Education Sciences and Professional Programs

The College of Education at the University of Missouri-St. Louis is comprised of two departments: the Department of Educator Preparation, Innovation, and Research (EPIR) and the Department of Education Sciences and Professional Programs (ESPP). Teacher educator and educational administrator preparation and certification occur in EPIR, whereas ESPP supports these efforts via educational foundations, psychological development, educational technology, and research methods and evaluation courses and offers assorted undergraduate and professional graduate degrees that include the Bachelor of Educational Studies degree, four Council for Accreditation of Counseling and Related Educational Programs-accredited (CACREP) Counseling programs, and a National Association of School Psychologists-approved (NASP) School Psychology Program.

The following degrees and programs are available through the Department of Education Sciences and Professional Programs:

Bachelor of Educational Studies

Master of Education:
- Adult & Higher Education with an emphasis in
  - Higher Education
- Clinical Mental Health Counseling (CACREP-accredited)
- Educational Psychology with an emphasis in
  - Character and Citizenship Education
- Educational Research and Program Evaluation
- Elementary School Counseling (CACREP-accredited)
- Secondary School Counseling (CACREP-accredited)

Educational Specialist:
- School Psychology (NASP-approved)

Doctor of Education
- Assorted Learning Communities

Doctor of Philosophy in Education with an Emphasis in:
- Counseling (CACREP accredited)
- Educational Psychology

Graduate Certificate and Certification Programs:
- Character and Citizenship Education
- Community College Leadership
- Program Evaluation in Education
- Social Justice in Education
- Student Affairs Administration & Leadership

Bachelor of Educational Studies (BES)

The Bachelor of Educational Studies (BES) is perfect for students excited about education, but looking for challenges outside the traditional classroom. The BES will prepare you for a career as an educator in many agencies. Many institutions emphasize informal learning and many different settings. Employers at these institutions are eager to hire people who have training and relevant experience in education, management, marketing, and technology. This degree is designed to be a creative, flexible, and inter-disciplinary bachelor’s degree that emphasizes practical skills in multiple settings.

Bachelor of Educational Studies

The B. E. S. is a professional degree designed for individuals who wish to study Education as a scholarly discipline in preparation for a career in one of four areas:

1. Early Childhood
2. Exercise Science and Wellness
3. Park and Museum Programs
4. Youth and Adult Development

Students follow the University's General Education Requirements (http://bulletin.umsl.edu/generaleducationrequirements), Mathematical Skills, Advanced Expository Writing, American History and Government, and Cultural Diversity Requirements. Due to prerequisites of required courses all students must take PSYCH 1003 and POL SCI 1100. Students pursuing the Exercise Science emphasis area must take BIOL 1012, BIOL 1013, and MATH 1030.

Foundations (Required Courses)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDUC 1001</td>
<td>Early Clinical Experience: Community Agency</td>
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<tr>
<td>TCH ED 2000</td>
<td>Becoming a Professional Educator</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 2222</td>
<td>Interpretation: Connecting Audiences and Meaning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC/PHYS ED 2136</td>
<td>Facility Management</td>
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<tr>
<td>EDUC 3170</td>
<td>Grant Proposal Writing for Educators</td>
<td>3</td>
</tr>
<tr>
<td>ED FND 3251</td>
<td>Black Americans in Education</td>
<td>3</td>
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<tr>
<td>ED FND 4330</td>
<td>History of American Education through the Lens of Social Justice</td>
<td>3</td>
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<tr>
<td>ED PSY 2212</td>
<td>Child and Adolescent Development</td>
<td>3</td>
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<tr>
<td>or PSYCH 2272</td>
<td>Developmental Psychology: Adulthood And Aging</td>
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</tr>
<tr>
<td>ED REM 4730</td>
<td>Program Assessment and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>ED TECH 4302</td>
<td>Educational Technology Instruction in Educational Agencies</td>
<td>3</td>
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<td>Computer-Mediated Teaching and Learning in Education</td>
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<tr>
<td>MKTG 3721</td>
<td>Introduction to Digital Marketing Strategies</td>
<td>3</td>
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<td>THEATR 3362</td>
<td>Storytelling</td>
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Early Childhood Emphasis

