600</u>	Issues in School Superintendency	3
<u>EDU610</u>	Utilizing Statistical Procedures in Educational Research & Evaluation	3
<u>EDU620</u>	Effective School-Community Relations	3
<u>EDU640</u>	Human Resources in Education	3
<u>EDU650</u>	School District Finance	3
<u>EDU653</u>	School Plant & Facilities Development/Safety and Security	3
<u>EDU657</u>	Field Experience (taken three times)	1
<u>EDU673</u>	Educational Reform and Urban Educational Issues	3
<u>EDU680</u>	Advanced School Law and Policy Development	3
<u>EDU690</u>	Differentiated & Supplemental Program	3
<u>EDU697</u>	School Portfolio Development & Field Experience	3

Education Specialist in Curriculum Leadership

Delivery Method: **Hybrid Evening**

Qualifications:

1. Bachelor and/or Master degree from a regionally accredited college or university;
2. Grade point average of 3.0 or higher on a 4.0 scale.

ADMISSION PROCEDURES

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Email
Graduateadmissions@williamwoods.edu

Fax
573.592.1164

Course List - Total Hours: 30

Course #	Course Title	Hours
<u>EDU603</u>	Curriculum Auditing & Mapping	3
<u>EDU605</u>	Issues in Curriculum Leadership	3

<u>EDU610</u>	Utilizing Statistical Procedures in Educational Research & Evaluation	3
<u>EDU635</u>	Curriculum Leadership	3
<u>EDU645</u>	Application of Learning Frameworks	3
<u>EDU655</u>	Instruction and Assessment Design	3
<u>EDU673</u>	Educational Reform and Urban Educational Issues	3
<u>EDU680</u>	Advanced School Law and Policy Development	3
<u>EDU690</u>	Differentiated & Supplemental Program	3
<u>EDU696</u>	Curriculum Leadership Practicum	3

Education Specialist in Elementary or Secondary Principalship or Special Education Director

Delivery Method: **Evening, Online**

Qualifications:

1. Bachelor and/or Master degree from a regionally accredited college or university;
2. Grade point average of 3.0 or higher on a 4.0 scale;
3. Copy of teaching certificate;
4. Copy of Missouri Educator Profile Results;
5. Complete the student achievement form outlining your accomplishments as they relate to student achievement and signed by you and your direct supervisor.

https://www.williamwoods.edu/academics/graduate/docs/achievement_form.pdf

ADMISSION PROCEDURES

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2. **Official transcripts showing Bachelor and/or Master degree. Only transcripts received in a sealed envelope directly from the sending school will be considered official.**
3. **Copy of teaching certificate.**
4. **Copy of Missouri Educator Profile Results.**
5. **Student achievement form.**

Documents should be submitted to:

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Email
Graduateadmissions@williamwoods.edu

Fax
573.592.1164

33 hour Education Specialist Degree (Administration) plus 9 hours of elementary, secondary or special education Master's coursework.

Course List - Total Hours: 42

Course #	Course Title	Hours
<u>EDU600</u>	Issues in School Superintendency	3
<u>EDU610</u>	Utilizing Statistical Procedures in Educational Research & Evaluation	3
<u>EDU620</u>	Effective School-Community Relations	3
<u>EDU640</u>	Human Resources in Education	3
<u>EDU650</u>	School District Finance	3
<u>EDU653</u>	School Plant & Facilities Development/Safety and Security	3
<u>EDU657</u>	Field Experience (3 – 1 hour sections)	3
<u>EDU673</u>	Educational Reform and Urban Educational Issues	3
<u>EDU680</u>	Advanced School Law and Policy Development	3
<u>EDU690</u>	Differentiated & Supplemental Program	3
<u>EDU697</u>	School Portfolio Development & Field Experience	3

Concentration for Building Level Certification

Required Electives

EDS Elementary Certification

Students may take any of the following courses to fulfill the requirements for EDS Elementary Principal Certification

Credit Hours: 9

Course #	Course Title	Credit Hours
<u>EDU535</u> or <u>EDU551</u>	Elementary Administration or Supplementary Elementary Administration	3
<u>EDU545</u> or <u>EDU553</u>	Elementary Curriculum or Supplementary Elementary Curriculum	3
<u>EDU598</u>	Elementary Education Field Experience Independent Study	3

EDS Secondary Certification

The student may take any of the following courses to fulfill the requirements for EDS Secondary Principal Certification

Credit Hours: 9

Course #	Course Title	Credit Hours
<u>EDU536</u> or <u>EDU552</u>	Secondary Administration or Supplementary Secondary Administration	3
<u>EDU546</u> or <u>EDU554</u>	Secondary Curriculum or Supplementary Secondary Curriculum	3
EDU599	Secondary Education Field Experience Independent Study	3

EDS Special Education Director

The student may take any of the following courses to fulfill the requirements for EDS Special Education Director

Credit Hours: 9

Course #	Course Title	Credit Hours
<u>EDU537</u>	Special Education Administration	3
<u>EDU538</u>	Leadership and Management of Instructional Curriculum in Special Education Programs	3
EDU591	Special Education Field Experience Independent Study	3

Doctor of Education - Educational Leadership

Delivery Method: **Evening**

Qualifications:

1. Education Specialist degree from a regionally accredited college or university;
2. Graduate grade point average of 3.6 on a 4.0 scale;
3. Two years experience working as an educator;
4. Prerequisite coursework: **Research Methods/Design** and **Research Statistics**.

Dissertation Handbook

http://www.williamwoods.edu/academics/graduate/docs/dissertation_handbook.pdf

ADMISSION PROCEDURES

No candidate will be considered for admission until the following are submitted and assessment is completed.

The following must be submitted before consideration for admission:

1. **Graduate Application**
https://owl.net.williamwoods.edu/ICS/Apply_for_Admission.jnz?portlet=Apply_Online_2012-05-09T10-43-56-560&formname=Graduate+College
2. **Official transcripts showing masters and specialist degrees. Only transcripts received in a sealed envelope directly from the sending school will be considered official.** Students graduating from William Woods University's masters and/or specialist programs do not need to submit new copies of transcripts already on file.
3. **Two academic letters of reference** from professionals who can address the candidate's academic ability, potential for success in strenuous scholarly work, and past performances as an educator in the field. One letter must be from a supervisor. Applicants waive the right to disclosure of letters
4. **Professional vita**
5. **Philosophy of Leadership statement** highlighting the applicant's personal leadership characteristics and past professional leadership experiences, as well as the applicant's purpose in pursuing the doctoral degree and expectation of the benefit of obtaining the doctorate. **This statement must be at least 750 words.**

Materials: All students will need access to a laptop computer for each course. Note: The Ed. D. program requirements are not aligned with any DESE certification.

Documents should be submitted to:

Mail

Graduate College
William Woods University
One University Ave.
Fulton, MO 65251

Or

Email
Graduateadmissions@williamwoods.edu

Fax
573.592.1164

If you have additional questions regarding the program, please contact Dr. Doug Ebersold, doug.ebersold@williamwoods.edu or 573-592-4339.

Course List - Total Hours: 25 minimum

Course #	Course Title	Hours
<u>EDU710</u>	Aspects of Leadership	3
<u>EDU720</u>	Quantitative Analysis II	3
<u>EDU730</u>	Effective Educational Systems	3
<u>EDU740</u>	Exploration of Qualitative Research	3
<u>EDU750</u>	Organizational Learning and System Change	3
<u>EDU760</u>	Program Evaluation and Strategic Planning	3
<u>EDU780</u>	Dissertation Proposal Seminar	3
<u>EDU781</u>	Dissertation Seminar	3
<u>EDU790</u>	Research Seminar	1

Course Descriptions

BMT517 Human Resources & Organizational Behavior

This course provides an overview of individual and group behavior within the context of an organization. The primary objective of the course is the development of each participant's potential for becoming an effective member of an organization. The course will follow the basic outline of reviewing organizational behavior in general, examining individual behavior within organizations, investigating group and social processes and analyzing organizational processes. Course content also focuses on developing effective leadership skills, and provides students with the opportunity to begin to form the organizational framework for their proposed Capstone business.

