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 education 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; (adult educators and trainers for a variety of career and vocational centers); and higher education leaders and instructors for community colleges, career technical schools, and four-year colleges and universities.

The College has 50 full-time faculty, of which 14 are endowed professors and three are Curator’s Teaching Professors, and over 120 part-time faculty with years of direct classroom experience. The College offers six undergraduate degrees, 32 undergraduate and post-baccalaureate teaching certificates, seven Masters 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 for improving 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 houses professional academic advisors who assist students in meeting the requirements for state teacher certification as well as meeting degree requirements.

The Office of Clinical Experiences and School Partnerships, 121 South Campus Classroom Building, houses professional staff who coordinate teacher education clinical experiences.

Accreditation

The College of Education is fully accredited by the National Council for Accreditation of Teacher Education, now called the Council for the Accreditation of Educator Preparation, and the Department of Elementary and Secondary Education for the preparation of early childhood, elementary, middle, secondary, physical, and special educators and 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 five 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 Courses (ADULT ED)
Counselor Education Courses (CNS ED)
Early Childhood Education Courses (CNS ED)
Educational Administration Courses (ED ADM)
Educational Foundations Courses (ED FND)
Educational Psychology Courses (ED PSY)
Educational Research and Evaluation Methods Courses (ED REM)
Educational Technology Courses (ED TECH)
Elementary Education Courses (ELE ED)
Middle Education Courses (MID ED)
Higher Education Courses (HIGHERED)
Health and Physical Education Courses (HLTH PE)
Physical Education (PHY ED)
College Wide Education Courses (EDUC)
Secondary Education Courses (SEC ED)
Special Education Courses (SPEC ED)
Teacher Education Courses (TCH ED)

Teacher Education

Degrees and Areas of Concentration

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

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

• Understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful for students.
• Understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of all students.
• Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
• Recognize the importance of long-range planning curriculum development and develop, implement and evaluate curriculum based upon student, district, and state performance standards.
• Use a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.
• Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
• Model effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
• Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
• Develop skills to become a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.
• Foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.
• Understand theories and applications of technology in educational settings and have adequate technological skills to create meaningful learning opportunities for all students.
• Also, education candidates upon successful completion of their program, master DESE professional standards.

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).

Beginning with students graduating in May, 2017 and receiving teacher certification, the Missouri Department of Elementary and Secondary Education requires a 3.0 GPA in professional education courses, a 3.0 GPA in the teaching content field, and a 2.75 overall GPA.

Admission to the College of Education

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

Application and Admission to the Teacher Education Program

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

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

• 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. Graduates of the general studies program or the Bachelor of Educational Studies program at UMSL, however, must take the qualifying exam).
• Completion of 60 hours of college or university courses (at UMSL or another accredited school).
• A grade point average of 2.6 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 make an advising appointment.

Practica Semesters

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

Application to Practica

The application can be found at http://coe.umsl.edu/portal. Deadlines for the Formal Application are May 31 for January Practicum I candidates, December 31 for August Practicum I candidates and June 30 for post-degree certification candidates starting in August.

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

• Admission to the teacher education program for both pre and post degree students.
• A cumulative grade point average of at least 2.6 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 advisers.
• Completion of TB screening, Missouri Family Care Safety Registry check, FBI check and Missouri substitute certificate.
• Undergraduate students are required to have passed all sections of the qualifying exam designated by the Missouri Dept. Of Elementary and Secondary Education.
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. The Practicum II must be completed in residence. Secondary student teaching in science education, mathematics education, middle school, art, and foreign language education is offered during the winter semester only.

For further information regarding requirements and certification, contact the Office of Advising and Student Services, 314-516-5937, 116 SCCB or 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 degree and certificate application forms 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 finish degree requirements. See information below on the state-required exit examination.

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

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

**Certification**

In cooperation with the Missouri State Department of Elementary and Secondary Education, the College of Education is responsible for recommending all qualified students for state teacher certification.

All individuals must pass the appropriate exit assessment and/or certification requirements. This exam should be taken during the semester immediately prior to Practicum II.

**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
- Higher Education

**Counseling**
- Community Counseling
- Elementary School Counseling
- Secondary School Counseling

**Educational Administration**
- Community Education
- Elementary Administration
- Secondary Administration

**Elementary Education**
- Early Childhood Education
- General emphasis
- Reading emphasis

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

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

**Educational Psychology**

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

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

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

**Master of Education Degree**

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

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

**Admission and General Requirements**

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

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

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

Educational Specialist Degree

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

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

- Expand their knowledge of the major theories in their area of specialty.
- Attain a solid foundation in the field of education in general and a depth of knowledge in the specialty.
- Think critically.
- Develop skills to become a reflective practitioner.
- Mentor teachers and other practitioners as a specialist in a specific area.
- Understand research methods in education.
- Conduct research.
- Demonstrate leadership skills and attributes.