Required Courses

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<tr>
<td>ECH ED 3302</td>
<td>Introduction to Inclusive Early Childhood Education</td>
<td>3</td>
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<tr>
<td>ECH ED 3303</td>
<td>Curriculum and Practice Laboratory: Infant/Toddler</td>
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</tr>
<tr>
<td>ECH ED 3304</td>
<td>Curriculum and Practice Laboratory: Preschool</td>
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<tr>
<td>ECH ED 3313</td>
<td>Curriculum and Practice: Infant/Toddler</td>
<td>2</td>
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<td>Course Title</td>
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<tr>
<td>ECH ED 3314</td>
<td>Curriculum And Practice: Preschool Education</td>
<td>2</td>
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<tr>
<td>ECH ED 3332</td>
<td>Literacy, Learning and Instruction For The Young Child</td>
<td>3</td>
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<td>ECH ED 3350</td>
<td>Family and Professional Partnerships within School/Community</td>
<td>3</td>
</tr>
<tr>
<td>ECH ED 4317</td>
<td>Implementation, Evaluation, and Assessment in Early Childhood Education</td>
<td>3</td>
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<tr>
<td>SPEC ED 3318</td>
<td>Inclusive Classrooms</td>
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**Clinical Experiences**

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<td>3</td>
</tr>
<tr>
<td>EDUC 4990</td>
<td>Internship II</td>
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</tr>
<tr>
<td>EDUC 4991</td>
<td>Internship III</td>
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**Suggested Courses**

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<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tr>
<td>MEDIA ST 2211</td>
<td>Introduction to Digital Multimedia Production</td>
<td>3</td>
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<td>MEDIA ST 2222</td>
<td>Convergence and Digital Media</td>
<td>3</td>
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<tr>
<td>GERON 4130</td>
<td>Interviewing Older Adults and Life Review</td>
<td>3</td>
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<tr>
<td>GERON 4445</td>
<td>Aging, Chronic Illness &amp; Disability</td>
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<td>MGMT/SOC 3600</td>
<td>Management and Organizational Behavior</td>
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**Park and Museum Programs**

**Program Requirements**

Students must complete the requirements for one Academic Minor chosen in consultation with the advisor. The minor and electives in a related area must total 21 hours.

**Suggested Minors**

- Anthropology ([http://bulletin.umsl.edu/artsandsciences/anthropology/#undergraduatetext](http://bulletin.umsl.edu/artsandsciences/anthropology/#undergraduatetext))
- Art History ([http://bulletin.umsl.edu/artsandsciences/fineandperformingarts/artandarthonology/#undergraduatetext](http://bulletin.umsl.edu/artsandsciences/fineandperformingarts/artandarthonology/#undergraduatetext))
- Biology ([http://bulletin.umsl.edu/artsandsciences/biology/#undergraduatetext](http://bulletin.umsl.edu/artsandsciences/biology/#undergraduatetext))
- Environmental Studies ([http://bulletin.umsl.edu/artsandsciences/interdisciplinarystudies](http://bulletin.umsl.edu/artsandsciences/interdisciplinarystudies))
- History ([http://bulletin.umsl.edu/artsandsciences/history/#undergraduatetext](http://bulletin.umsl.edu/artsandsciences/history/#undergraduatetext))
- Philosophy and Science and Technology ([http://bulletin.umsl.edu/artsandsciences/interdisciplinarystudies](http://bulletin.umsl.edu/artsandsciences/interdisciplinarystudies))

