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 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 eight 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.

Adult Education (ADULT ED)
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)
Sports Management (SPTMGT)
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, art education, as well as the secondary education areas of biology, chemistry, English, foreign languages (French, Spanish), mathematics, physics, and social studies.

Students with a Bachelor's degree can combine educator preparation and Master's-level 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.

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 seeking teacher certification 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:
• 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.

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 who are approved to enroll in classes 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 Department of Elementary and Secondary Education.

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 master's-level teacher certification 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 call (314) 516- 5397 for more information. This degree offers four areas of study. It does not qualify students for Missouri Teacher Certification. Visit the Education Sciences and Professional Programs Department home page for more information.

Certification
In cooperation with the Missouri State Department of Elementary and Secondary Education (DESE), 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.

Latin Honors Requirements
In accordance with the University's Latin Honors policy (http://bulletin.umsl.edu/undergraduatetestudy/#academicrecognitiontext), candidates graduating from the College of Education in the 2018-2019 Academic Year must meet the following GPA qualifications:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summa Cum Laude</td>
<td>4.000</td>
</tr>
<tr>
<td>Magna Cum Laude</td>
<td>3.973</td>
</tr>
<tr>
<td>Cum Laude</td>
<td>3.892</td>
</tr>
</tbody>
</table>

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
- Reading
- Teaching English to Speakers of Other Languages

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

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

Doctoral Programs
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 December for study commencing the following fall.

Master of Education Degree
The Master 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 educational 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 and secondary counseling emphases require 48 hours and the mental health emphasis requires 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 plan for the master’s degree must be completed during the first semester that the student’s academic program commences. This form includes all coursework required for the academic 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 (http://bulletin.umsl.edu/graduateschool) 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 Education Sciences and Professional Programs, 469 Marillac Hall, 314-516-5944. Educational administration students should contact the Office of Advising & Student Services (OASIS), 116 South Campus Classroom Building, at 314-516-5937.

**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

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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 7600</td>
<td>Learning Community of Practice I</td>
<td>15</td>
</tr>
<tr>
<td>EDUC 7610</td>
<td>Learning Community of Practice II</td>
<td>15</td>
</tr>
<tr>
<td>EDUC 7620</td>
<td>Learning Community of Practice III</td>
<td>15</td>
</tr>
<tr>
<td>EDUC 7630</td>
<td>Learning Community of Practice IV</td>
<td>15</td>
</tr>
<tr>
<td>EDUC 7640</td>
<td>Learning Community of Practice V</td>
<td>15</td>
</tr>
<tr>
<td>EDUC 7650</td>
<td>Learning Community of Practice VI</td>
<td>15</td>
</tr>
</tbody>
</table>

2. **Laboratory of Practice**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 7889</td>
<td>Laboratory of Practice</td>
<td>8</td>
</tr>
</tbody>
</table>

3. **Common Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 7605</td>
<td>Scholarship of Teaching and Learning in Educational Practice</td>
<td>8</td>
</tr>
<tr>
<td>EDUC 7615</td>
<td>Evaluation of Educational Programs</td>
<td>8</td>
</tr>
<tr>
<td>EDUC 7625</td>
<td>Building Socially Just Educational Communities</td>
<td>8</td>
</tr>
<tr>
<td>EDUC 7635</td>
<td>Ethical and Legal Issues in Educational Practice</td>
<td>8</td>
</tr>
</tbody>
</table>

4. **Inquiry Approach Electives, minimum 4 hours selected from the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 7205</td>
<td>Action Research for Educational Practitioners</td>
<td>4</td>
</tr>
</tbody>
</table>
EDUC 7210  Survey Design for Educational Practitioners
EDUC 7215  Data Analysis for Educational Practitioners
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 Practitioners 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-baccalaureate

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 or recommendation two weeks before completing the online application. Consideration of applications cannot be undertaken until all materials are available.

Degree Requirements

1. Foundations 12
12 hours from the following:
- philosophical, historical, psychological, sociological, 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:
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; and
- 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.

Degree Program

- Coursework: A minimum of 60 credit hours is required beyond the Master’s degree, including 6 hours of dissertation research. A minimum of 42 of these hours must be completed in residence. For students who have not completed a Master’s degree, a minimum of 90 hours, postbaccalaureate, is required, including 6 hours of dissertation research (the Graduate School’s residency requirement applies). Students in the Counseling emphasis area complete the following requirements: a minimum 90 hours, postbaccalaureate, including 12 hours of dissertation research (the Graduate School’s residency requirement applies).
- Dissertation: All students must defend orally a written dissertation proposal to their dissertation committee. A dissertation embodying the results of original research must be accepted by the dissertation committee and the Graduate School.

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.

Deadlines for applying are:

- February 15th for the Teaching-Learning Processes emphasis
- February 15th for the Educational Leadership and Policy Studies emphasis
- February 15th for the Educational Psychology emphasis
- December 1st for the Counseling emphasis

**Degree Requirements**

Students in the Teaching-Learning Processes, Educational Leadership and Policy Studies, and Educational Psychology emphasis areas complete the following requirements.