Admission and General Requirements

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

Advisement and Program Planning

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

Doctor of Education in Educational Practice Degree

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

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

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

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

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

Degree requirements

1. Learning Community of Practice Seminars
   - EDUC 7600 Learning Community of Practice I
   - EDUC 7610 Learning Community of Practice II
   - EDUC 7620 Learning Community of Practice III
   - EDUC 7630 Learning Community of Practice IV
   - EDUC 7640 Learning Community of Practice V
   - EDUC 7650 Learning Community of Practice VI

2. Laboratory of Practice
   - EDUC 7889 Laboratory of Practice

3. Common Courses
   - EDUC 7605 Scholarship of Teaching and Learning in Educational Practice
   - EDUC 7615 Evaluation of Educational Programs
   - EDUC 7625 Building Socially Just Educational Communities
   - EDUC 7635 Ethical and Legal Issues in Educational Practice

4. Inquiry Approach Electives, minimum 4 hours selected from the following:
   - EDUC 7205 Action Research for Educational Practitioners
   - 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
and March 1st. are considered twice per year with application deadlines of October 1st and December 1st. Applicants for the other options are considered once per calendar year with application deadlines of October 1st and December 1st. Applicants to the Counselor Education option are considered once per calendar year with application deadlines of October 1st and December 1st. Applicants 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 Graduate School, students must submit three letters of recommendation 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 application. Consideration of applications cannot be undertaken until all materials are available.

Degree Requirements

1. Foundations 12
   12 hours from the following:
   • Statistical Analysis For Education Research (pre-requisite)
   • Advanced Research Design In Education
   Plus any two methods courses from the following:
   • Quantitative Research Methods I
   • Quantitative Research Methods II
   • Qualitative Methods In Educational Research I
   • Qualitative Methods In Educational Research II
   For Ph.D. students in the Counseling emphasis area, the recommended sequence is:
   • Psychoeducational Assessment And Intervention
   • Quantitative Research Methods I
   • Qualitative Methods In Educational Research I
   Select one of the following:
   • Quantitative Research Methods II
   • Qualitative Methods In Educational Research II

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:
   • Educational Administration: Educational Administration; Adult & Higher Education; Teaching-Learning Processes; and Counselor Education. The Educational Administration emphasis permits students with Ed.D. degrees in Educational Administration to complete the research course and dissertation requirements for a doctorate.

The 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.D. 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.

5. Tool Course Electives, minimum 4 hours selected from the following:

- Representing Data for Educational Practitioners
- Integrating Technology in Learning for Educational Practitioners
- Project Management for Educational Practitioners
- Financial and Budgeting Skills for Educational Practitioners
- Grant Writing for Educational Practitioners
- Human Relations Skills for Educational Practitioners
- Tool Seminar for Educational Practitioners

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

University of Missouri-St. Louis
4. Major Specialization

Educational Administration Option

Educational Administration (ED ADM) or other courses selected in consultation with the advisory committee, including internship (3-9 hours)

Adult and Higher Education Option

Adult Education (ADULT ED) or Higher Education (HIGHERED) or other courses selected in consultation with the advisory committee, including internship (3-9 hours)

Teaching-Learning Processes Option

Teacher Education (TCH ED) courses or courses in education in a teaching field, including courses on curriculum construction and the design and improvement of instruction, all selected in consultation with the advisory committee, including internship (3-9 hours)

Counselor Education Option (30 hours)

CNS ED 6410 Advanced Career Development (p. 1) 3

CNS ED 6600 Theories and Techniques of Counseling Children and Adolescents (p. 1) 3

CNS ED 7000 Advanced Theories And Foundations Of Counseling Psychology (p. 1) 3

CNS ED 7010 Advanced Multicultural Counseling (p. 1) 3

CNS ED 7030 Counselor Education And Supervision (p. 1) 3

CNS ED 7035 Counselor Education & Supervision Practicum (p. 1) 3

CNS ED 7400 Advanced Topics in School Counseling Leadership (p. 1) 3

CNS ED 7770 Doctoral Practicum (p. 1) 3

CNS ED 7780 Doctoral Internship (p. 1) 6

Total: minimum 90 hours, postbaccalaureate

5. Minor Specialization

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

6. Dissertation

EDUC 7999 Dissertation Research (p. 1) 12

1  Minimum 90 hours, postbaccalaureate.

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

3  Or, for student in Counselor Education, CNS ED 7020 (p. 1) Seminar In Counseling Research, may be taken in the place of EDUC 7050 (p. 1).

