

College of Education

College of Education Home Page

About the College

The College of Education is a comprehensive college offering a variety of programs at all levels that lead to exciting and rewarding career opportunities. It takes many types of education professionals to prepare our children, youth and adults for an ever-changing world. The College's faculty, staff, and community partners are committed to providing experiences to build the knowledge and skills needed for individuals to be successful in multiple educational settings and occupations. These careers include teachers, principals, and superintendents for K-12 districts, schools, and classrooms; teachers and administrators for informal education organizations like museums, zoos, and nature centers; counselors and mental health professionals for schools, hospitals, corporate employee assistance programs, clinics and private settings; and postsecondary leaders and instructors for community colleges, career technical schools, and four-year colleges and universities.

The College has 45 full-time faculty, of which 11 are endowed professors and two are Curator's Teaching Professors, and over 200 part-time clinical faculty with years of direct classroom experience. The College offers six undergraduate degrees, 32 undergraduate and post-baccalaureate teaching certificates, seven Master's degrees, many graduate certificate programs, two Educational Specialist degrees, and two Doctoral degrees. By reaching out and partnering with a vast array of educational, business and community resources, our College can provide opportunities for faculty and students to develop professional connections which will improve their careers as well as their communities.

Support Services

Student support is provided through the **Office of Advising and Student Services (OASIS)**, 116 South Campus Classroom Building. This office contains a staff of professional undergraduate and graduate academic advisors who provide both undergraduate and graduate students with the academic support they need to satisfy the requirements for state teacher certification as well as undergraduate and graduate degree program requirements.

The **Office of Clinical Experiences and School Partnerships**, 203 South Computer Building, houses professional staff who coordinate teacher education clinical experiences.

Accreditation

The College of Education is fully accredited by the National Council for Accreditation of Teacher Education, now called the Council for the Accreditation of Educator Preparation, and the Department of Elementary and Secondary Education for the preparation of early childhood, elementary, middle, secondary, physical, and special educators and the preparation of administrators, counselors, and school psychologists. Additionally, the Council for Accreditation of Counseling and Related Educational Programs accredits our Counseling programs and the National Association for School Psychology accredits our School Psychology program.

Centers and Initiatives

The College hosts many centers and initiatives that enhance the experience of students in our programs. Among these are: the Center

for Character and Citizenship; The Center for the Research and Study of Disability, Education, and Culture; the E. Desmond Lee Technology and Learning Center; the Gateway Writing Project; the Richard Burnett Literacy Clinic; Math and Science Education Central; the School and Family Counseling Center; the Urban Leadership Initiative; and the University Child Development Center. We also sponsor nine charter schools.

Course Designations in the College of Education

The following abbreviations are used to indicate instructional areas in the course listings and descriptions in the College of Education.

Counselor Education Courses (**CNS ED**)
 Early Childhood Education Courses (**ECH ED**)
 Educational Administration Courses (**ED ADM**)
 Educational Foundations Courses (**ED FND**)
 Educational Psychology Courses (**ED PSY**)
 Educational Research and Evaluation Methods Courses (**ED REM**)
 Educational Technology Courses (**ED TECH**)
 Elementary Education Courses (**ELE ED**)
 Middle Education Courses (**MID ED**)
 Higher Education Courses (**HIGHERED**)
 Health and Physical Education Courses (**HLTH PE**)
 Physical Education (**PHY ED**)
 College#Wide Education Courses (**EDUC**)
 Secondary Education Courses (**SEC ED**)
 Special Education Courses (**SPEC ED**)
 Teacher Education Courses (**TCH ED**)

Teacher Education

Degrees and Areas of Concentration

Students may earn teacher certification in the fields of elementary education/special education, elementary education/TESOL endorsement, early childhood education/early childhood special education, middle school, music education, physical education special education (cross categorical), art education, as well as the secondary education areas of biology, chemistry, English, foreign languages (French, German, Spanish), mathematics, physics, and social studies. Students with a Bachelor's degree can combine educator preparation and Master's work in selected areas. Graduate programs leading to certification are also offered in counseling, reading, school administration (elementary and secondary principal, school superintendent), and special education.

The following certification programs are designed to provide the following learning outcomes. Upon successful completion of the programs, education candidates will:

- Understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful for students.
- Understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of all students.
- Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
- Recognize the importance of long-range planning curriculum development and develop, implement and evaluate curriculum based upon student, district, and state performance standards.
- Use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Model effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- Develop skills to become a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.
- Foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.
- Understand theories and applications of technology in educational settings and have adequate technological skills to create meaningful learning opportunities for all students.
- Also, education candidates upon successful completion of their program, master DESE professional standards.
- Submission of qualifying scores on a qualifying exam approved by the Missouri Department of Elementary and Secondary Education in areas of English, writing, mathematics, science and social studies. Students should consult OASIS for test descriptions, cost, required scores, dates of administration, retest policies, etc. (Students who have an earned bachelor's degree are not required to pass the qualifying exam).
- Completion of 60 hours of college or university courses (at UMSL or another accredited school).
- A grade point average of 2.75 or higher.
- Approved results of the Family Care Safety Registry.
- A clear TB test or chest x-ray, if appropriate.

General Information

It is important that students meet with an academic advisor in the Office of Advising and Student Services once each semester. Students should contact the office at 314-516-5937 to schedule an advising appointment.

Practica Semesters

All teacher education students, except for those enrolled in music education, participate in a year-long practica in teaching. Students complete one electronic application two semesters prior to Practicum I for both Practicum I and Practicum II. Practicum I is a three-credit hour course for all programs except Physical Education. The PE internship is a two-credit hour course. Practicum I is taken the semester prior to Practicum II and involves one or two full days each week at a designated school site. During the Practicum II semester, students are present at the designated site on a full-time basis, four to five days per week. Practicum II is a 12-credit hour course. Teach in 12 certification students who are interested in seeking a Master's degree should consult with an advisor.

Application to Practica

The application can be found at <http://coe.umsl.edu/portal>. Deadlines for the Formal Application are May 31 for January Practicum I candidates, December 31 for August Practicum I candidates and August 1 for Teach in 12 certification candidates starting in August.