Credit Hours: 3

Prerequisites: BMT545

BMT524 Economics for Managers

This course will provide students with a general overview of basic economic concepts and their practical application to issues confronting them as managers, business leaders, business owners, employees, voters, and consumers in the marketplace. Throughout this course, students will practice the economic way of thinking by analyzing both micro and macro-economic concerns of society as a whole.

Credit Hours: 3

Prerequisites: BMT545, and ECN251/252 or any Economics course.

BMT538 Accounting for Managers

A study of financial statement preparation and analysis, accounting information systems and accounting principles as they apply to managers with emphasis placed on operations, investing and financial functions within the enterprise.

Credit Hours: 3

Prerequisites: BMT552

BMT539 Business Law

The law consists of rules that regulate the conduct of individuals, businesses and other organizations within society. It is intended to protect persons and their property from unwanted interference from others. In other words, the law forbids persons from engaging in certain undesirable activities.

Law, in its generic sense, is a body of rules of action or conduct prescribed by controlling authority, and having binding legal force. That which must be obeyed and followed by citizens subject to sanctions or legal consequences is a law.

This course focus is that the legal environment of businesses, government, and society takes an interdisciplinary approach, utilizing elements of law, political economy, international business, ethics, social responsibility, and management. The material in this course is focused on the managerial issues confronting executives as they plan, organize, staff, lead and control the operations of a company.

Credit Hours: 3

Prerequisites: BMT545

BMT545 Managerial Ethics

This course is designed to immerse the student in organizational ethical decision-making processes and issues, as well as an introduction to basic leadership theory and its role in ethical decision-making within organizations. This course is designed as an application-oriented ethics course.

Credit Hours: 3

BMT552 Marketing Research Decisions and Analysis

This course will help train the student to perceive and define problems and/or opportunities important to enterprises and to devise action plans for solutions and implementation. This course emphasizes the need for and execution research activities to answer business questions.

Credit Hours: 3

Prerequisites: BMT569

BMT566 Financial Decisions

The purpose of this course is to familiarize the student with commonly used financial terminology, obtain a better understanding of the preparation and interpretation of financial statement data and to provide a foundation which will better enable the student to utilize quantitative methods for financial decision making within the firm. By the completion of this class, the student's group should have a completed and final copy of the financial component of their capstone project.

Credit Hours: 3

Prerequisites: BMT538

BMT569 Entrepreneurship/Marketing Planning and Development

We are living in a time of extraordinary change. The economic, technological and ecological threat is very clear. U.S. firms must not only design and produce better products and services, but also find innovative ways to market them. This demand challenges the way all firms define marketing management.

Today's profit and non-profit firms face incredible challenges as they adapt to change. What once was "good enough" now is no longer competitive. What once were unlimited resources now must be used more efficiently. What once was contentment with domestic growth now dictates increased multi-national expansion for survival.

These changes have important implications on the marketing decisions of any organization, including decisions made on design of products and services, on prices, on promotional methods and distribution systems affected by new environmental constraints. This course will address these changes, putting the students in the shoes of today's marketing professional.

Credit Hours: 3

Prerequisites: BMT545, BMT517, BMT524, BMT580, BMT539, ACC240 or any Accounting course, BMT440 or any Business Finance course.

BMT580 Management Systems

This course will provide an overall vision, framework and pedagogy to understanding information systems in the workplace. It will provide students an essential core of guiding Information Systems principles to use as they face the career challenges ahead. The application of these principles to solve real-world problems is driven home throughout each class. The ultimate goal of the course is to develop effective, thinking, action-oriented employees by instilling them with principles to help guide their decision making actions. In addition, the course will give students exposure to a number of online Web 2.0 tools. The goal is to allow students the opportunity to experience firsthand how these tools could be effective communication devices for collaboration in business today.

Credit Hours: 3

Prerequisite: BMT 545

BMT590 Applied Case Project

This course represents the capstone course for the MBA – Entrepreneurial Leadership program. The culminating project requires each student to complete and then defend their written business plan and Power Point presentation as critiqued by a panel of business professionals.

Credit Hours: 3

Prerequisites: BMT545, BMT517, BMT580, BMT539, BMT524, BMT538 BMT569, BMT552, BMT566

EDU500 Current Issues

This course is designed to provide educators and non-educators with a broad understanding and better perspective of current issues that are faced by educators, trainers, and their learning institutions. The course will focus on a lively discourse and reflection related to contemporary topics and issues relevant to the specific student track. The course will serve as a platform for bridging the gap between goals, principles, theories, philosophies, and methodologies in the educational/training process and the realities of a variety of learning institutions (classrooms, schools, professional training, etc.) The goal of this process is to expand and enlighten the

practitioner's outlook, thought processes, understanding, and repertoire of knowledge, attitudes, skills, and strategies when faced with those issues.

Credit Hours: 3

EDU503 Sports Law

This course will focus on laws, rules and regulations for sports and sporting competitions and related activities. Middle school to intercollegiate athletics and activities programs will be examined in relation to their embedded risk management, human resources, safety standards, compliance to the Americans with Disabilities Act, Title IX, student dress codes, conduct codes; plus embedded issues related to sexual harassment, hazing, drug testing and scholarship of athletic/activities program participants.

Credit Hours: 3

EDU508 Practical Aspects of Athletic/Activities Administration

Meeting participant eligibility standards, maintaining amateurism status, institutional contracts and planning for athletics contests, and the development of student athlete and coaching manuals will be covered through practical application activities in this course. Other applications include scheduling, delegation of tasks, conflict resolution and procurement of equipment and personnel. A major, final project will be the development of a comprehensive tournament plan or major activity event/conference plan (e.g. sport competition at the district or regional/state level, conference breakouts and workshops).

Credit Hours: 3

EDU509 Athletic Administration Field Experience

This capstone course for the program will require completion of 90 hours of clinical field experiences in the form of a student internship, a program professional portfolio in electronic format and a comprehensive athletics/activities administrator manual. All three culminating projects will be required to be submitted for evaluation as a graduation requirement. A review

for the CCA (Certified Athletic Administrator) examination will also be included in this course for students who desire this optional national certification after completion of this program.

Credit Hours: 3

EDU510 Advanced Learning Theories

This course focuses on theory and research on human learning. The topics addressed in this course are constructivism, situated cognition, implicit theories, brain development, apprenticeships, peer collaboration, distance education, and E-learning.

Credit Hours: 3

EDU520 Research Design

This course emphasizes knowledge of various issues, processes, and procedures used in educational research and program evaluation. Research design concepts are developed that lead the student through the identification of a research problem, developing research questions and hypotheses, conducting a review of related literature and developing the outline of the design implementation and analysis. Equal emphasis is given to qualitative and quantitative techniques. An overview of experimental, quasi-experimental and non-experimental designs will be included. That included historical, naturalistic study and/or ethnography. Processes to determine and use basic statistical data through computations will also be introduced.

Credit Hours: 3

EDU521 Introduction to Interscholastic/Intercollegiate Athletics/Activities Administration

This course will examine the philosophical and organizational approaches to various athletic and activity programs; ranging from those starting at the middle school level to intercollegiate programs. Topics will include organizational structures, program budgeting, communications and leadership techniques. This course will also focus on organizational rules, services and membership of athletics associations such as the NCAA, the NAIA and the National Federation of State High School Activities Associations.

Credit Hours: 3

EDU522 Software Applications for the Athletics/Activities Program Environment

Practical applications using software will be taught; including how to use word processing, electronic spreadsheets, databases and the worldwide web to increase the efficiency and completion quality of normal administrative tasks. Students will be required to have Internet and computer access to Microsoft Office (Word, Excel, Power Point and Access) - on a personal computer to complete this online course.