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

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

Admission and General Requirements

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

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

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

Admission Application

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

Deadlines for applying are:

- 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

1. Foundations

Philosophical, historical, psychological, sociological, anthropological, and comparative foundations of education, as well as curriculum, instruction, and supervision.

2. Research Methods

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

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

ED REM 6710 Educational Research Methods and Design
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

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.

The minimum 21 hours in educational psychology includes:

ED REM 6400 Career Information and Development
ED REM 6410 Advanced Career Development
ED REM 8100 Advanced Theories and Foundations of Counseling Psychology
ED REM 8110 Advanced Multicultural Counseling
ED REM 8702 Seminar In Counseling Research
ED REM 8730 Counselor Education And Supervision
ED REM 8770 Doctoral Practicum

Additionally, all students should complete:

CNS ED 7780 Doctoral Internship

A secondary discipline in ED PSY consisting of at least:

ED PSY 6310 Psychology Of Learning Processes
ED PSY 6113 Psychopathology And Diagnosis
ED REM 6718 Psychoeducational Assessment And Intervention

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

5. Required Exit course

EDUC 7950 Preparation for Writing the Dissertation Proposal 3
EDUC 7999 Dissertation Research 6-9

Total: Minimum 90 hours, postbaccalaureate

Courses

EDUC 1000 Building Community, Culture, and Learning in Education: 3 semester hours
This course provides opportunities for educator candidates to develop a community of educators-in-training, relationships that will continue throughout academic and professional careers. This course provides experiences for students to interact with a diverse group of educators who work in schools and in community-based organizations, such as teachers, principals, counselors, psychologists, social workers, nurses, librarians, museum curators, and many other kinds of youth development workers in a variety of settings and from a variety of cultures. Content includes introduction to, and applications of, the performance assessment system utilized throughout all curricular programs and essential to learning to evaluate one's experiences, impact, and coursework. The course serves to ground candidates in the education profession, including its diverse career options and programs offered in the College. Coursework addresses what the content and disposition expectations are of UMSL and College of Education students and supports the development of the skills to master those expectations, including research, critical thinking, and writing. This course is a critical component for successful graduation and post-graduate professional and career development.

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 4998 Internship I: 3 semester hours
Prerequisites: Junior Standing, Admission to the Bachelor of Educational Studies Program, and 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: EDUC 4989. Senior Standing, and Consent of Instructor. Includes planning, research, evaluation and other professional activities in the student’s emphasis area.

EDUC 4991 Internship III: 6 semester hours
Prerequisites: Completion of or Concurrent Enrollment in EDUC 4990. Continuation of EDUC 4990.

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

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 6491 Staff Development And Professional Growth: 1-10 semester hours
Designed in conjunction with an individual school district or educational agency and related to problems of education confronting that specific district or agency.

EDUC 6998 Thesis Research: 1-10 semester hours
Prerequisite: Consent of instructor.

EDUC 7050 The Research Process I: Framing Research Questions Within Educ Lit: 3 semester hours
Same as ED ADM 7050. Prerequisites: Admission to the Ed.D. or Ph.D. in Education Programs. An overview of the essential elements of research proposals and familiarization with the techniques and tools used to identify important research questions within the education literature. emphasis is placed on exploring the research literature and both framing and justifying research questions within that literature.

EDUC 7205 Action Research for Educational Practitioners: 1 semester hour
Prerequisites: Admission to an Ed.D cohort or consent of instructor. Study of small-scale simulations that introduce students to the fundamentals of framing relevant questions, working in community, writing field notes, interviewing, technologies to support and help analyze data, and storytelling. Particular attention will be given to representing perspectives of various stakeholders including students, parents, administrators, and colleagues.

EDUC 7210 Survey Design for Educational Practitioners: 1 semester hour
Prerequisites: Admission to an Ed.D. cohort or consent of instructor. Application of relevant theories, research, and pedagogical practices in designing surveys for educational settings. Focus on instrument development and design, forming questions and scales, and sampling methods as well as analysis of results and presentation for various target audiences in educational organizations and settings.

EDUC 7215 Data Analysis for Educational Practitioner: 1 semester hour
Prerequisites: Admission to an Ed.D. cohort or consent of instructor. Guided workshop to conduct quantitative and/or qualitative analysis on data collected by learning communities. Develops specific skills necessary for research, e.g., using software for statistical or qualitative analysis, coding interviews or observation notes for patterns, doing critical discourse analysis, etc.