Upon receipt, formal applications for both pre- and post-degree (Teach in 12) students are checked to ensure they have met the following requirements:

- Admission to the teacher education program for both pre- and post degree (Teach in 12) students.
- A cumulative grade point average of at least 2.75 or above by the semester prior to the semester in which students plan to student teach. A 2.75 grade point average must be attained in order to graduate with a B.S. in education degree and/or be certified to teach in the state of Missouri. A 3.0 grade point average must be attained in professional education courses.
- Grade point average of 3.0 in the teaching field (secondary education students only).
- A grade of C or higher in all professional education courses. Lists of these courses are available in the OASIS office and from advisors.
- Completion of TB screening, Missouri Family Care Safety Registry check, FBI check and Missouri substitute certificate.
- Undergraduate students are required to have passed all sections of the qualifying exam designated by the Missouri Dept. Of Elementary and Secondary Education

General Education Requirements

Students in the College of Education must meet university and departmental general education requirements (<http://bulletin.umsl.edu/generaleducationrequirements>) specified for their degree programs.

Academic Residence

Students must be in residence for 30 of the last 30 semester hours of credit. Courses graded on a satisfactory/ unsatisfactory basis are not accepted within these last 30 semester credit hours. This residency requirement applies to students seeking a degree or teacher certification.

Education Majors

Professional education courses must be completed with a grade point average of 2.5 and no grade lower than a C (2.0).

The Cumulative, Content Area, and Professional Education grade point averages required for admission to the Teacher Education Program at UMSL are subject to changes in grade point average requirements promulgated by the Department of Elementary and Secondary Education.

Admission to the College of Education

Any students who designate education degree programs as their intended degree paths will have Education as their assigned academic unit. Students admitted to the College of Education and seeking teacher certification must also be admitted to the Teacher Education Program.

Application and Admission to the Teacher Education Program

The application can be found at <http://coe.umsl.edu/portal>

All students (pre- and post-degree) who wish to become teachers must be admitted to the Teacher Education Program. Applications to the Teacher Education Program are processed through the Office of Advising and Student Services (OASIS). Eligibility is based upon fulfillment of the following requirements:

The Practicum II experience in art, music, and physical education provides opportunities in a variety of settings. Students will be expected to student teach on a full-day basis for 15 weeks during an entire semester. Practicum II must be completed in residence.

For further information regarding requirements and certification, contact the Office of Advising and Student Services, 314-516-5937, 116 SCCB or consult the College of Education Advising Home Page (<http://coe.umsl.edu/advising>).

Application for Degree and/or Certificate Bachelor of Science in Education (B.S. Ed.)

Candidates for the B.S.Ed. degree must complete the graduation application; and undergraduate music and art students, as well as candidates interested in post-degree teacher certification in physical education must complete a certification application form in the Office of Advising and Student Services when they apply for admission to Practicum or during the semester before the one in which they expect to complete degree requirements. See information below on the state-required exit examination.

Bachelor of Educational Studies (B.E.S.)

Candidates should consult with the Office of Advising and Student Services or (314) 516- 5397 for more information. This degree offers four areas of study. **It does not qualify students for Missouri Teacher Certification.** Visit the Educator Preparation, Innovation, and Research Department home page for more information.

Certification

In cooperation with the Missouri State Department of Elementary and Secondary Education, the College of Education is responsible for recommending all qualified students for state teacher certification. The curriculum usually meets all requirements for the Missouri Department of Elementary and Secondary Education (DESE) Teacher Certification.

DESE requirements, however, are subject to change and additional courses beyond degree requirements may be needed to obtain certification.

All teacher education candidates must pass the appropriate Missouri Content Assessment(s) in order to satisfy the degree requirements to earn the Bachelor of Science in Education degree. This exam must be taken during Practicum I.

Students are not required to pass the Missouri Pre-Service Teacher Assessment (MoPTA), submitted during their Practicum 2 placement, for conferral of the Bachelor of Science in Education degree. However, in order to receive state teacher certification from the Department of Elementary and Secondary Education, teacher education candidates will have to pass the MoPTA per DESE's required score.

Latin Honors Requirements

In accordance with the University's Latin Honors policy (<http://bulletin.umsl.edu/undergraduatestudy/#academicrecognitiontext>), candidates graduating from the College of Education in the 2017-2018 Academic Year must meet the following GPA qualifications:

Summa Cum Laude	4.000
Magna Cum Laude	3.968
Cum Laude	3.876

Graduate Studies in Education

Degrees and Areas of Emphasis

The College of Education offers Master of Education (M.Ed.), Educational Specialist (Ed.S.), and doctoral degrees at the graduate level. The M.Ed. degrees and the emphasis areas are:

Adult and Higher Education

- Adult Education (beginning Fall 2017, the College of Education is no longer accepting applications for this emphasis area)
- Higher Education

Counseling

- Community Counseling
- Elementary School Counseling
- Secondary School Counseling

Educational Administration

- Community Education
- Elementary Administration
- Secondary Administration

Elementary Education

- Early Childhood Education
- General emphasis
- Reading emphasis

Secondary Education

- Curriculum and Instruction
- General
- Middle Level Education
- Reading
- Teaching English to Speakers of Other Languages

Special Education

- Autism & Development Disabilities
- Cross Categorical Disabilities
- Early Childhood/Special Education

Educational Psychology

Courses are available for areas of specialization within the M.Ed. programs, including educational technology, physical education, and the various secondary school subject areas.

Ed.S. degree programs are available in school psychology and educational administration.

Programs leading to the Ph.D. degree are offered in the areas of Counseling, Educational Psychology, Teaching-Learning Processes, and Educational Leadership and Policy Studies. The Ed.D in Educational Practice admits students to the thematic learning communities announced in January for study commencing the following fall.

Master of Education Degree

The Masters of Education Degree programs are designed for graduates to attain the following learning outcomes:

- Understand the major theories in the discipline of study.
- Attain a solid foundation in the overall field of education in general, including areas of social justice, educational leadership and advocacy, educational psychology and research.
- Attain a depth of knowledge in the primary discipline.
- Think critically.
- Develop skills as a reflective practitioner to be able to create and sustain change.
- Conduct teacher research.