Credit Hours: 3

EDU523 Supervision of the Athletics/Activities Program

This course will explore all facets of the athletics/activities supervision process as it pertains to managing and maintaining facilities; evaluating coaches and support staff; supervising and managing athletic contests, including techniques of spectator management.

Credit Hours: 3

EDU524 Current Issues/Common Challenges in Athletics/Activities Administration

This course will provide athletics/activities' directors with a broad understanding and better perception of current issues and common challenges they will face in the local and state educational community, as well as those evolving issues on the national and global levels. These

include gender equity, emergency/crisis planning as well as issues regarding co-curricular and extra-curricular activities.

Credit Hours: 3

EDU525 Foundation of Educational Administration

This course is designed to offer a balanced approach to the study of educational administration and program leadership for prospective school leaders and those involved with the administration of athletic and activity programs. The course examines the theoretical foundations of school organization with a focus on the basic functions and concepts applicable to school leadership at the building level and for directing and overseeing various educational and program functions. It explores the multidimensional roles of the administrator as educator, leader, manager, and reflective practitioner. Course content focuses on fundamental organizational principles, leadership and decision-making, local school district culture and communication, policy and governance, human resource management, the values and ethics of school leadership, and professional organizations appropriate for the student's area of focus.

Credit Hours: 3

EDU526 Athletics/Activities Administration: Developing Character & Citizenship

This course will aid the athletics/activities administrator in building positive character and citizenship traits for participants in athletics and activities programs. Course content will focus on developing the traits of respect, responsibility, trustworthiness, integrity, sportsmanship, collaboration and fairness. In addition, issues on student motivation, cheating and characteristics of adolescent behavior will be examined.

Credit Hours: 3

EDU527 Athletics/Activities Program Promotion

This course will focus on how to share the vision and mission of the program with future participants and community stakeholders. The course will emphasize developing positive relations with the public, speaking in public, communicating with various public media and raising money using fund development methods. Learners will also examine how to encourage community and student involvement with the program.

Credit Hours: 3

EDU528 Financing the Athletics/Activities Program

This course will involve the study of department/school finance, program budgeting, profit/loss formulas, bookkeeping, bidding processing for equipment and services procurement, plus the basics of contractual agreements and compensation for officials.

Credit Hours: 3

EDU530 Improvement of Instruction

Students will utilize recent research on effective instruction and explore advanced classroom strategies and techniques designed to enhance their effectiveness in meeting the needs of diverse populations of learners. Students develop expert instructional skills and learn to diagnose and deliver the most appropriate instructional strategies for a variety of learning environments. Through a focus on the concepts of rigor and relevance, students will develop the ability to significantly enhance instructional opportunities for their learners. The students will design/enhance an instructional plan for implementation in her or his classroom, environment or program.

Credit Hours: 3

EDU535 Elementary Administration

Through reading, role-playing, and data-gathering, students will gain understanding of the following three areas of Elementary administration: (1) the role of the Elementary principal as leader and manager within school district, community, and legal frameworks; (2) the various management and leadership tasks performed by elementary school principals; and (3) several models for administrative decision-making and problem-solving

Credit Hours: 3

EDU536 Secondary Administration

Through reading, role-playing, and data-gathering, students will gain understanding of the following three areas of secondary administration: (1) the role of the secondary principal as leader and manager within school district, community, and legal frameworks; (2) the various management and leadership tasks performed by secondary school principals; and (3) several models for administrative decision-making and problem-solving.

Credit Hours: 3

EDU537 Special Education Administration

This course is designed to provide the student with a knowledge and understanding of special education programs. The course targets the basic special education functions of program management including the following:

1. Become familiar with your State Plan
2. Following State and Federal Compliance Procedures
3. Reviewing Special Education Models and Laws
4. A Knowledge and Understanding of Financing Special Education and an Understanding of Effective Budgeting Practices
5. A Knowledge and Understanding of the Function of Human Resources and Evaluation
6. A Knowledge and Understanding of the Importance of Good Public Relations
7. A Knowledge and Understanding of Monitoring Quality Professional Development as it Relates to Effective Teaching/Learning Practices for the Exceptional Child

Credit Hours: 3

EDU538 Leadership and Management of Instructional Curriculum in Special Education Programs

The course targets the developing, training and monitoring of assessment results in district instructional curricula programs used with students with special needs. Differentiated and parallel curriculum utilization will be discussed. The course will help teachers and school leaders translate special education policies into practice and understand the meaning and implications of accessing the general education curriculum. The student will learn the importance of what both general education and special education teachers need to do in all classrooms. Our text will provide an alternative way of thinking that will challenge both teacher and learner.

Credit Hours: 3

EDU540 Literacy Instruction

This course focuses on enabling teachers to implement a thoughtful, balanced approach to teaching reading and writing across the disciplines. Focus on current resources in the field of literacy will be an integral part of the teaching/learning experience. Public school classroom practice of these techniques is expected.

Credit Hours: 3

EDU543 Teaching and Learning in the New Digital Landscape

This is an overview course to set the stage for the Teaching and Technology Master's program of study. Through reading, reflective writing, and hands-on activities and practice, this course is designed to introduce practitioners to 21st Century learners and the implications for the teaching/learning environment. Participants will investigate the skill sets that are needed for today's learners, apply technology integration frameworks, assess the potential use of mobile technologies in learning environments, design and implement personal/professional learning networks, investigate emerging technologies, develop an understanding of digital citizenship, and develop a concept of the future of teaching and learning in the digital landscape.

Credit Hours: 3

EDU544 Software Applications in the Athletic/Activities Environment

This course will focus on the practical application of available software, web apps, and mobile apps within the athletic/activities environment. Students will investigate available web based and online tools to support program administration and provide efficiency within various programs, consider available productivity tools to support program administration, gain experience using software applications to enhance functionality and skill development within athletic/activities programs, identify ways that collaboration can enhance the athletic/activities

environment, and gain an understanding of how mobile apps can be leveraged to provide support for such programs. Access to a mobile device such as a tablet or smartphone and an applications package such as MS Office (Word, Excel, and PowerPoint) or Mac productivity software (Pages, Numbers, Key Note) will be necessary for maximum benefit from the course.
Credit Hours: 3

EDU545 Elementary Curriculum

ADMINISTRATION OF INSTRUCTIONAL CURRICULUM (EDU 545 for elementary curriculum at grades K-8, and EDU 546 for secondary curriculum at grades 7-12) will introduce the student to the content knowledge, performance competencies, implementation strategies, and evaluation criteria needed by school administrators. This course is designed to provide the student with current Missouri Department of Elementary and Secondary Education (DESE) informational guidelines relative to leadership of a quality curriculum needed for state accreditation. Administrative functions and responsibilities surrounding instructional curriculum; as well as horizontal and vertical alignment issues and their relation to student achievement will also be discussed.
Credit Hours: 3

EDU546 Secondary Curriculum

ADMINISTRATION OF INSTRUCTIONAL CURRICULUM (EDU 545 for elementary curriculum at grades K-8, and EDU 546 for secondary curriculum at grades 7-12) will introduce the student to the content knowledge, performance competencies, implementation strategies, and evaluation criteria needed by school administrators. This course is designed to provide the student with current Missouri Department of Elementary and Secondary Education (DESE) informational guidelines relative to leadership of a quality curriculum needed for state accreditation. Administrative functions and responsibilities surrounding instructional curriculum; as well as horizontal and vertical alignment issues and their relation to student achievement will also be discussed.
Credit Hours: 3

EDU547 Current Issues in Equestrian Education

This course is designed to provide educators and non-educators with a broad understanding and better perspective of current issues that are facing equestrian education. The course will focus on a lively discourse and reflection of the many issues currently facing equestrian education. The course will serve as a platform for bridging the gap between goals, principles, theories, philosophies, and methodologies in the educational process and the real world of instruction and instructional components. By discussing equestrian education issues, it is hoped to expand and enlighten the practitioner's outlook, thought processes, understanding, and repertoire of knowledge, attitudes, skills, and strategies when faced with those issues.
Credit Hours: 3

EDU550 Curriculum Construction

This course presents a dual focus on the philosophical and practical aspects of curriculum construction appropriate for all educational arenas. Understanding of course content is developed through a variety of readings, presentations, on-line discussions, and projects/activities. Key topics include live and dead curriculums, roles of stakeholders in curriculum development, and implementation, social issues that impact curriculums, professional standards, and current trends in curriculums today.