**Suggested Courses**

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<td>3</td>
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<tr>
<td>MGMT 3600</td>
<td>Management and Organizational Behavior</td>
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<td>or SOC 3600</td>
<td>Management and Organizational Behavior</td>
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<tr>
<td>SOC WK 2000</td>
<td>Social Work and Social Issues</td>
<td>3</td>
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<tr>
<td>HLTH PE 3380</td>
<td>Introduction to Nutrition for Health and Performance</td>
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**Exercise Science and Wellness Emphasis**

**Required Courses**

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<tr>
<td>PHY ED 1124</td>
<td>Principles &amp; Practice In 1St Aid &amp; Cardiopulmonary Resuscitation</td>
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<td>HLTH PE 3434</td>
<td>Teaching of Health and Wellness</td>
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<td>HLTH PE 3284</td>
<td>Physiology of Human Exercise</td>
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<td>HLTH PE 3285</td>
<td>Safety and Emergency Care for Health &amp; Physical Education</td>
<td>3</td>
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<tr>
<td>HLTH PE 3380</td>
<td>Introduction to Nutrition for Health and Performance</td>
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<tr>
<td>HLTH PE 3280</td>
<td>Human Anatomy and Physiology</td>
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<td>PHY ED 2134</td>
<td>Personal Physical Fitness</td>
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<tr>
<td>PHY ED 3287</td>
<td>Seminar In Exercise Science</td>
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<tr>
<td>PHY ED 3283</td>
<td>Kinesiology</td>
<td>3</td>
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<tr>
<td>PHY ED 3330</td>
<td>Designing Physical Activity Programs</td>
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<tr>
<td>PHY ED 3931</td>
<td>Adult Exercise Leadership</td>
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**Clinical Experiences**

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<td>Introduction to Nutrition for Health and Performance</td>
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<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td>15</td>
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</table>

**Youth and Adult Development Emphasis**

**Program Requirements**

Students must complete the requirements for one Academic Minor chosen in consultation with the advisor. The minor and electives in a related area must total 21 hours.

**Suggested Minors**

- Child Advocacy Studies ([http://bulletin.umsl.edu/artsandsciences/interdisciplinarystudies](http://bulletin.umsl.edu/artsandsciences/interdisciplinarystudies))
- Criminology and Criminal Justice ([http://bulletin.umsl.edu/artsandsciences/criminologyandcriminaljustice/#undergraduatetext](http://bulletin.umsl.edu/artsandsciences/criminologyandcriminaljustice/#undergraduatetext))
- Gender Studies ([http://bulletin.umsl.edu/artsandsciences/sociologygerontologygender/genderstudies](http://bulletin.umsl.edu/artsandsciences/sociologygerontologygender/genderstudies))
• Gerontology (http://bulletin.umsl.edu/artsandsciences/sociologygerontologygender/gerontology)
• Public Policy Administration (http://bulletin.umsl.edu/artsandsciences/politicalscience/#undergraduatetext)
• Social Work

Suggested Courses

<table>
<thead>
<tr>
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<th>Course Title</th>
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</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>MEDIA ST 2222</td>
<td>Convergence and Digital Media</td>
<td>3</td>
</tr>
<tr>
<td>MGMT/SOC 3600</td>
<td>Management and Organizational Behavior</td>
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</tr>
<tr>
<td>SOC WK 2000</td>
<td>Social Work and Social Issues</td>
<td>3</td>
</tr>
<tr>
<td>HLTH PE 3380</td>
<td>Introduction to Nutrition for Health and Performance</td>
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</table>

Total Hours: 15

Master of Education in Adult & Higher Education

The M.Ed. in Adult & Higher Education is intended for

1. faculty and other educators who want to improve their adult teaching skills;
2. persons who occupy and seek to advance into administrative or management positions in a variety of educational settings; and
3. others who work with adults in a variety of agencies.

The degree program includes courses in foundations, curriculum and teaching (including distance learning), organization and administration, research, and electives so that students can create an emphasis area to fit their career goals. To help address student interests, special topic seminars are offered from time to time. An internship in the student’s emphasis area is a required exit experience. Students elect either the adult education or higher education emphasis area.