Admission and General Requirements

The College of Education follows Graduate School policies relating to admissions, academic standards, residency, transfer credit, time limitations, and thesis options (see Graduate Study in this Bulletin). In addition to meeting the general requirements of the Graduate School, applicants for counseling and education administration must complete a separate application (see graduate studies in the Counseling Department and the Educational Leadership and Policy Studies Department pages in this Bulletin). The minimum number of hours required for the M.Ed. degree is 33 except that the elementary, secondary counseling emphases required 48 hours and the mental health emphasis required 60 hours. The school has adopted a flexible policy on exit requirements, which are determined departmentally.

Advisement and Program Planning

Upon acceptance, each student is assigned a faculty advisor but should make an advising appointment for their first semester only with an OASIS advisor. A faculty advisor counsels the student in registration and program planning thereafter. A program for master's degree form must be completed during the first semester of the student's program. This form includes all course work in the program and the exit requirement.

Students working toward teacher and/or school service personnel certification as graduate students should complete state certification forms in the OASIS one year before those requirements will be completed.

Educational Specialist Degree

The Ed.S. degree is intended for school personnel preparing for a specific role, either that of a school psychologist or that of a school building or district administrator. The programs require 60 hours of postbaccalaureate course work designed to meet the respective Missouri certification requirements. The Ed.S. in School Psychology degree program requires three years of intensive, full-time, training but students may be able to complete up to half of the curriculum as a part-time student. The Ed.S. in Educational Administration can be pursued on a part time or a full time basis and can include credits taken in an M.Ed. in Educational Administration program.

The Educational Specialist Degree program is designed for graduates to attain the following learning outcomes:

- Expand their knowledge of the major theories in their area of specialty.
- Attain a solid foundation in the field of education in general and a depth of knowledge in the specialty.
- Think critically.
- Develop skills to become a reflective practitioner.

- Mentor teachers and other practitioners as a specialist in a specific area.
- Understand research methods in education.
- Conduct research.
- Demonstrate leadership skills and attributes.

Admission and General Requirements

The College of Education follows Graduate School policies relating to admissions, academic standards, residency, transfer credit, time limitations, and exit requirements. Specific materials required for application vary by program, but generally applicants should submit an application to The Graduate School, transcripts of previous college work, and letters of recommendation.

Advisement and Program Planning

For advising and program planning, school psychology students should contact the Department of Educational Psychology, Research and Evaluation, 402 Marillac Hall, 314-516-5783. Educational administration students should contact the Department of Educational Leadership and Policy Studies, 269 Marillac Hall, 314-516-5944.

Doctor of Education in Educational Practice Degree

The Ed.D. in Educational Practice degree is designed for educational practitioners interested in: (1) leading critical analyses of existing problems of practice and (2) proposing solutions to those problems of practice that can be assessed for effectiveness. Students are admitted to a learning community of practice, under the mentorship of a faculty team, that focuses on an area of educational practice (theme).

The Ed.D. in Educational Practice is designed for graduates to attain the following learning outcomes, based on the Carnegie Project on the Education Doctorate-inspired principles for the professional practice doctorate in Education:

- Constructs and applies knowledge to make a positive difference in educational environments
- Demonstrates collaboration and communication skills in working with diverse communities and in building partnerships
- Possesses a professional knowledge base that integrates practical and research knowledge
- Links theory with systemic and systematic inquiry
- Generates, transforms, and uses professional knowledge and practice
- Understands the value and function of building a community of practice
- Generates solutions to complex problems of practice that are equitable, ethical and socially just

Note that this Doctor of Education in Educational Practice is the currently available program. The Doctor of Education in Adult & Higher Education, Education Administration, Teaching-Learning Processes, and Counseling is shown for the convenience of those previously admitted and still completing degree requirements.

Students seeking the Ed.D. degree are expected to meet the Graduate School's (<http://bulletin.umsl.edu/graduateschool>) relevant practitioner doctoral degree requirements and procedures.

Degree requirements

1. Learning Community of Practice Seminars

EDUC 7600	Learning Community of Practice I	
EDUC 7610	Learning Community of Practice II	
EDUC 7620	Learning Community of Practice III	
EDUC 7630	Learning Community of Practice IV	
EDUC 7640	Learning Community of Practice V	
EDUC 7650	Learning Community of Practice VI	
2. Laboratory of Practice		
EDUC 7889	Laboratory of Practice	
3. Common Courses 8		
EDUC 7605	Scholarship of Teaching and Learning in Educational Practice	
EDUC 7615	Evaluation of Educational Programs	
EDUC 7625	Building Socially Just Educational Communities	
EDUC 7635	Ethical and Legal Issues in Educational Practice	
4. Inquiry Approach Electives, minimum 4 hours selected from the following: 4		
EDUC 7205	Action Research for Educational Practitioners	
EDUC 7210	Survey Design for Educational Practitioners	
EDUC 7215	Data Analysis for Educational Practitioner	
EDUC 7220	Designing Research for Educational Practitioners	
EDUC 7225	Ethnography for Educational Practitioners	
EDUC 7230	Interviewing for Educational Practitioners	
EDUC 7295	Inquiry Seminar for Educational Practitioners	
5. Tool Course Electives, minimum 4 hours selected from the following: 4		
EDUC 7305	Representing Data for Educational Practitioners	1
EDUC 7310	Integrating Technology in Learning for Educational	1
EDUC 7315	Project Management for Educational Practitioners	1
EDUC 7320	Financial and Budgeting Skills for Educational Practitioners	1
EDUC 7325	Grant Writing for Educational Practitioners	1
EDUC 7330	Human Relations Skills for Educational Practitioners	1
EDUC 7395	Tool Seminar for Educational Practitioners	1
6. Specialization 30-60		
Courses in an area of specialization (can include Master's or Education Specialist work)		
7. Dissertation in Practice 8		
Total: minimum 80 hours, post-bacclaureate		

Doctor of Education Degree

The Ed.D. degree is a research degree for practitioners and prepares professional leaders who are competent in identifying and solving complex problems in education. Four emphasis areas embrace general categories of professional activities: Educational Administration; Adult & Higher Education; Teaching-Learning Processes; and Counselor Education. The Educational Administration emphasis permits students with Ed.S. degrees in Educational Administration to complete the research course and dissertation requirements for a doctorate.