Credit Hours: 3

EDU551 Supplementary Elementary Administration

Through reading, role-playing, and data-gathering, students will gain understanding of the following three areas of Elementary administration: (1) the role of the Elementary principal as leader and manager within school district, community, and legal frameworks; (2) the various management and leadership tasks performed by elementary school principals; and (3) several models for administrative decision-making and problem-solving.

Credit Hours: 3

Prerequisite: EDU536

EDU552 Supplementary Secondary Administration

Through reading, role-playing, and data-gathering, students will gain understanding of the following three areas of secondary administration: (1) the role of the Secondary principal as leader and manager within school district, community, and legal frameworks; (2) the various management and leadership tasks performed by Secondary school principals; and (3) several models for administrative decision-making and problem-solving

Credit Hours: 3

Prerequisites: EDU535

EDU553 Supplementary Elementary Curriculum

This course is available only to students seeking a second certification after completion of a MED course in secondary school curriculum. Administration of instructional curriculum (for elementary curriculum at grades K-8) will introduce the student to the knowledge, performance competencies, implementation strategies, and evaluation criteria needed by school administrators. The course is designed to provide the student with current Missouri Department of Elementary and Secondary Education (DESE) informational guidelines relative to leadership of a quality curriculum needed for state accreditation. Administrative functions and responsibilities surrounding instructional curriculum; as well as horizontal and vertical alignment issues and their relation to student achievement will also be discussed.

Credit Hours: 3

Prerequisites: EDU546

EDU554 Supplementary Secondary Curriculum

This course is available only to students seeking a second certification after completion of a MED course in elementary school curriculum. Administration of instructional curriculum (for secondary curriculum at grades 7-12) will introduce the student to the knowledge, performance competencies, implementation strategies, and evaluation criteria needed by school administrators. The course is designed to provide the student with current Missouri Department of Elementary and Secondary Education (DESE) informational guidelines relative to leadership of a quality curriculum needed for state accreditation. Administrative functions and responsibilities surrounding instructional curriculum, as well as horizontal and vertical alignment issues and their relation to student achievement will also be discussed.

Credit Hours: 3

Prerequisites: EDU545

EDU556 Action Research I

Provides for the study of issues related to effective instructional practices, action research and student achievement improvement. The student will examine the literature of self-selected theoretical literature and their relevant pedagogical strategies for the purpose of designing an appropriate study and carrying out in a school classroom or any educational setting. The student will then write a report suitable for publication in an applied journal following APA style (American Psychological Association, 6th Ed.).

Credit Hours: 1

EDU557 Field Experience I

This course is designed to provide the student with the opportunity to practice the attitudes, skills and behaviors necessary to provide positive leadership in an elementary, middle, or secondary school. During the experience, the student will be required to participate in three hundred (300) hours of field experience at the k-8 elementary, or 7-12 secondary level, according to their intended certification area. Students are also reminded that the internship is not grade level specific, but building level specific, and hours should be completed within the entire targeted certification level.

Credit Hours: 1

EDU558 Software Applications for Academic Programs

This course will investigate the use of a variety of instructional applications, mobile applications, software, and other online tools with a focus on utilizing these educational technologies to increase instructional effectiveness and improve learner engagement. Collaboration, productivity, and academic application will be a major focus.

Credit Hours: 3

EDU561 Instructional Design with Technology

This course is designed to provide educators/trainers with a survey of various systems/models of instructional design with a focus on the integration of eLearning and technology as a component of the design process. Essential frameworks will be introduced, including the concept of designing instruction around Essential Questions, developing appropriate curriculum framing questions, and preparing appropriate instructional module objectives to guide the teaching/learning process.

Credit Hours: 3

EDU562 Development of Resources for Equestrian Educational Events

This course addresses the many resources required to develop, organize and evaluate equestrian educational programming and events. Investigation into event planning, constituent management, community outreach, risk management and human resources in addition to program or event evaluation is the primary focus. Students will develop their own event or program resource plan that includes a strategic timeline, an identified network community, risk management review and final event or program assessment.

Credit Hours: 3

EDU563 Applied Instructional Theories and Strategies Using Technology

This course is designed to provide educators, trainers, and professional developers with an operational understanding of instructional processes and strategies that can be applied to any learning / training environment. A key component of the course will be a focus on how to integrate technology into a variety of instructional strategies. Students will review recent research on effective instruction and explore instructional strategies that are designed to enhance instructional effectiveness across a variety of learning environments. The course will review a number of research-based instructional elements that are related to improved instructional outcomes and will learn to implement instructional strategies with technology to address each of these elements. Students will broaden their instructional skills and learn to diagnose and deliver the most appropriate instructional strategies for specific circumstances. Resources related to additional supplemental strategies will also be provided.

Credit Hours: 3

EDU564 STEM: Science, Technology, Engineering and Math- An Introduction

This first course in the STEM program will focus on the research and pedagogy that makes STEM learning successful. Participants will discover and discuss the different methodology and engagement necessary for true STEM learning. STEM learning is a true integration of Science, Technology, Engineering and Math. This shift in teaching requires thorough understanding of the STEM system of learning.

Credit Hours: 3

EDU565 STEM: Engineering Design

An important component of STEM education is Engineering Design. However, this part of STEM is often misunderstood or disconnected from the other three components. This course will use discovery, activities, and discussions that will allow the participant to become comfortable with engineering design so that it can be easily integrated into almost every unit in their classroom.

Credit Hours: 3

EDU566 STEM: Technology and Coding

One of the most obvious pieces of STEM is often difficult to do implement in a meaningful way-technology. Most classrooms use technology but it does not always enhance learning. This course will focus on exciting ways to engage students in problem solving using technology. Participants will explore apps and coding technology that is available free of charge to any classroom. After discovering and practicing what you have learned, a coding unit will be designed.

Credit Hours: 3

EDU567 STEM: Citizen Science Project Based

The STEM process is most successful when students see a relevant connection or meaning to their learning. The course on citizen science will show participants low-stress ways to get students involved in real STEM research that is actually helping scientists. A variety of citizen science opportunities will be explored and time will be devoted to creating a unit with an embedded citizen science component.

Credit Hours: 3

EDU570 Supervision

This course introduces prospective school leaders to the theories, knowledge, skills, and techniques for school supervision. It focuses on the role of supervision in the improvement of instruction and in establishing a positive school climate. The course is designed to provide the student with the knowledge and skills necessary to function effectively as a program supervisor, or principal/administrator in the performance of supervisory and evaluative duties. Several approaches to supervision, including the developmental, vocational, and clinical models, will be presented. Supervision of career preparatory and special education programs will also be discussed. Missouri Educator Evaluation System and the recruitment, training and retaining process will also be addressed. Learning methodology will involve both individual and collaborative group activities through case study analysis, discussions, simulation/role-play, and classroom presentations

Credit Hours: 3

EDU571 Integration of Multimedia Production and Curriculum

This course is designed to provide educators, trainers, and professional developers with experience utilizing various multimedia tools and learning platforms to produce relevant instructional resources that support curriculum in traditional, blended learning, and online environments. Students will investigate a variety of multimedia applications and integrate them into an online platform that could be used to support educational/training efforts within their learning organization. Students will also investigate essential issues surrounding the use of multimedia in such a learning environment.

