College of Education

About the College

The College of Education offers 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 50 full-time faculty, of which 10 are endowed professors, as well as a UM System Curator's Distinguished Research Professor and a Curator's Distinguished Teaching Professor. Additionally, the College has more than 200 part-time clinical faculty who have 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 M.Ed. students with the academic support they need to satisfy the requirements for state teacher certification as well as undergraduate and M.Ed. 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; the Counseling and Social Advocacy Center; 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 (SPTMG)
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, elementary education/special 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 (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 (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/academicrecognitioncontent), candidates graduating from the College of Education in the 2020-2021 Academic Year must meet the following GPA qualifications:

<table>
<thead>
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<th>Honor</th>
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<td>Summa Cum Laude</td>
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<tr>
<td>Cum Laude</td>
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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 (http://bulletin.umsl.edu/programs/adult-and-higher-education-med-adult-education-emphasis/) (The College of Education is no longer accepting applications for this emphasis area)
- Higher Education (http://bulletin.umsl.edu/programs/adult-and-higher-education-med-higher-education-emphasis/)

Counseling
- Clinical and Mental Health Counseling (http://bulletin.umsl.edu/programs/counseling-med-clinical-mental-health-emphasis/)
- Elementary School Counseling (http://bulletin.umsl.edu/programs/counseling-med-elementary-emphasis/)
- Secondary School Counseling (http://bulletin.umsl.edu/programs/counseling-med-secondary-emphasis/)

Educational Administration
- Community Education (http://bulletin.umsl.edu/programs/educational-administration-med-community-education-emphasis/) (The College of Education is not accepting applications for this emphasis area)
- School Administration (http://bulletin.umsl.edu/programs/educational-administration-med-school-administration-emphasis/)

Elementary Education
- General (http://bulletin.umsl.edu/programs/elementary-education-med/)
- Reading (http://bulletin.umsl.edu/programs/elementary-education-med-reading-emphasis/)

Secondary Education
- Curriculum and Instruction (http://bulletin.umsl.edu/programs/secondary-education-med-curriculum-and-instruction-emphasis/)
- General (http://bulletin.umsl.edu/programs/secondary-education-med/)
- Reading (http://bulletin.umsl.edu/programs/secondary-education-med-reading-emphasis/)
- Teaching English to Speakers of Other Languages (http://bulletin.umsl.edu/programs/secondary-education-med-teaching-english-to-speakers-of-other-languages-emphasis/)

Special Education
- Cross Categorical Disabilities (http://bulletin.umsl.edu/programs/special-education-med-cross-categorical-disabilities-emphasis/)
- Early Childhood/Special Education (http://bulletin.umsl.edu/programs/elementary-education-med-early-childhood-emphasis/)

Ed.S. Programs
Ed.S. degree programs are available in school psychology (http://bulletin.umsl.edu/programs/school-psychology-eds/) and educational administration (http://bulletin.umsl.edu/programs/education-administration-eds/).

Doctoral Programs
Programs leading to the Ph.D. degree are offered in the areas of Counseling (http://bulletin.umsl.edu/programs/education-phd-counseling-emphasis/), Educational Psychology (http://bulletin.umsl.edu/programs/education-phd-educational-psychology-emphasis/), Teaching-Learning Processes (http://bulletin.umsl.edu/programs/education-phd-teaching-learning-process-emphasis/), and Educational Leadership and Policy Studies (http://bulletin.umsl.edu/programs/education-phd-educational-leadership-and-policy-studies-emphasis/). 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 certification as graduate students should complete state certification forms in the OASIS one year before those requirements will be completed.

Faculty Advisor Assignment Information

All M.Ed. students will be assigned an advisor by OASIS, the advising office for the College of Education, located in 116 SCCB.

Both Ph.D. and Ed.D. students will be assigned an advisor by the Doctoral Program Director, located in 201 EAB.

If any student determines that an advisor assignment has not been documented in MyView, please contact OASIS at 516-5937 or the Doctoral Program Director at 516-5107.

If a student would like to change their faculty advisor assignment for any master’s degree program, please contact OASIS to complete an Advisor Assignment Form. The faculty advisor information will subsequently be updated in MyView.

Doctoral students should contact the Doctoral Program Director to discuss the possibility of changing their doctoral advisor or dissertation chair.