The Ed.D. program is designed for graduates to attain the following learning outcomes:

- Understand the major theories in their primary and secondary disciplines.
- Attain a solid foundation in the field of education in general and a depth of knowledge in the primary discipline.
- Think critically.
- Locate literature in the primary and secondary disciplines.
- Understand research methods in education.
- Conduct research.
- Demonstrate leadership skills and attributes.

Students seeking the Ed.D. degree are expected to meet the Graduate School's doctoral degree requirements and procedures.

Admission and General Requirements

In addition to meeting the application and admissions requirements of the Graduate School, students must submit three letters of recommendation (two letters must be from individuals with an earned doctorate, preferably prior instructors), along with a professional resume. Because enrollment is competitive, admission standards are comparatively high. Successful candidates must exhibit significantly above-average academic records and GRE scores. In exceptional cases, other criteria may outweigh these customary indicators of probable academic success. Applicants to the Counselor Education option are considered once per calendar year with an application deadline of December 1st. Applicants for the other options are considered twice per year with application deadlines of October 1st and March 1st.

At least two years of teaching or other school service experiences are required for admission. Exceptions may be made by substituting a supervised internship during the first year of the program.

Admission Application

To ensure time for review and decision, applicants must complete the Graduate School's and program applications and submit accompanying materials in a timely manner. In addition, applicants are urged to request transcripts and letters of recommendation two weeks before completing the online application. Consideration of applications cannot be undertaken until all materials are available.

Degree Requirements ¹

1. Foundations	12
12 hours from the following:	12
philosophical, historical, psychological, sociological, anthropological, and comparative foundations of education, as well as curriculum, instruction and supervision.	
2. Research Methods	12

Students in the Educational Administration, Adult and Higher Education, and Teaching-Learning Processes options should complete the following or equivalent in order:²

ED REM 6735	Statistical Analysis For Education Research (pre-requisite)	
ED REM 6750	Advanced Research Design In Education	
Plus any two methods courses from the following:		
ED REM 7771	Quantitative Research Methods I	
ED REM 7772	Quantitative Research Methods II	
ED REM 7781	Qualitative Methods In Educational Research I	
ED REM 7782	Qualitative Methods In Educational Research II	

For Ph.D. students in the Counseling emphasis area, the recommended sequence is:

ED REM 6718	Psychoeducational Assessment And Intervention	3
ED REM 7771	Quantitative Research Methods I	
ED REM 7781	Qualitative Methods In Educational Research I	
Select one of the following:		
ED REM 7772	Quantitative Research Methods II	3
ED REM 7782	Qualitative Methods In Educational Research II	

3. Common doctoral seminars 6

EDUC 7050	The Research Process I:Framing Research Questions Within Educ Lit	
or CNS ED 7020Seminar In Counseling Research		
EDUC 7950	Research Process II: Developing & Refining Ed Research Proposals	3

4. Major Specialization 21-39

Educational Administration Option		
Educational Administration (ED ADM) or other courses selected in consultation with the advisory committee, including internship (3-9 hours)		
Adult and Higher Education Option		
Adult Education (ADULT ED) or Higher Education (HIGHERED) or other courses selected in consultation with the advisory committee, including internship (3-9 hours)		
Teaching-Learning Processes Option		
Teacher Education (TCH ED) courses or courses in education in a teaching field, including courses on curriculum construction and the design and improvement of instruction, all selected in consultation with the advisory committee, including internship (3-9 hours)		
Counselor Education Option(30 hours)		
CNS ED 6410	Advanced Career Development	3
CNS ED 6600	Theories and Techniques of Counseling Children and Adolescents	3
CNS ED 7000	Advanced Theories And Foundations Of Counseling Psychology	3
CNS ED 7010	Advanced Multicultural Counseling	3
CNS ED 7030	Counselor Education And Supervision	3
CNS ED 7035	Counselor Education & Supervision Practicum	3

CNS ED 7400	Advanced Topics in School Counseling Leadership	3
CNS ED 7770	Doctoral Practicum	3
CNS ED 7780	Doctoral Internship	6

5. Minor Specialization 12-18

A secondary area of expertise identified in consultation with the advisory committee

6. Dissertation 12

EDUC 7999	Dissertation Research	
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¹ Minimum 90 hours, postbaccalaureate.

² This sequence totals 12 hours of methods courses. Any remaining required hours could be completed with other ED REM courses numbered 6000 or higher or research courses in another curriculum.

³ Or, for student in Counselor Education, CNS ED 7020 Seminar In Counseling Research, may be taken in the place of EDUC 7050.

Total: minimum 90 hours, postbaccalaureate

Doctor of Philosophy Degree

The Ph.D. degree in education is designed for educators who desire directed research experience promoting scholarly inquiry in education. Four emphases are available:

- Teaching-learning processes
- Educational leadership and policy studies
- Educational psychology
- Counseling

The Ph.D. program is designed for graduates to attain the following learning outcomes:

- Understand the major theories in their primary and secondary disciplines.
- Attain a breadth of knowledge in education in general and a depth of knowledge in the primary discipline.
- Think critically.
- Locate literature in the primary and secondary disciplines.
- Understand research methods in education.
- Conduct research.
- Demonstrate leadership skills and attributes.

Doctor of Philosophy Degree

The Ph.D. degree in education is designed for educators who desire directed research experience promoting scholarly inquiry in education. Four emphases are available:

- Teaching-learning processes
- Educational leadership and policy studies
- Educational psychology
- Counseling

The Ph.D. program is designed for graduates to attain the following learning outcomes:

- Understand the major theories in their primary and secondary disciplines.
- Attain a breadth of knowledge in education in general and a depth of knowledge in the primary discipline.