Credit Hours: 3

EDU574 Equestrian Program Sustainability

The student will explore and develop a variety of benchmarks or indicators of equestrian program sustainability. Through strategic program development, practical case studies, and action plans, students will learn how to promote program success and stability. This course will include cultivation and retention of stakeholders as they relate to long term sustainability, and comprehensive strategic planning.

Credit Hours: 3

EDU580 Educational Technology

Through reading, video examples, reflective writing, analysis of learning environments, development of a professional learning network, and practice using a variety of technology tools; this course is designed to help practicing educators become aware of the current status of educational technologies for instructional enhancement, professional development, and administrative application. The primary focus is upon guiding future administrators and teacher leaders in the process of understanding the changes needed to effectively utilize instructional technologies to build learning environments that focus on 21st century skills as well as providing guidance in utilizing technology to enhance professional practice and effectiveness.

Credit Hours: 3

EDU581 Integrating Technology Into the Curriculum

Today's educators need to be able to consistently integrate technology into their curriculum to transform student learning and meet the goals of the 21st Century. This course helps educators focus on assessing effective technology tools and teaching methods in order to develop the ability to effectively incorporate technology into the curriculum of any discipline. Participants will investigate the skill sets that are needed for today's learners, apply technology integration frameworks, assess the potential use of mobile technologies in learning environments, design and implement personal/professional learning networks, and examine technology integration techniques using various application tools, Web 2.0 tools, Mobile Apps, and instructional

software. Collaboration, productivity, academic application, and development of instructional materials using technology will have a significant focus throughout the course.

Credit Hours: 3

EDU585 School Law

This course is designed to provide prospective as well as practicing educational leaders, policymakers, and teachers with the legal knowledge that will enable them to conduct and operate school organizations effectively within the boundaries of constitutional, statutory, and case law. The course will focus on the law related to public education. Relevant constitutional, statutory and case law pertaining to various aspects of education and major legal issues and principles of law surrounding those aspects will be presented and discussed.

Credit Hours: 3

EDU586 Action Research Capstone

Provides for the study of issues related to effective instructional practices, action research and student achievement improvement. The student will examine the literature of self-selected theoretical literature and their relevant pedagogical strategies for the purpose of designing an appropriate study and carrying out in a school classroom or any educational setting. The student will then write a report suitable for publication in an applied journal following APA style (American Psychological Association, 6th Ed.). Electronic portfolios will also be completed during this capstone course.

Credit Hours: 6

Prerequisite: EDU520 Research Design

EDU587 Capstone Project

The capstone is the culminating experience for students in the Master's Degree in Equestrian Education. The capstone provides students with the opportunity to apply and integrate key concepts from each course in their program of study. Candidates will develop projects built around subject area standards and tied to appropriate national standards. The project must be in a format to show evidence of integration of concepts and skills from the entire program of study. In addition, students will reflect upon their coursework and experience through comprehensive reflective forum discussions and small group collaboration. This course will be completed during this six credit-hour (16 week) capstone course.

Credit Hours: 6

Prerequisite: EDU543 Teaching and Learning in the New Digital Landscape

EDU589 Teaching and Technology Capstone Project

The capstone is the culminating experience for students in the Master's Degree in Teaching and Technology. The capstone provides students with the opportunity to apply and integrate key concepts from each course in their program of study. Candidates will develop an interactive

learning module, using an online environment, which can be used to support their instructional/training objectives and goals. The demonstration curriculum must be hosted in an online format utilizing a website or LMS (Learning Management System), show evidence of integration of concepts and skills from the entire program of study, and be utilized by learners within the instruction/training environment. In addition, students will reflect upon their coursework and experience through regular, comprehensive, reflective postings and responses tied to NBPTS National Board for Professional Teaching Standards, ISTE-S Standards, and assigned readings. This is a 16-week capstone course.

Credit Hours: 6

Prerequisite: EDU543 Teaching and Learning in the New Digital Landscape

EDU590 Appraisal of Student Learning

This course is designed to acquaint learners with the complex issues related to assessment and to provide first-hand experience in the development of high quality assessments, including the incorporation of a variety of technology tools in the assessment process. The course will investigate the purpose and application of assessments, the relationship between instructional outcomes and assessments, the development and implementation process for various types of assessments, the collection and use of assessment data, various scoring and grading methodologies, as well as concepts related to Next Generation Assessments. Participants will learn the uses and limitations formative assessment, summative assessment, and diagnostic assessment.

Credit Hours: 3

EDU591 Field Experience Special Education

This course is designed to provide the student with the opportunity to practice those attitudes, skills and behaviors necessary to provide positive leadership in an elementary, middle, or secondary school. During the experience, the student will be required to participate in three hundred (300) hours of field experience at the k-8 elementary or 7-12 secondary level, according to their intended certification area. Students are also reminded that the internship is not grade specific, but building level specific, and hours should be completed within the entire targeted certification level.

Credit Hours: 3

EDU596 Action Research II

Provides for the study of issues related to effective instructional practices, action research and student achievement improvement. The student will examine the literature of self-selected theoretical literature and their relevant pedagogical strategies for the purpose of designing an appropriate study and carrying out in a school classroom or any educational setting. The student will then write a report suitable for publication in an applied journal following APA style

(American Psychological Association, 6th Ed.). Electronic portfolios will also be completed during this three credit-hour (8 week) capstone course.

Credit Hours: 3

EDU597 Field Experiences II, Portfolio, School Improvement

This course is designed to provide the student with the opportunity to practice those attitudes, skills, and behaviors necessary to provide positive leadership in an elementary, middle, or secondary level.

Utilizing the practical experiences performed and related literature, the student will address one school improvement issue through the completion of a formal paper. Finally, an electronic professional portfolio aligned to the proper standards will be developed and submitted to the William Woods University TK20 assessment system as a graduation requirement.

(Prerequisite: No student may begin this Field Experience II/Portfolio/School Improvement Plan course unless all other M.Ed. program coursework has been completed prior to the first class session. If you have questions, contact your M.Ed. Academic Advisor immediately.)

Credit Hours: 3 (1 hour sections)

EDU 598 Elementary Field Experience

This course is designed to provide the student with the opportunity to practice those attitudes, skills and behaviors necessary to provide positive leadership in an elementary, middle, or secondary school. During the experience, the student will be required to participate in three hundred (300) hours of field experience at the k-8 elementary level. Students are also reminded that the internship is not grade specific, but building level specific, and hours should be completed within the entire targeted certification level.

Credit Hours: 3

EDU 599 Secondary Field Experience

This course is designed to provide the student with the opportunity to practice those attitudes, skills and behaviors necessary to provide positive leadership in secondary school. During the experience, the student will be required to participate in three hundred (300) hours of field experience at the 7-12 secondary level. Students are also reminded that the internship is not grade specific, but building level specific, and hours should be completed within the entire targeted certification level.

Credit Hours: 3

EDU600 Issues in School Superintendency

The purpose of this course is to familiarize students with the major technical and educational leadership functions of the superintendency. This course introduces foundational theory and practice of leadership skills, tasks, responsibilities and challenges as they are applied to school superintendents and central office administrators. Historical perspectives, issues and problems

facing the superintendent will also be examined. Organizational culture, the dynamics and politics of the superintendency and Board of Education relationships, plus other impacting elements (legal issues, fiscal responsibilities, and governance) will be studied. Leadership in today's schools is not learned in isolation. This course assumes that learning is a social process and will attempt to use this social process as the students learn about the superintendency.

Credit Hours: 3

EDU603 Curriculum Auditing & Mapping

This is a class in curriculum mapping and auditing (evaluation). It is designed to provide the learner with knowledge of the connection of mapping and auditing to improve student achievement. During the course students will learn the necessary steps to follow to successfully implement change in curriculum writing. Students will also map a subject/course using the studied method.

Credit Hours: 3

EDU605 Issues in Curriculum Leadership

This course is designed to give students the knowledge and understanding of the internal and external factors that impact curriculum and schools in our country today. Curriculum leaders must understand the dynamic nature of school environments in order to support continuous development and refinement of curriculum as a "living document" that evolves based on changing learner needs. Students will learn the impact that local, state, and federal mandates and programs have on their district's curriculum.