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 coursework 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 Philosophy Degree

The Ph.D. degree in Education is designed for educators who desire directed research experiences 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;
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 explore the role of social entrepreneurs with an emphasis on how social entrepreneurs create change in people's lives and their impact on local to global scales. Students identify sustainable models for social innovation and formulate social entrepreneurship action plans. Previous experience as a social entrepreneur 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 in EDUC 4990 (may be taken concurrently) or consent of instructor. Supervised field experience in an approved setting.

EDUC 5006 Graduate Workshop: 1-10 semester hours
Prerequisite: Consent of instructor.

EDUC 5612 Intrapreneurial Leadership: 3 semester hours
Prerequisite: Graduate standing. This course equips graduate students with the skills and mindsets to start new ventures within existing organizations. Intrapreneurial leaders identify and leverage opportunities to enhance organizational responsiveness, growth, and vitality.

EDUC 5616 Accelerate Intrapreneurial Experience: 3 semester hours
Prerequisites: Graduate standing. This course equips graduate students to apply theories of leadership, entrepreneurship, innovation, and systems thinking within real-world organizational or business contexts. Students propose and implement a new program, product, or service model that builds organizational capacity and financial sustainability.

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 in Education Research: 3 semester hours
Prerequisites: Admission to the EdD or PhD in Education. This course is an overview of the essential elements of writing a research proposal including, identifying a problem statement and conceptualizing critical research questions. The course emphasizes exploring the research literature, framing research questions, and justifying them based on the literature.

EDUC 7200 English Academic Support: 1-3 semester hours
This course addresses the language needs of international doctoral students as they perform scholarly analysis and write at the doctoral level. The course contributes to the development of skills necessary for the successful completion of the dissertation. This course may be repeated for a maximum of 27 credit hours.

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: 3 semester hours
Prerequisites: Admission to an EdD cohort or consent of instructor. This course provides an overview of the quantitative skills needed for research including using software for statistical data analysis. The course facilitates an understanding and application of statistical techniques used for survey research.

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 subtext 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 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 EdD cohort. This course requires students in the Ed.D. learning communities to apply the scholarship of teaching and learning through asset mapping, inquiry formation, and selected readings. Students develop professional connections, explore their interests and beliefs, and reflect on a problem of 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. This course requires students to identify and examine 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. This course assists students in the selection and definition of a problem of practice addressed through research by the learning community members. This 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 and Ethical Educational Communities: 3 semester hours
Prerequisites: Admission to the EdD program. This course examines the role of culture, analyzes social justice components, and considers ethical and legal issues for learning communities.

EDUC 7640 Learning Community of Practice V: 1-6 semester hours
Prerequisites: EDUC 7630. This course requires students to prepare a dissertation proposal. This involves selection of research tools, establishment of study procedures at research sites, and adherence to high ethical standards for conducting research.

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. This course is a continuation of EDUC 7640, which requires preparation of a dissertation proposal, selection of research tools, establishment of study procedures at research sites, and adherence to high ethical standards in research.

EDUC 7660 Learning Community of Practice VII: 1-6 semester hours
Prerequisites: EDUC 7650. This course requires preparation of a dissertation proposal, selection of research tools, establishment of study procedures at research sites, and adherence to high ethical standards in research.

EDUC 7670 Learning Community of Practice VIII: 1-6 semester hours
Prerequisites: EDUC 7660. This course requires students to prepare the final chapters of the dissertation, understand and perform data analysis, interpret the results for a problem of practice, provide recommendations for future research, and disseminate the results to applicable audiences.

EDUC 7680 Learning Community of Practice IX: 1-6 semester hours
Prerequisites: EDUC 7670. This course assists students to prepare the final chapters of the dissertation, understand and perform data analysis, interpret the results for a problem of practice, provide recommendations for future research, and disseminate the results to applicable audiences.

EDUC 7690 Learning Community of Practice X: 1-6 semester hours
Prerequisites: EDUC 7680. This course prepares students to defend the dissertation. This includes assistance with the dissertation manuscript and the oral defense.

EDUC 7710 Research Methods and Design for Educational Practitioners: 3 semester hours
Prerequisites: Students must be admitted to the EdD program in order to enroll in this course. This course prepares educational practitioners to identify and understand research questions and develop appropriate research designs to answer them. Students learn how to critically evaluate research reports.

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: 1 semester hour
Prerequisites: Completion of research methods course requirements. This course provides 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.