Admission Requirements

This degree program follows the policies of The College of Education and the Graduate School relating to admissions, academic standards, residency, transfer credit, time limitations, and thesis options (see Graduate Study in the Bulletin). The minimum number of hours required for the M.Ed. degree is 32 credit hours.

Education Requirements

Foundation Courses

Select a course focusing on the learner from the following: 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ADULT ED 6410</td>
<td>The Adult Learner</td>
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<tr>
<td>or HIGHERED 6476</td>
<td>The College Student</td>
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Select a course in historical foundations from the following: 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ADULT ED 6411</td>
<td>History Of Adult Education</td>
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<tr>
<td>or HIGHERED 6476</td>
<td>History And Philosophy Of American Higher Education</td>
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Select a course on the improvement of instruction from the following: 3

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<tr>
<td>ADULT ED 6413</td>
<td>Improvement Of Instruction In Adult Education</td>
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<tr>
<td>HIGHERED 6473</td>
<td>Curriculum In Higher Education</td>
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<tr>
<td>ED PSY 7647</td>
<td>Teaching For Learning In The University</td>
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Select one of the following: 3-6

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<th>Course Title</th>
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<tbody>
<tr>
<td>ADULT ED 6412 &amp; ADULT ED 6414</td>
<td>Philosophical Foundations Of Adult Education and Curriculum Theory And Development In Adult Education</td>
</tr>
<tr>
<td>HIGHERED 6476</td>
<td>Organization And Administration Of Higher Education</td>
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Adult and Higher Education Electives

Select a minimum of 12 hours from the following: 12

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<th>Course Code</th>
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<tbody>
<tr>
<td>ADULT ED 6230</td>
<td>Adult Learning And Development</td>
</tr>
<tr>
<td>ADULT ED 6416</td>
<td>Survey Of Adult Distance Education</td>
</tr>
<tr>
<td>ADULT ED 6417</td>
<td>Multicultural Issues In Adult Education</td>
</tr>
<tr>
<td>ADULT ED 6418</td>
<td>Assessment In The Adult Classroom</td>
</tr>
<tr>
<td>ADULT ED 6419</td>
<td>Developing Intercultural Competence</td>
</tr>
<tr>
<td>ADULT ED 6420</td>
<td>Survey Of Human Resource Development And Adult Education</td>
</tr>
<tr>
<td>ADULT ED 6432</td>
<td>Teaching In The Community College</td>
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<tr>
<td>ADULT ED 6494</td>
<td>Directed Readings In Adult Learning</td>
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<td>ADULT ED 6497</td>
<td>Problems In Adult Education</td>
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<td>ADULT ED 6540</td>
<td>Comparative International Adult and Higher Education</td>
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<td>HIGHERED 5401</td>
<td>Current Issues In Higher Education</td>
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<td>HIGHERED 5402</td>
<td>Student Affairs Administration</td>
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<td>HIGHERED 6404</td>
<td>Seminar</td>
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<td>Financial Issues In Higher Education</td>
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<td>HIGHERED 6406</td>
<td>Governance Of Higher Education</td>
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<td>HIGHERED 6408</td>
<td>Legal Issues In Student Affairs</td>
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<td>HIGHERED 6410</td>
<td>Ethics In Higher Education Administration</td>
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<tr>
<td>HIGHERED 6422</td>
<td>Policy Analysis Of Higher Education</td>
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<tr>
<td>HIGHERED 6430</td>
<td>The Community College</td>
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<td>ED ADM 6601</td>
<td>Administration Of Adult And Community Education</td>
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<td>ED ADM 6602</td>
<td>Programming In Community And Adult Education</td>
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<tr>
<td>ED PSY 6111</td>
<td>Psychology Of Education</td>
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<tr>
<td>ED TECH 5340</td>
<td>Selection And Utilization Of Educational Multimedia</td>
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<td>ED TECH 6416</td>
<td>Teaching &amp; Learning With Technology: Graphical Representational Tools</td>
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<tr>
<td>ED TECH 6436</td>
<td>Computer-Mediated Communication In Education</td>
</tr>
<tr>
<td>ED TECH 6437</td>
<td>Distance Learning Via Networks And Telecommunications</td>
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<tr>
<td>ED TECH 6452</td>
<td>Educational Multimedia Design</td>
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<td>ED TECH 6454</td>
<td>Instructional Video Production</td>
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Research Course(s)