Credit Hours: 3

EDU610 Utilizing Statistical Procedures in Educational Research & Evaluation

This course will provide the educational practitioner with the knowledge, skills and techniques necessary to effectively collect, interpret and utilize data to drive the school improvement process. The course will include a discussion of basic statistical concepts as well as the procedures and skills necessary for the critical review of educational research. Finally, the course will address specific assessment and research data relevant to Missouri schools and provide the student the opportunity to implement knowledge and skills through case based practice. This course is not designed to make the student a statistician or to provide the background necessary to design and compile the statistics for a scholarly research proposal. It is designed with the practitioner in mind to give the student an overview of statistical processes as used in research.

Credit Hours: 3

EDU620 Effective School-Community Relations

This course is organized to provide practical, research-based information and skills development to help prepare administrators with skill in the area of public relations. It will

focus on both internal communications with staffing, as well as interrelationships of educators with students, parents, media, and others in the community. The course will provide a solid conceptual base for the development of an effective school public relations program and the development of effective written/oral communications. In addition, various media modes will be explored, with social media(s) and their impact upon the school and community. Emphasis on the benefit of taking proactive responsibilities that are needed to build and maintain effective relationships within an organization and community will also be examined. Efficient and effective crisis management and communicating through the media will also be studied.
Credit Hours: 3

EDU635 Curriculum Leadership

This course identifies the school leader's role in curriculum development and provides an overview of the history, foundation, and theory of curriculum. It addresses what constitutes a viable curriculum as well as effective practices for curriculum leadership. The course emphasizes the critical interrelationship of curriculum, instruction, assessment and curriculum management. In addition, it exposes students to various means of curriculum reform as well as a variety of reform initiatives.
Credit Hours: 3

EDU640 Human Resources in Education

This course focuses on the various statutory and procedural issues involved with human resources administration. Human resources planning, recruitment, selection, professional development, and evaluation will be addressed. Motivational issues related to human resources administration are also included as are issues related to both formal and informal negotiations. Finally, legal, ethical, issues related to human resources administration are explored.
Credit Hours: 3

EDU645 Application of Learning Frameworks

This course is designed to assist future Curriculum Leaders in gaining knowledge and understanding of developing and implementing a collaborative work culture for continuous effective review and revision of curriculum. Focus is on job embedded Professional Development with regard to culture change and sustainability. An emphasis will also be on developing and fostering high performing collaborative teams to enhance student learning and outcomes. Topics will include: Professional Learning Communities, Data Teams, Collaborative Work Initiatives, Culture Audit, Mindset, and Team Building for collaboration.
Credit Hours: 3

EDU650 School Finance

This course is designed to provide school leaders with a broad understanding of school finance

at the local, state, and national levels. The course will investigate various finance topics, detailing how they relate to local practice. Specific finance practices such as fund accounting, funds management, program management, taxes and tax rates, revenues and expenditures, and financial legal requirements will be examined. Budgeting and budget management including revenue and expenditure projections will be a primary focus. Additional topics will include operational management, economic impacts, and influence of legislative mandates. Upon completion of this course, the student will have an understanding of the major finance concepts that influence responsible public school fiscal management.

Credit Hours: 3

EDU653 School Plant and Facilities Development/Safety & Security

This course will incorporate planning, design, construction, management, safety, and maintenance involved in the innovative delivery of instruction as well as ongoing daily operations of district buildings and grounds. It will incorporate activities related to selecting architects, designing buildings for innovative instruction, enhancement of learning, construction and performance contracting, monitoring and tracking of maintenance, furnishing and equipping facilities, cleaning operations, and developing safe and secure buildings and grounds.

Credit Hours: 3

EDU655 Instruction and Assessment Design

This is a practical, hands-on course in which students will utilize the Wiggins & McTighe, Understanding by Design model to develop instructional lessons and units of study. Students will utilize Marzano's Formative Assessments and Standards-Based Grading System to design effective formative assessments for their units of study. Students will learn how to develop project-based learning experiences and create standards-based integrated curriculum using the Common Core State Standards.

Credit Hours: 3

EDU657 Field Experience

The student in EDU657 will be provided with the opportunity to practice the attitudes, skills, and behaviors necessary to provide positive and effective Superintendency at the school district and central office level. The student will earn a total of three (3) credit hours during the clinical experience, and will be required to participate in three hundred (300) hours of field experience related to the Superintendency. In collaboration with the University supervisor and a superintendent/certified central office administrator acting as the on-site supervisor, the student will select activities from the required and discretionary lists. The student will complete activities involving concepts of educational administration, management of school operations and services, personnel management, instructional programs and assessment, pupil personnel administration, and school—community relations as they align with the Missouri Superintendent Standards of effective Superintendency practice in education.

Credit Hours: 1

EDU673 Educational Reform and Urban Educational Issues

This course will help developing district leaders understand, facilitate and be proactive to the rapidly expanding scope of changes that are taking place in schooling and education. Basic principles of change, diffusion of innovations and research findings with case studies will be examined. Systemic change and leadership during times of change will be emphasized as well. School district leaders will study how the achievement gap, poverty and other urban educational issues impact student improvement, community perception and school reform. The course will also examine how social dynamics, cultural differences, pedagogy, physical/social environments and student resiliency play a part in making achievement gaps a lingering issue for educators.

Credit Hours: 3

EDU680 Advanced School Law and Policy Development

The course has been created to provide advanced and complex information, perspective and knowledge to educational administrators (including experienced principals and aspiring superintendents of schools) with necessary legal and administrative knowledge that will enable them to effectively conduct school business within legal frames. In addition, they will be able to operate school organizations and related environments within the constraints of state and federal law; including constitutional, statutory, administrative, civil, criminal, juvenile, and interpretive case law. Also, an understanding the policy and political frameworks of their district, state, and federal environment.

Credit Hours: 3

EDU690 Differentiated & Supplemental Program

This course is designed to offer prospective school leaders an introductory and survey course in the study of the myriad of differentiated and supplemental state and federal programs. The history, purpose, procedures, requirements and financial implications of selected programs will be examined that are common responsibility areas for school district leaders.

These programs are dynamic in nature and often reflect revisions and mandates annually as per the state and federal offices of education. Consequently, the course will be updated as changes evolve in the various programs studied. Additionally, the course facilitator may provide updated information regarding programs listed and/or new programs initiated.

Course content focuses on state and federal educational programs dating back to the historic 1965 **Elementary and Secondary Education Act (ESEA)**. Title I programming within this act has become the largest source of federal aid to elementary and secondary schools. The course also includes the most recent state supplemental programs from the Missouri Department of Elementary and Secondary Education (DESE).

Emphasis is placed on collaboration among class participants. A major dependence, with respect to accessing differentiated and supplemental program documents, administrative manuals, and other salient information, will be placed on the use of internet sites, and the ability to download (often in PDF formats) from the web. Upon completion of this course, students should possess knowledge sufficient to assist in the effective administration of state and federal differentiated and supplemental programs.

Credit Hours: 3

EDU696 Curriculum Leadership Practicum

This 3-credit hour (six week) capstone course is designed to provide the student with application and reflective opportunities using those attitudes, skills, and behaviors learned in previous Ed.S. program courses. Further, the course will embed additional field practice to prepare the student for the effective curricular design and instructional leadership skills necessary for success at the central school district administrative office and building levels. All written work will be developed individually, although interviews and data gathering may be completed through group effort. There will be no additional required textbooks for this course. Rather, all the textbooks and references (i.e. APA Manual,) used earlier in the other Ed.S. Program courses will be referred to, as needed, to complete the assignments in EDU 696. During the practicum, while the student completes the required assignments, they will simultaneously be completing activities (estimated to total about fifteen hours) that can be counted toward completion of the 40 total field experience hours required for the Ed.S. Program.