EDUC 7220 Designing Research for Educational Practitioners: 1 semester hour
Prerequisites: Admission to an Ed.D. cohort or consent of instructor. Guided workshop, applying the principles of research design, to design a study of the research issues selected by the learning community. Course covers how to develop research questions, choose among quantitative and qualitative methods, and consider the best, ethical practices.

EDUC 7225 Ethnography for Educational Practitioners: 1 semester hour
Prerequisites: Admission to an Ed.D. cohort or consent of instructor. The study of ethnography as a methodology to engage in field research and provide the conceptual, theoretical, and empirical knowledge base for action research.

EDUC 7230 Interviewing for Educational Practitioners: 1 semester hour
Prerequisites: Admission to an Ed.D. cohort or consent of instructor. Provides opportunities for developing skills in interviewing individuals and groups to identify, describe, assess and compare educational programs, practices and policies. Emphasis on interviewing experts in the field and research participants in educational research field studies.

EDUC 7295 Inquiry Seminar for Educational Practitioners: 1 semester hour
Prerequisites: Admission to an Ed.D. learning community or permission of instructor. Seminar on a specified approach to inquiry in order to obtain or analyze information of interest to scholar-practitioners leading educational programs through continuous improvement cycles.

EDUC 7305 Representing Data for Educational Practitioners: 1 semester hour
Prerequisites: Admission to an Ed.D. learning community or permission of instructor. Methods for presenting and displaying various types of data to a range of target audiences. Means of assuring accurate representation and the advantages and disadvantages of various methods are reviewed. Displays include tables, graphs, and charts. Current software programs to aid representation are reviewed.

EDUC 7310 Integrating Technology in Learning for Educational: 1 semester hour
Prerequisites: Admission to an Ed.D. cohort or consent of instructor. Appropriate technology tools for carrying out individual or group research and assessment projects will be identified and integrated. The appropriate tools will be learned and applied to present, analyze and complete projects.

EDUC 7315 Project Management for Educational Practitioners: 1 semester hour
Prerequisites: Admission to the Ed.D. program or consent of instructor. Tools for and approaches to managing complex projects in educational organizations, including establishing goals, subdivision of work, formation of work groups, planning and scheduling, establishing and tracking time lines, deployment of resources to complete a project, and addressing constraints. Use of current software for charting and reporting projects.
EDUC 7320 Financial and Budgeting Skills for Educational Practitioners: 1 semester hour
Prerequisites: Admission to an Ed.D. cohort or consent of instructor. Examines budgeting and finance systems of educational institutions, both from the perspective of theory, research and policy development, and from the perspective of actual budgeting and practice. There will also be an emphasis on the impact of federal and state policy regarding the finance of educational institutions, as well as the processes by which budgets are developed and resources allocated.

EDUC 7325 Grant Writing for Educational Practitioners: 1 semester hour
Prerequisites: Admission to an Ed.D. cohort or consent of instructor. Provides hands-on help for current and would-be grant writers. Examines search tools to locate likely request for proposals, explores text and sub-text issues, develops a timeline for grant development and submission, provides practice on how a peer review system works, considers issues related to revision and follows the real processes engaged in by successful grant recipients.

EDUC 7330 Human Relations Skills for Educational Practitioners: 1 semester hour
Prerequisites: Admission to Ed.D. program or consent of instructor. Exposure for educational practitioners in a variety of leadership roles to basic human relations skills, effective interventions which can be made with the individual worker, and assessment skills to enable the leader to determine if referral to a mental health professional is warranted. Effective ways of confronting employees because of impaired job performance, giving performance evaluations, providing career development and planning information, identifying work transitions in their employees, and identifying stress and stressors in the work environment, along with identifying substance abusing workers and deciding what to do about them.

EDUC 7395 Tool Seminar for Educational Practitioners: 1 semester hour
Prerequisites: Admission to an Ed.D. cohort or consent of instructor. Seminar on a specified tool used by leaders of educational institutions or programs for organizational improvement or as part of a continuous improvement cycle.

EDUC 7415 Topics in Education: 3 semester hours
Prerequisite: Admission to the doctoral program. Intensive study of a topic in education.

EDUC 7490 Directed Readings in the Education Research Literature: 1-6 semester hours
Prerequisite: Doctoral Standing. Independent study of the education research literature in an area defined in consultation with an advisor.