**1. Research Methods**

Students in the Teaching –Learning Processes, Educational Leadership and Policy Studies, and Educational Psychology emphasis areas should complete the following research methods courses (or equivalent).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED REM 6735</td>
<td>Statistical Analysis for Education Research (Prerequisite)</td>
<td>3</td>
</tr>
<tr>
<td>ED REM 6750</td>
<td>Advanced Research Design in Education</td>
<td></td>
</tr>
</tbody>
</table>

Plus any three methods courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED REM 7771</td>
<td>Quantitative Research Methods I</td>
<td>3</td>
</tr>
<tr>
<td>ED REM 7772</td>
<td>Quantitative Research Methods II</td>
<td>3</td>
</tr>
<tr>
<td>ED REM 7781</td>
<td>Qualitative Methods in Educational Research I</td>
<td>3</td>
</tr>
<tr>
<td>ED REM 7782</td>
<td>Qualitative Methods in Educational Research II</td>
<td>3</td>
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</tbody>
</table>

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.

**2. Program Area of Study to Develop Discipline Knowledge (as determined by student, advisor, and program)**

**3. Core courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDUC 7490</td>
<td>Directed Readings in the Education Research Literature</td>
<td>1-3</td>
</tr>
<tr>
<td>EDUC 7635</td>
<td>Ethical and Legal Issues in Educational Practice</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 7050</td>
<td>The Research Process I: Framing Research Questions within Educ Lit</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 7605</td>
<td>Scholarship of Teaching and Learning in Educational Practice</td>
<td>2</td>
</tr>
</tbody>
</table>

**4. Dissertation Proposal Writing**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 7950</td>
<td>Preparation for Writing the Dissertation Proposal</td>
<td>1</td>
</tr>
</tbody>
</table>

**5. Dissertation**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 7999</td>
<td>Dissertation Research</td>
<td>6</td>
</tr>
</tbody>
</table>

Students in the Counseling emphasis area complete the following requirements:

**Research Methods (21 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED REM 6710</td>
<td>Educational Research Methods and Design</td>
<td>3</td>
</tr>
<tr>
<td>CNS ED 7020</td>
<td>Seminar in Counseling Research</td>
<td>3</td>
</tr>
<tr>
<td>CNS ED 7025</td>
<td>Advanced Counseling Research</td>
<td>3</td>
</tr>
<tr>
<td>ED REM 7771</td>
<td>Quantitative Research Methods I</td>
<td>3</td>
</tr>
<tr>
<td>ED REM 7781</td>
<td>Qualitative Methods in Educational Research I</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED REM 7772</td>
<td>Quantitative Research Methods II</td>
<td>3</td>
</tr>
<tr>
<td>ED REM 7782</td>
<td>Qualitative Methods in Educational Research II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Counseling Core (57 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS ED 6010</td>
<td>Theories of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS ED 6020</td>
<td>Ethical and Professional Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS ED 6030</td>
<td>Foundations for Multicultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS ED 6040</td>
<td>Group Procedures in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS ED 6050</td>
<td>Individual Inventory</td>
<td>3</td>
</tr>
<tr>
<td>CNS ED 6270</td>
<td>School Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td>or CNS ED 6370</td>
<td>Clinical Mental Health Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td>CNS ED 6280</td>
<td>School Counseling Field Experience</td>
<td>6</td>
</tr>
<tr>
<td>or CNS ED 6380</td>
<td>Clinical Mental Health Counseling Field Experience</td>
<td></td>
</tr>
<tr>
<td>CNS ED 6400</td>
<td>Career Information and Development</td>
<td>3</td>
</tr>
<tr>
<td>CNS ED 6410</td>
<td>Advanced Career Development</td>
<td>3</td>
</tr>
<tr>
<td>CNS ED 7000</td>
<td>Advanced Theories and Practice of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS ED 7010</td>
<td>Advanced Multicultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS ED 7030</td>
<td>Counselor Education and Supervision of Individuals and Groups</td>
<td>6</td>
</tr>
<tr>
<td>CNS ED 7075</td>
<td>Teaching, Learning, and Technology in Counselor Education</td>
<td>3</td>
</tr>
<tr>
<td>ED PSY 6210</td>
<td>Life-Span: Individual and Family Development</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
</table>

**Internship**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS ED 7780</td>
<td>Doctoral Internship</td>
<td>6</td>
</tr>
</tbody>
</table>

**Dissertation Research**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 7999</td>
<td>Dissertation Research</td>
<td>6</td>
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</tbody>
</table>

**Total Hours**

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<tbody>
<tr>
<td></td>
<td></td>
<td>90</td>
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</tbody>
</table>


1 These courses are normally part of a master's program. Equivalent graduate coursework may count as transfer credit toward the degree with approval of the Ph.D. program.

**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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED PSY 6217</td>
<td>Foundations Of Citizenship Education</td>
<td>3</td>
</tr>
<tr>
<td>ED PSY 6417</td>
<td>Current Perspectives On Citizenship Education</td>
<td>3</td>
</tr>
<tr>
<td>ED PSY 6445</td>
<td>Character Education And Development</td>
<td>3</td>
</tr>
<tr>
<td>ED PSY 6450</td>
<td>Advanced Methods In Character Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCH ED 6200</td>
<td>Building Character and Competence with Diverse Learners</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 18

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1 Course-embedded capstone assessments occur in ED PSY 6417 and ED PSY 6450.
2 Course instructor approval required.

**Courses**

**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**

Interpretion 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 4889, 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 Practitioners: 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 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 7500 Learning Community of Practice I: 1-6 semester hours
Prerequisites: Admission to an Ed.D. cohort or consent of instructor. Application of 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 7600 Learning Community of Practice II: 1 semester hour
Prerequisites: Admission to an Ed.D. cohort. Application of learning through practice and reflection within a community of scholars committed to situated best practice in education.

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 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 7615 Evaluation of Educational Programs: 3 semester hours
Prerequisites: Admission to an Ed.D. cohort. Assessment of programs for continuous improvement cycles within educational settings.
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.