The student will be in the “field” observing, interviewing and gathering information from instructional staff in a school building and from the administrative staff at the central office of a school district. With the guidance of the university facilitator for EDU#696, the student will be exposed to, and produce, assignments involving concepts of administrative management of instructional programs and the development and monitoring of a school or district written curricula with student assessment.

The final curriculum project (which will be developed during this course via several sub-assignments) will be submitted at the end of this eight-week course. This final project is a requirement for graduation and will apply previous learning and skills developed throughout this Ed.S. Program for Instructional Leadership.

Credit Hours: 3

EDU697 School Portfolio Development & Field Experience

This course is designed to provide the student with the opportunity to practice those attitudes, skills, and behaviors necessary to provide positive and effective leadership at the school district and central office level.

The student will select, perform, and complete activities involving concepts of educational administration, management of school operations and services, personnel management, instructional programs, professional development, and assessment, pupil personnel administration, and school community relations as they align with the Missouri Superintendent Standards of effective leadership practice in education. Other Program of Education Standard bodies might also be required to make alignment to the student's work. The course will also assist the student in preparing for the certification examination, the Superintendent's Assessment, required in Missouri to be a certified Superintendent.

Credit Hours: 3

EDU710 Aspects of Leadership

As the world constantly changes, the expectations of leaders continue to increase. The effectiveness of a leader requires a high level of ability to work with others and respond to change. With the number of issues leaders continually face, the ability to create a vision of leadership and organize others into collective efforts to respond to the changing needs of society is a must. This course assumes that each individual has leadership potential and that leadership qualities can be developed through a series of experiences and reflections. Class activities will create opportunities to evaluate and assess leadership roles and practices along with documenting leadership experiences. Success in this course requires demonstrated mastery of theoretical concepts, capacity for collaborative work and the thoughtful integration of theory and practice.

Credit Hours: 3

EDU720 Quantitative Analysis II

This course will provide the doctoral candidate with the skills and training necessary to engage in the analysis of statistical data. The course is designed with the dissertation in mind, and it will provide students with the skills necessary to undertake a quantitatively oriented dissertation, if they so choose.

The course will briefly review basic statistical concepts, and it will also introduce students to more advanced techniques such as correlation, t-tests, and multiple regression. The emphasis of the course will be on a conceptual understanding of the various statistical techniques. Students will also gain experience in using SPSS® in order to conduct the various types of analysis.

Credit Hours: 3

EDU730 Effective Educational Systems

This course is designed to assist educational leaders in assessing needs and planning and communicating the importance and content of the effective school improvement plan. Building curriculum, designing instructional activities, maintaining positive school climate and assessing organizational performance through improvement planning are primary responsibilities of

school/district leadership. This course will utilize an inquiry format into school effectiveness with students taking major responsibility for guiding the class discussion. The work will take a critical slant, interrogating traditional ideas about the means and ends of public education and proposing alternative solutions. This course is designed to encourage and assist students in deconstructing traditional ways of thinking about effectiveness and to critically examine traditional measures of effectiveness (i.e., assessment scores, dropout rates, etc.). The intent of the deconstruction and critical examination is not to diminish the importance of measuring school effectiveness, but rather to appreciate the inherent complexity of the issue and to understand and acknowledge relevant limitations in ways that can inform the work of scholarly practitioners.

Credit Hours: 3

EDU740 Exploration of Qualitative Research

This course will introduce educational leaders to concepts and strategies in qualitative research in preparation for conducting independent research. Students will discuss future trends, issues, and problems in academic educational systems. Students will critically understand and develop a qualitative research design as it applies to an educational issue. Course topics will include the framing of research questions, identifying data and data sources, and using theory in the design process.

Credit Hours: 3

EDU750 Organizational Learning and System Change

This course focuses on systems thinking, personal and organizational behaviors, and leadership approaches to the change process. Students will demonstrate ethical thinking and action in organizational settings by re-conceptualizing leadership roles and organizational structures. Students will learn concepts and theories and be able to apply them to their educational organizations. The design is to use case studies, experiential exercises, dialogue and group activities to interact with the pedagogy and concepts learned during the course.

Credit Hours: 3

EDU760 Program Evaluation and Strategic Planning

This course will examine concepts, methods and approaches in the field of evaluation research. Students will be exposed to the theoretical and methodological diversity inherent in current evaluation practices. This course will also incorporate strategic planning models, forecasting methods, trend analysis, and future planning. Students will learn how to manage growth, change, and organizational improvement through the evaluation of educational programming.

Credit Hours: 3

EDU780 Dissertation Proposal Seminar

The goal of this course is to help the student through the next stage of their dissertation writing process – a draft dissertation proposal. The student will write and revise their draft proposal and receive individualized feedback from peers and the instructor(s). By the end of the course, the student will have a draft proposal. This proposal can serve as a detailed outline/idea to WWU Doctoral faculty members before embarking on to the actual proposal stage. The student will also have the opportunity to improve as a reader, writer, and researcher and gain an awareness of what works best in their own reading, writing and researching processes. WWU Doctoral faculty members will also be visiting students and provide background/input and share experience related to dissertation writing.

Credit Hours: 3

EDU781 Dissertation Seminar

The goal of this course is to help students through the final stages of their dissertation writing process— Institutional Review Board (IRB) approval, logistics of collecting data, developing the findings and creating the conclusions to the study (chapters four and five of their dissertation). Students will develop the survey instrument or their method of data collection, collect the data and begin assimilating the findings and conclusions. By the end of the course, the student will have collected the data and started the development of a rough draft for chapters four and five.

Credit Hours: 3

Prerequisite: EDU780 with passing scores on written comps

EDU790 Research Seminar

This course is designed to allow students time to continue in writing their dissertation. Students will enroll in the course every term until completion and defense of their dissertation.

Credit Hours: 1

Prerequisites: EDU781

Graduate Faculty

Members of the Graduate Faculty at William Woods University may teach courses at the graduate level and may serve on dissertation committees.

*Graduate faculty designated as Graduate Fellows may serve as chairs of dissertation committees.

Professor

Linda M. Davis, Professor of Management Information Systems; B.S., University of Nebraska; M.Ed., Ed.S., Ph.D., University of Missouri.

Doug Ebersold*, Dean of Graduate Education, Professor of Educational Leadership; B.S., M.Ed., Ed.S, University of Central Missouri; Ed.D., University of Missouri.

Julia A. Hertzog*, Professor of Education Psychology; B.A., M.Ed., Ph.D., University of Florida.

Cynthia Kramer, Professor of Legal Studies; B.A., Oklahoma State University; J.D. University of Tulsa; LL.M, University of Missouri.

Aimee Sapp*, Vice President of Academic Affairs, Dean of the Undergraduate College, Professor of Communication Arts; B.S., William Woods University; M.A., University of Northern Colorado; Ph.D., University of Missouri.

Betsy Tutt*, Vice President of Academic Affairs, Dean of the Graduate College, Professor of Education; B.A Miami University; M.A. University of Illinois; Ph.D., University of Missouri.

Michael W. Westerfield*, Executive Vice President of Academic Affairs, Professor of English; B.A. Harding University; M.A., Pittsburg State University; Ph.D., University of Nebraska.

Associate Professor

Lee Bailey, Dean of Graduate Business, Associate Professor of Accounting; B.A William Woods University; M.A., Webster University; J.D., William Howard Taft University; CPA.

Erlene Dudley, Associate Professor, Library Director; B.S., State University of New York; M.L.S., University of Washington.

Allan Ensor*, Associate Professor of Special Education; B.A. Kansas State College at Pittsburg; B.S.E., Missouri Southern State College; M.S., Pittsburg State University; Ph.D., University of Missouri.

Lynn Hanrahan*, Associate Professor of Educational Leadership; B.S., University of Central Missouri; M.A., Ed.S., Ph.D., St. Louis University.