EDUC 7495 Doctoral Research Tools: 1-6 semester hours
Prerequisites: ED REM 6710. A structured individual or small group instructional or supervised investigative experience in and with a specific research skill and/or procedure that will be needed in the production of a doctoral dissertation. This course may not substitute for any existing graduate courses that cover the same research tool skills.

EDUC 7600 Learning Community of Practice I: 1-6 semester hours
Prerequisites: Admission to an Ed.D. cohort. Applying the scholarship of teaching and learning through asset mapping, inquiry formation, and selected readings. Students explore professional connections, interests, beliefs and reflect on practice.

EDUC 7605 Scholarship of Teaching and Learning in Educational Practice: 2 semester hours
Prerequisites: Admission to an Ed.D. cohort. Exploration of learning through practice and reflection within a community of scholars committed to situated best practice in education.

EDUC 7610 Learning Community of Practice II: 1-6 semester hours
Prerequisites: EDUC 7600. Identifies and examines research problems by developing skills of inquiry, integrating prior knowledge, and evaluating extant research.

EDUC 7615 Evaluation of Educational Programs: 2 semester hours
Prerequisites: Admission to an Ed.D. cohort. Assessment of programs for continuous improvement cycles within educational settings.

EDUC 7620 Learning Community of Practice III: 1-6 semester hours
Prerequisites: EDUC 7610. Selection and definition of a problem of practice to be addressed through research by the learning community members. Includes building relationships within and outside the learning community and designing structure to support inquiry into a problem of practice.

EDUC 7625 Building Socially Just Educational Communities: 2 semester hours
Prerequisites: Admission to an Ed.D. cohort. Examination of the role of culture and the analysis and application of social justice components in learning communities.

EDUC 7630 Learning Community of Practice IV: 1-6 semester hours
Prerequisites: EDUC 7620. Design and pilot of the research, selection of tools of inquiry, location of resources and needed support, and analysis of data.

EDUC 7635 Ethical and Legal Issues in Educational Practice: 2 semester hours
Prerequisites: Admission to an Ed.D. cohort or consent of instructor. Examines legal and ethical perspectives, conflicts and professional practice in education, especially in education leadership. Introduces ethical theories and studies approaches to problem-solving strategies, focusing on anticipating legal issues before they arise; methods and tools to prevent and resolve legal problems will be practiced.

EDUC 7640 Learning Community of Practice V: 1-6 semester hours
Prerequisites: EDUC 7630. Preparation of dissertation proposals, consideration of research tools, establishment of process in research sites and attention to the adherence to high ethical standards.

EDUC 7642 Sociocultural Perspectives In Education: 3 semester hours
Prerequisite: Doctoral standing and consent of instructor. Investigation of sociocultural theory with a focus on educational applications. Topics include the social formation of mind, language as cultural tool, methodological issues in social science research, and dialogic inquiry as pedagogy.

EDUC 7650 Learning Community of Practice VI: 1-6 semester hours
Prerequisites: EDUC 7640. Preparation of dissertation proposals, consideration of research tools, establishment of process in research sites and attention to the adherence to high ethical standards. A continuation of EDUC 7640.

EDUC 7880 Research Internship I: 3 semester hours
Prerequisites: Nine hours of research methods or statistics and consent of instructor. Supervised experience in the conduct of research studies or scholarly inquiry.

EDUC 7881 Research Internship II: 3 semester hours
Prerequisites: EDUC 7880 and consent of instructor. Supervised experience in the conduct of research studies or scholarly inquiry.
EDUC 7882 Research Internship III: 3 semester hours
Prerequisites: EDUC 7881 and consent of instructor. Supervised experience in the conduct of research studies or scholarly inquiry.

EDUC 7889 Laboratory of Practice: 1-6 semester hours
Prerequisites: Admission to an Ed.D. cohort. Field experience that bridges theory and practice in solving complex, situated problems of practice.

EDUC 7950 Preparation for Writing the Dissertation Proposal: 3 semester hours
Prerequisites: Completion of research method course requirements and EDUC 7880. An in-depth examination of the essential elements of a dissertation proposal. Particular emphasis is placed on examining the validity and reliability or the trustworthiness of the design of proposed research. Tools for identifying strengths and weaknesses are applied to proposals. Critique of proposals is employed. Also reviewed is the process of presenting and defending a proposal.

EDUC 7998 Dissertation in Practice Research: 1-8 semester hours
Prerequisite: Admission to pre-candidacy in the EdD program.

EDUC 7999 Dissertation Research: 1-12 semester hours
Prerequisite: Admission to pre-candidacy in the PhD in Education program.