- Think critically.
- Locate literature in the primary and secondary disciplines.
- Understand research methods in education.
- Conduct research.
- Demonstrate leadership skills and attributes.

Admission and General Requirements

In addition to meeting the application and admissions requirements of the Graduate School, students must submit:

- Three letters of recommendation (at least two from individuals with earned doctorates, preferably prior instructors).
- An original essay.
- A professional resume.
- Evidence of above-average academic records. A GPA of 3.5 or higher is preferred.
- GRE scores. Quantitative and verbal scores at or above the 50th percentile are preferred. An analytical writing score of 4.0 or higher is preferred.

Admission is competitive, and a favorable vote of an admission interview committee, composed of faculty in the emphasis area, is required.

Admission Application

To ensure time for review and decision, applicants must complete the Graduate School's and program applications and submit accompanying materials in a timely manner. In addition, applicants are urged to request transcripts and letters or recommendation two weeks before completing the online application. Consideration of applications cannot be undertaken until all materials are available.

Deadlines for applying are:

- December 1st for the Teaching-Learning Processes emphasis
- December 1st for the Educational Leadership and Policy Studies emphasis
- December 1st for the Educational Psychology emphasis
- December 1st for the Counseling emphasis

Degree Requirements

1. Foundations 9-12

Philosophical, historical, psychological, sociological, anthropological, and comparative foundations of education, as well as curriculum, instruction, and supervision courses typically chosen from previous Master's or Ed.S. course work.

Students in the Counseling option should use the following:

CNS ED 6000	Personal and Professional Development in Counseling
CNS ED 6010	Theories of Counseling
CNS ED 6020	Ethical and Professional Issues in Counseling
CNS ED 7075	Teaching, Learning, and Technology in Counselor Education

2. Research Methods 15-18

Students in the Teaching-Learning Processes, Educational Leadership and Policy Studies, and Educational Psychology emphasis areas should complete the following or equivalent in order:

ED REM 6735	Statistical Analysis for Education Research
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ED REM 6750	Advanced Research Design In Education
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Plus any three methods courses from the following:

ED REM 7771	Quantitative Research Methods I
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ED REM 7772	Quantitative Research Methods II
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ED REM 7781	Qualitative Methods in Educational Research I
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ED REM 7782	Qualitative Methods in Educational Research II
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This sequence totals 15 hours of methods courses. Remaining hours can be completed with other ED REM courses numbered 6000 or higher or research courses in another curriculum.

For Ph.D. students in the Counseling emphasis area, the recommended sequence is:

ED REM 6710	Educational Research Methods and Design
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CNS ED 7020	Seminar in Counseling Research
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ED REM 7771	Quantitative Research Methods I
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ED REM 7781	Qualitative Methods in Educational Research I
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One of the following two:

ED REM 7772	Quantitative Research Methods II
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ED REM 7782	Qualitative Methods in Educational Research II
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One of the following, including the other "II" from above:

ED REM 7740	Historical Research Methods in Education
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ED REM 6730	Educational Program Evaluation
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ED REM 7712	Discourse Analysis in Education
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ED REM 7773	Quantitative Research Methods III
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3. Emphasis Area (Primary Discipline) courses 27-33

with at least 16 in residence, in one of the following areas:

A. Teaching-Learning Processes

Minimum 15 credit hours in cognate area

Minimum 3 credit hours in curriculum or instruction

Minimum 3 credit hours in educational psychology

B. Educational Leadership and Policy Studies

Minimum 21 hours in educational leadership, either in K-12, higher education, work, adult or community education settings, selected in consultation with the faculty advisor and advisory committee.

C. Educational Psychology

Minimum of 21 credit hours in educational psychology. Program may include courses in research and evaluation methods, school psychology, developmental psychology, cognition and learning, character education, and socio-cultural theory. Courses in the primary discipline will be selected in consultation with the faculty advisor and advisory committee.

D. Counseling

CNS ED 6030	Foundations for Multicultural Counseling
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CNS ED 6040	Group Procedures in Counseling
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CNS ED 6050	Individual Inventory	
CNS ED 6070	Psychopathology and Diagnosis	
CNS ED 6370	Clinical Mental Health Counseling Practicum I	
	or CNS ED 627C School Counseling Practicum	
CNS ED 6380	Clinical Mental Health Counseling Field Experience	
	or CNS ED 6280 School Counseling Field Experience	
CNS ED 6400	Career Information and Development	
CNS ED 6410	Advanced Career Development	
CNS ED 7000	Advanced Theories and Practice of Counseling	
CNS ED 7010	Advanced Multicultural Counseling	
CNS ED 7030	Counselor Education and Supervision of Individuals and Groups	
CNS ED 7035	Counselor Education and Supervision Practicum	
CNS ED 7040	Advanced Group Procedures in Counseling	
CNS ED 7770	Doctoral Practicum	

4. Related (Secondary Discipline) Courses, 12-15 hours, in education or another department. 12-15

Counseling students should include:

ED REM 6718	Psychoeducational Assessment And Intervention	
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5. Required Exit course 3

EDUC 7950	Preparation for Writing the Dissertation Proposal	
	or CNS ED 7025 Advanced Counseling Research	

6. Research Internship 6-9

EDUC 7880	Research Internship I	
EDUC 7881	Research Internship II	
EDUC 7882	Research Internship III	
	or CNS ED 778C Doctoral Internship	

7. Dissertation Research

EDUC 7999	Dissertation Research	
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Total: Minimum 90 hours, postbaccalaureate

Counseling emphasis requires 111 hours

Graduate Certificate in Character and Citizenship Education

The three program goals of the Character and Citizenship Education (CCE) graduate certificate program are: (a) the understanding of theory and research in citizenship education as it relates to civic participation, concepts of democracy, the democratic purposes of education, and the development of civic identity and political thinking, attitudes, and engagement as well as the competence to apply this knowledge to analysis and design of practical programs in citizenship education; (b) the understanding of character development and character education in childhood and adolescence, including the empirical and conceptual study of the nature of how moral character develops, as well as how it can be fostered in schools by school reform, curriculum development, professional development, and practical pedagogical methods; and (c)

the understanding of the connections between character and citizenship development and education.