Carrie McCray, Associate Dean of Assessment, Associate Professor of American Sign Language Interpreting; B.S., M.Ed., William Woods University; Ph.D., University of Missouri.

Greg Smith, Associate Professor of English; B.A., M.A., Ph.D., Western Michigan University.

Leslie Trogdon*, Associate Professor of Educational Leadership; B.S. Missouri State University; M.Ed., University of Missouri; Ed.S., Ed.D., William Woods University.

Paul Sturgis*, Associate Professor of Sociology, Director of institutional Research; B.S., M.A., Lincoln University; Ph.D., University of Missouri.

Stephanie Wells, Associate Professor of English; B.S., M.A., Southwest Missouri State University; Ph.D., University of Missouri.

Elizabeth Wilson*, Associate Professor of Social Work; B.S. Ed., M.S.W. Ph.D., University of Missouri.

Assistant Professor

Caroline Boyer*, Assistant Professor of Psychology, Chair of Arts and Behavioral Sciences; B.S., Ursinus College; Ph.D., George Mason University.

Linda Duke, Assistant Professor of Marketing; B.A., Columbia College; M.B.A., William Woods University; D.Mgt., Webster University.

Tom Frankman*, Associate Dean of Academic Services and Accreditation Processes, Assistant Professor of Education; B.A. University of Arizona, M.Ed., Ph.D., Arizona State University.

Jim Head, Assistant Professor of Education, Director of Field Experience, B.S.E., M.A., Ed.S., Truman State University.

Timothy Hanrahan, Assistant Professor of Physical Education, Chair of Education, Human Performance, and Humanities; B.S., Truman State University; M.A., University of Central Missouri; Ph.D., Walden University.

Erik Hillskemper, Assistant Professor of English, B.A., M.A., California State University; Ph.D., University of Aberdeen, Scotland.

Steve Huenneke, Assistant Professor of Economics; B.J., University of Missouri; M.S., North Texas State University; Ph.D., Kansas State University.

Jill Mahoney, Assistant Professor, Librarian; B.A., Webster University; M.A., University of Missouri.

Assisting from Other Departments

Venita Mitchell, Vice President and Dean of Student Life; B.S. and M.S, Virginia Commonwealth University; Ph.D., University of Missouri.

Adjuncts

Graduate College of Business

Scotty Allen, B.S., Missouri State University; J.D., Washington University.

Cheryl Avant, A.S., Columbia College; B.S., and M.B.A., Lincoln University; Ph.D., Rural Sociology University of Missouri.

Richard Buchli, M.B.A., Dominican University.

Eric Brown, B.S., Western Illinois University; M.S., in IT Capella University.

William Campbell, B.A., Doane College; J.D., Creighton University School of Law; M.S.Ed., Ed.S.P., Southwest Missouri State University; Ed.D., (all but Dissertation) University of Missouri.

Anthony Clark, Ph.D., University of Missouri.

Bari Courts, Ph.D., Cappella University.

Dewey Crepeau, J.D., University of Missouri.

William Dellinger, B.B.A., M.B.A., A&M University; J.D., University of Missouri.

Stephen Forsha, B.S., Northern Michigan; M.B.A., William Woods University; D. Mgt., Webster University.

Randy Gilliland, CPA, B.S., Southeast Missouri State University; M.B.A., William Woods University.

Steve Halter, B.S., Southeast Missouri State University; M.B.A., William Woods University.

Wendy Harrington, B.S., William Woods University; M.B.A., Ed. D., University of Missouri.

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Todd Larivee, B.S., Truman State University; M.B.A., William Woods University.

Daniel Lauder, Ed. D., Maryville University.

Paul Logue, B.S., McNeese State University; Master Finance, Tulane University.

Thomas Luckenbill, B.S., M.B.A., J.D., University of Missouri.

Thomas Mann, B.A., M.A. Economics, University of Missouri; J.D., University of Arkansas.

Monty McNair, B.S., University of Texas; M.B.A., University of Dallas; Ph.D., Trident University International.

Calvin Nobles, Ph.D., Northcentral University.

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Stella Rostkowski, Ph.D., Capella University.

Becky Stocker, B.S., University of Tennessee; M.S.W., University of South Carolina; D.B.A., Argosy University.

William Wells, Ph.D., University of Missouri.

Kerri Willing, CPA, B.S., Quincy University; M.Ed., University of Missouri.

Debbie Wilson, D.M.G., Colorado Technical University.

Catherine Zacharias, B.A., University of Missouri; J.D., St. Louis University School of Law.

Graduate College of Education

Robert Abeln, B.A., University of Northern Colorado; M.S., Southwest Missouri State University; Ed.S., Southwest Missouri State University; Ed.D., University of Missouri.

David Adams, B.S.E., Missouri Southern College; M.S., Pittsburgh State University; Ed.S., Pittsburgh State University.

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Paul Barger, B.S.W., Northwest Missouri State University; M.Ed., Northwest Missouri State University; Ed.S., Northwest Missouri State University; Ed.D., University of Missouri.

Steven Beckett, B.S., Central Missouri State University; M.Ed., Central Missouri State University; Ed.S., Central Missouri State University; Ph.D., Lacrosse University.

Walt Belcher, B.S., Missouri Valley College; M.S., William Woods University; Ed.S., William Woods University.

Brian Bell, B.S.E., Missouri State University; M.Ed., Missouri State University; Ed.S., Missouri State University.

Della Bell-Freeman, B.S.E., University of Columbia; M.Ed., William Woods University; Ed.D., Saint Louis University.

Chris Berger, B.S., College of the Ozarks; M.Ed., Southwest Missouri State University; Ed.D., Saint Louis University.

Bob Biggs, B.S., Henderson State University; M.S., Henderson State University; Ed.S., University of Arkansas; Ed.D., University of Arkansas.

George Boddy, B.S., South Dakota State College; M.Ed., South Dakota State College; Ph.D., The University of Nebraska.

Julie Ann Bower, B.S., William Woods University; B.A., Eastern Washington University; M.Ed., University of Missouri; Ed.S., William Woods University.

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Jane Brown, B.S., Southwest Baptist University; M.Ed., Missouri State University; Ed.S., University of Missouri; Ed.D., Missouri Baptist University.

Steve Bryant, B.S., Southwest Missouri State University; M.Ed., University of Missouri; Ed.S., Southwest Missouri State University; Ed.D., William Woods University.

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Keri Cavanah, B.S., University of Central Missouri; M.Ed., Northwest Missouri State University; Ed.S., Northwest Missouri State University.

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James Chandler, B.A., Blackburn College; M.ed., William Woods University; Ed.S., William Woods University; Ed.D., Saint Louis University.

Theresa Christian, B.A., Central Methodist College; M.Ed., Drury University; Ed.D., University of Missouri.

Eric Churchwell, B.S.E., Northeast Missouri State University; M.Ed., William Woods University; Ed.S., William Woods University.

Kathy Claxton, B.S., Arkansas State University; Ed.S., Missouri State University.

Patricia Cleveland, B.S.E., Central Missouri State University; M.Es., Central Missouri State University; Ed.S., Missouri State University.

Dennis Coffel, B.S., Missouri Southern State University; M.A., Truman State University.

Kenneth Cook, B.S., Southeast Missouri State University; M.Ed., Southeast Missouri State University; Ed.S., Missouri State University.

Gary Copeland, B.S.E., Arkansas State University; M.Ed., Arkansas State University; Ed.S., Southeast Missouri State University.

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Shirley Cummins, B.S., Missouri Southern State University; M.S.Ed., Pittsburgh State University; Ed.S., Southwest Missouri State University.

Larry Cunningham, B.S., West Texas State University; M.A., Truman State University.

Fred Czerwonka, B.S., Freed Hardeman University; M.Ed., Freed Hardeman University; Ed.S., Saint Louis University; Ed.D., Saint Louis University.

Darrell Davis, B.S., William Jewell College; M.Ed., University of Missouri.

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