The Sanford N. McDonnell Professor of Character Education and the Teresa M. Fischer Professor of Citizenship Education serve as program directors.

Admission Requirements

Requirements for admission to the CCE certificate program are current good standing in an UMSL graduate program or all three of the following:

1. Undergraduate degree with a GPA of 3.0 or better
2. Two letters of recommendation with at least one from a current or former college-level instructor
3. Two-page personal statement explaining the applicant's personal and professional goal

The CCE certificate may be pursued as a stand-alone credential or in conjunction with the Master's Degree in Education and/or the Ph.D. in Education. With advance planning, all 18 credit hours from the CCE certificate can be applied to these degrees. Completion of the CCE certificate, however, does not guarantee acceptance into any of those degree programs, which requires a separate application.

Credit Requirements

A minimum of 18 credit hours of graduate course work is required for the graduate certificate. Twelve of these hours must consist of the four core courses in character and citizenship education. A minimum of six additional hours are to be chosen from the list of electives. At least twelve hours must be completed in residence at UMSL.

Core

ED PSY 6217	Foundations Of Citizenship Education	3
ED PSY 6417	Current Perspectives On Citizenship Education ¹	3
ED PSY 6445	Character Education And Development	3
ED PSY 6450	Advanced Methods In Character Education ¹	3

Electives

Choose 6 hours from the following list of courses offered at the College of Education and the College of Arts and Sciences (with departmental permission) 6

ED PSY 6111	Psychology Of Education	
ED PSY 6115	Personality And Social Development	
ED PSY 6222	Advanced Studies in Child and Adolescent Development	
ED PSY 6310	Psychology Of Learning Processes	
ED REM 6730	Educational Program Evaluation	
HIST 6013	Historical and Theoretical Foundations of US History in Schools and Communities	
P P ADM 6340	Seminar in City Administration	
PHIL 5530	Seminar In Social And Political Philosophy	
PHIL 5538	Seminar In Ethical Theory	
POL SCI 6430	Proseminar In American Politics	
POL SCI 6450	Proseminar In Comparative Politics	

POL SCI/P P ADM Proseminar In Urban Politics 6470		
PSYCH 5468	Seminar: Cognitive Processes ²	
TCH ED 6200	Building Character and Competence with Diverse Learners	
Total Hours		18

¹ Course-embedded capstone assessments occur in ED PSY 6417 and ED PSY 6450.

² Course instructor approval required.

Courses

EDUC 1000 Building Community, Culture, and Learning in Education: 1 semester hour

This course provides an introduction to college life, scholarly endeavors and opportunities for growth available during undergraduate study. It is designed to nurture future educators, support them to be successful in the college environment, and initiate relationships which will continue through their academic and professional careers.

EDUC 1001 Early Clinical Experience: Community Agency: 1 semester hour

Prerequisites: Current and clear background check and current and clear TB screening. This course involves education candidates in active and purposeful early clinical experiences with regional community agencies. Candidates are required to participate at agencies to meet organization goals and course objectives. Professionalism and effective communication are emphasized as program standards to build relationships, support learners' intellectual development and academic learning goals. Readings on research and analysis of informal learning, cultural competency in instruction, and curriculum and achievement are required. Completion of this course partially fulfills early clinical requirement for teacher certification. Twenty (20) clock hours outside class time is required.

EDUC 2002 Social Entrepreneurship: 3 semester hours

This course examines the mindsets, skills, and approaches that social entrepreneurs use to solve problems in society. Students will explore why social entrepreneurs do what they do, how they create positive change in people's lives, and how much impact they have at local to global scales. Students will identify sustainable models for social innovation, formulating social entrepreneurship action plans. Previous experience with, or the desire to become a social entrepreneur in the future, is not required.

EDUC 2204 Special Topics In Education: 1-3 semester hours

Prerequisite: Completion of 75 hours and consent of instructor. Examination of a special area or topic within the field of education. Topics to be considered will be announced prior to registration and may vary. For elective credit only. This course may be repeated for different topics. Not to exceed a total of six hours credit.

EDUC 2222 Interpretation: Connecting Audiences and Meaning: 3 semester hours

Interpretation is a process for forming intellectual and emotional connections between the interests of an audience and the inherent meanings within a resource. This class covers interpretive methods for development and delivery of thematic, non-formal, presentations to various audiences. The class also introduces informal exhibit design, customer service and social media as they relate to interpretation.

EDUC 2297 Independent Study: 1-3 semester hours

Prerequisite: Completion of 75 hours and consent of instructor. Independent study through readings, research, reports and conferences designed to provide depth in areas of study previously introduced in education courses. For elective credit only. May be repeated. Not to exceed a total of three hours credit.

EDUC 3170 Grant Proposal Writing for Educators: 3 semester hours

Prerequisites: ENGL 1100 or equivalent and junior standing. An introduction to grant proposal writing for educators and other professionals in community agencies, cultural institutions, and childcare centers. Students will practice writing the customary parts of a grant proposal as they learn essential concepts in fundraising, nonprofit management, and social entrepreneurship. Writing assignments include cover letters, problem statements, organizational profiles, project descriptions, budget narratives, and evaluation plans. Collaboration and peer review are required. Emphasis is on clarity, conciseness, format, style, tone, persuasiveness, and evidence basis.

EDUC 4000 International Education Field Experience: 2-4 semester hours

Prerequisites: ED PSY 2212, consent of instructor, minimum GPA of 2.5, current and clear background check, and current and clear TB screening. This field experience will be supervised by university faculty. Students will travel to a country to explore the culture and educational system. Prior to the field experience students will receive training that includes familiarization with the culture and educational system of the host country. Students will complete approximately 50 hours per credit hour in travel and cultural exploration as well as designed educational experiences. Course may not be repeated for more than 6 credit hours. This course will satisfy the cultural diversity requirement if the country is appropriate.

EDUC 4989 Internship I: 3 semester hours

Prerequisites: Junior Standing, Admission to the Bachelor of Educational Studies Program, or Consent of Instructor. Supervised field experience in educational settings to prepare for planning, research, evaluation, and other professional activities in the student's emphasis area of concentration that will be carried out in EDUC 4990 and EDUC 4991.

EDUC 4990 Internship II: 6 semester hours

Prerequisites: B- or better in EDUC 4989, senior standing, or consent of instructor. Supervised field experience in an approved setting.

EDUC 4991 Internship III: 6 semester hours

Prerequisites: B- or better or concurrent enrollment in EDUC 4990 or consent of instructor. Supervised field experience in an approved setting.

EDUC 5006 Graduate Workshop: 1-10 semester hours

Prerequisite: Consent of instructor.

EDUC 6142 The History and Practice of Community Education: 3 semester hours

Prerequisites: Graduate standing. Students will explore the history of community-based education initiatives cultivating the insights, capacities and skill sets required to lead educational innovation, use information, media and technology effectively, strengthen cultural literacies, and engage in leadership and community development.

EDUC 6308 Graduate Institute: 1-10 semester hours

Prerequisite: Consent of instructor.

EDUC 6404 Seminar: 1-10 semester hours

Seminar on an educational topic or special issue not normally included in the regular curriculum.

EDUC 6408 Graduate Seminar: 1-10 semester hours

Prerequisites: Consent of instructor. Intensive study of selected issues in education.

EDUC 6442 Leadership in Community Education: 3 semester hours

Prerequisites: Graduate Standing. Students will explore the leadership skills and capacities required for effective community-development efforts, including social innovation and entrepreneurship, adaptive management, cultural competence, and how to work with community collaborators to plan and implement inclusive projects.

EDUC 6491 Staff Development and Professional Growth: 1-10 semester hours

Designed in conjunction with an individual school district or educational agency and related to problems of education confronting that specific district or agency.

EDUC 6998 Thesis Research: 1-10 semester hours

Prerequisite: Consent of instructor.

EDUC 7050 The Research Process I: Framing Research Questions within Educ Lit: 3 semester hours

Same as ED ADM 7050. Prerequisites: Admission to the Ed.D. or Ph.D. in Education Programs. An overview of the essential elements of research proposals and familiarization with the techniques and tools used to identify important research questions within the education literature. emphasis is placed on exploring the research literature and both framing and justifying research questions within that literature.

EDUC 7205 Action Research for Educational Practitioners: 1 semester hour

Prerequisites: Admission to an Ed.D cohort or consent of instructor. Study of small-scale simulations that introduce students to the fundamentals of framing relevant questions, working in community, writing field notes, interviewing, technologies to support and help analyze data, and storytelling. Particular attention will be given to representing perspectives of various stakeholders including students, parents, administrators, and colleagues.

EDUC 7210 Survey Design for Educational Practitioners: 1 semester hour

Prerequisites: Admission to an Ed.D. cohort or consent of instructor. Application of relevant theories, research, and pedagogical practices in designing surveys for educational settings. Focus on instrument development and design, forming questions and scales, and sampling methods as well as analysis of results and presentation for various target audiences in educational organizations and settings.

EDUC 7215 Data Analysis for Educational Practitioner: 1 semester hour

Prerequisites: Admission to an Ed.D. cohort or consent of instructor. Guided workshop to conduct quantitative and/or qualitative analysis on data collected by learning communities. Develops specific skills necessary for research, e.g., using software for statistical or qualitative analysis, coding interviews or observation notes for patterns, doing critical discourse analysis, etc.

EDUC 7220 Designing Research for Educational Practitioners: 1 semester hour

Prerequisites: Admission to an Ed.D. cohort or consent of instructor. Guided workshop, applying the principles of research design, to design a study of the research issues selected by the learning community. Course covers how to develop research questions, choose among quantitative and qualitative methods, and consider the best, ethical practices.

EDUC 7225 Ethnography for Educational Practitioners: 1 semester hour

Prerequisites: Admission to an Ed.D. cohort or consent of instructor. The study of ethnography as a methodology to engage in field research and provide the conceptual, theoretical, and empirical knowledge base for action research.

EDUC 7230 Interviewing for Educational Practitioners: 1 semester hour

Prerequisites: Admission to an Ed.D. cohort or consent of instructor. Provides opportunities for developing skills in interviewing individuals and groups to identify, describe, assess and compare educational programs, practices and policies. Emphasis on interviewing experts in the field and research participants in educational research field studies.

EDUC 7295 Inquiry Seminar for Educational Practitioners: 1 semester hour

Prerequisites: Admission to an Ed.D. cohort or consent of instructor. Seminar on a specified approach to inquiry in order to obtain or analyze information of interest to scholar-practitioners leading educational programs through continuous improvement cycles.

EDUC 7305 Representing Data for Educational Practitioners: 1 semester hour

Prerequisites: Admission to an Ed.D. learning community or permission of instructor. Methods for presenting and displaying various types of data to a range of target audiences. Means of assuring accurate representation and the advantages and disadvantages of various methods are reviewed. Displays include tables, graphs, and charts. Current software programs to aid representation are reviewed.

EDUC 7310 Integrating Technology in Learning for Educational: 1 semester hour

Prerequisites: Admission to an Ed.D. cohort or consent of instructor. Appropriate technology tools for carrying out individual or group research and assessment projects will be identified and integrated. The appropriate tools will be learned and applied to present, analyze and complete projects.

EDUC 7315 Project Management for Educational Practitioners: 1 semester hour

Prerequisites: Admission to the Ed.D. program or consent of instructor. Tools for and approaches to managing complex projects in educational organizations, including establishing goals, subdivision of work, formation of work groups, planning and scheduling, establishing and tracking time lines, deployment of resources to complete a project, and addressing constraints. Use of current software for charting and reporting projects.

EDUC 7320 Financial and Budgeting Skills for Educational Practitioners: 1 semester hour

Prerequisites: Admission to an Ed.D. cohort or consent of instructor. Examines budgeting and finance systems of educational institutions, both from the perspective of theory, research and policy development, and from the perspective of actual budgeting and practice. There will also be an emphasis on the impact of federal and state policy regarding the finance of educational institutions, as well as the processes by which budgets are developed and resources allocated.

EDUC 7325 Grant Writing for Educational Practitioners: 1 semester hour

Prerequisites: Admission to an Ed.D. cohort or consent of instructor. Provides hands-on help for current and would-be grant writers. Examines search tools to locate likely request for proposals, explores text and sub-text issues, develops a timeline for grant development and submission, provides practice on how a peer review system works, considers issues related to revision and follows the real processes engaged in by successful grant recipients.

EDUC 7330 Human Relations Skills for Educational Practitioners: 1 semester hour

Prerequisites: Admission to Ed.D. program or consent of instructor. Exposure for educational practitioners in a variety of leadership roles to basic human relations skills, effective interventions which can be made with the individual worker, and assessment skills to enable the leader to determine if referral to a mental health professional is warranted. Effective ways of confronting employees because of impaired job performance, giving performance evaluations, providing career development and planning information, identifying work transitions in their employees, and identifying stress and stressors in the work environment, along with identifying substance abusing workers and deciding what to do about them.

EDUC 7395 Tool Seminar for Educational Practitioners: 1 semester hour

Prerequisites: Admission to an Ed.D. cohort or consent of instructor. Seminar on a specified tool used by leaders of educational institutions or programs for organizational improvement or as part of a continuous improvement cycle.

EDUC 7415 Topics in Education: 3 semester hours

Prerequisite: Admission to the doctoral program. Intensive study of a topic in education.

EDUC 7490 Directed Readings in the Education Research Literature: 1-6 semester hours

Prerequisite: Doctoral Standing. Independent study of the education research literature in an area defined in consultation with an advisor.

EDUC 7495 Doctoral Research Tools: 1-6 semester hours

Prerequisites: ED REM 6710. A structured individual or small group instructional or supervised investigative experience in and with a specific research skill and/or procedure that will be needed in the production of a doctoral dissertation. This course may not substitute for any existing graduate courses that cover the same research tool skills.

EDUC 7600 Learning Community of Practice I: 1-6 semester hours

Prerequisites: Admission to an Ed.D. cohort. Applying the scholarship of teaching and learning through asset mapping, inquiry formation, and selected readings. Students explore professional connections, interests, beliefs and reflect on practice.

EDUC 7605 Scholarship of Teaching and Learning in Educational Practice: 2 semester hours

Prerequisites: Admission to an Ed.D. cohort. Exploration of learning through practice and reflection within a community of scholars committed to situated best practice in education.

EDUC 7610 Learning Community of Practice II: 1-6 semester hours

Prerequisites: EDUC 7600. Identifies and examines research problems by developing skills of inquiry, integrating prior knowledge, and evaluating extant research.

EDUC 7615 Evaluation of Educational Programs: 2 semester hours

Prerequisites: Admission to an Ed.D. cohort. Assessment of programs for continuous improvement cycles within educational settings.

EDUC 7620 Learning Community of Practice III: 1-6 semester hours

Prerequisites: EDUC 7610. Selection and definition a problem of practice to be addressed through research by the learning community members. Includes building relationships within and outside the learning community and designing structure to support inquiry into a problem of practice.

EDUC 7625 Building Socially Just Educational Communities: 2 semester hours

Prerequisites: Admission to an Ed.D. cohort. Examination of the role of culture and the analysis and application of social justice components in learning communities.

EDUC 7630 Learning Community of Practice IV: 1-6 semester hours

Prerequisites: EDUC 7620. Design and pilot of the research, selection of tools of inquiry, location of resources and needed support, and analysis of data.

EDUC 7635 Ethical and Legal Issues in Educational Practice: 2 semester hours

Prerequisites: Admission to an Ed.D. cohort or consent of instructor. Examines legal and ethical perspectives, conflicts and professional practice in education, especially in education leadership. Introduces ethical theories and studies approaches to problem-solving strategies, focusing on anticipating legal issues before they arise; methods and tools to prevent and resolve legal problems will be practiced.

EDUC 7640 Learning Community of Practice V: 1-6 semester hours

Prerequisites: EDUC 7630. Preparation of dissertation proposals, consideration of research tools, establishment of process in research sites and attention to the adherence to high ethical standards.

EDUC 7642 Sociocultural Perspectives In Education: 3 semester hours

Prerequisite: Doctoral standing and consent of instructor. Investigation of sociocultural theory with a focus on educational applications. Topics include the social formation of mind, language as cultural tool, methodological issues in social science research, and dialogic inquiry as pedagogy.

EDUC 7650 Learning Community of Practice VI: 1-6 semester hours

Prerequisites: EDUC 7640. Preparation of dissertation proposals, consideration of research tools, establishment of process in research sites and attention to the adherence to high ethical standards. A continuation of EDUC 7640.

EDUC 7880 Research Internship I: 3 semester hours

Prerequisites: Nine hours of research methods or statistics and consent of instructor. Supervised experience in the conduct of research studies or scholarly inquiry.

EDUC 7881 Research Internship II: 3 semester hours

Prerequisites: EDUC 7880 and consent of instructor. Supervised experience in the conduct of research studies or scholarly inquiry.

EDUC 7882 Research Internship III: 3 semester hours

Prerequisites: EDUC 7881 and consent of instructor. Supervised experience in the conduct of research studies or scholarly inquiry.

EDUC 7889 Laboratory of Practice: 1-6 semester hours

Prerequisites: Admission to an Ed.D. cohort. Field experience that bridges theory and practice in solving complex, situated problems of practice.

EDUC 7950 Preparation for Writing the Dissertation Proposal: 3 semester hours

Prerequisites: Completion of research method course requirements and EDUC 7880. An in-depth examination of the essential elements of a dissertation proposal. Particular emphasis is placed on examining the validity and reliability or the trustworthiness of the design of proposed research. Tools for identifying strengths and weaknesses are applied to proposals. Critique of proposals is employed. Also reviewed is the process of presenting and defending a proposal.

EDUC 7998 Dissertation in Practice Research: 1-8 semester hours

Prerequisite: Admission to pre-candidacy in the EdD program.

EDUC 7999 Dissertation Research: 1-12 semester hours

Prerequisite: Admission to pre-candidacy in the PhD in Education program.