Select 3-6 hours from the following: 3-6

<table>
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<tr>
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<tbody>
<tr>
<td>ED REM 6707</td>
<td>Classroom Measurement And Evaluation</td>
</tr>
<tr>
<td>ED REM 6709</td>
<td>Educational Research Methods and Design</td>
</tr>
<tr>
<td>ED REM 6710</td>
<td>Educational Research Methods and Design</td>
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</table>
Exit Requirement
Select one of the following taken during the last 9 semester hours of the program: 3
HIGHERED 6900 Internship (3 credit hours)
or ADULT ED 6990 Internship

Total Hours 30-36

1. Both classes are required for Adult Ed program
2. Required for Higher Education

Admission
In addition to meeting the general admission requirements of the Graduate School, applicants to the M.Ed. must complete the Departmental application in addition to the application to Graduate School, have three completed references on file, must have an undergraduate GPA of 3.0, and must take CNS ED 6000, Personal and Professional Development in Counseling, in their first semester. Admissions will be conducted twice a year. The deadlines for application are May 1 for the fall semester and October 1 for the spring semester.

Since it is the objective of the counseling faculty to identify students with low potential for competent practice as early as possible and to initiate the necessary procedures for dealing with such students, faculty of the counseling program reserve the right to review students at any stage of their coursework. A U (Unsatisfactory) in any clinical course or any grade less than a B in any core counseling course (CNS ED 6000, Personal and Professional Development in Counseling; CNS ED 6010: Theories of Counseling; CNS ED 6270 School Counseling Practicum; CNS ED 6370, Clinical Mental Health Counseling Practicum I; CNS ED 6375: Clinical Mental Health Counseling Practicum II; CNS ED 6280 School Counseling Field Experience; or CNS ED 6380 Clinical Mental Health Counseling Field Experience) will automatically trigger a review process by the Counseling Review Board. The Counseling Review Board process, however initiated, may result in the termination of the student's degree program or other required or recommended remedies to address deficiencies judged by the Counseling Review Board as related to the skills that are essential to the development of competent and ethical practices as a professional counselor.

Students admitted to the M.Ed. degree programs in counseling as "restricted graduate students" (see the "graduate study" rules in this Bulletin) must attain a 3.0 GPA for the first 12 hours of graduate coursework at UMSL. Students may repeat the course one time and must earn a grade of B or better or an S (Satisfactory) in any grade less than a B in any of these courses or a U (Unsatisfactory) in any clinical course, but still maintaining a 3.0 GPA, will be allowed to repeat the course one time and must earn a grade of B or better or an S (Satisfactory) in any clinical course to be fully admitted.

Master of Education in School Counseling

Mission
The School Counseling Program of the Department of Education Sciences and Professional Programs prepares professional school counselors to serve the academic, career, and personal/social needs of culturally diverse students in the elementary, middle, and secondary schools. The Department strives to develop a culturally diverse student population and to draw students from local, regional, national, and international locations.

Purpose and Objectives
The M.Ed. in School Counseling program prepares school counselors for positions in public or private elementary, middle, or secondary schools. The program is designed to fulfill entry-level program standards of preparation. It also is intended to enable program graduates to obtain Missouri Department of Elementary and Secondary Education Certification in School Counseling.

Emphasized in the program is the use of developmental perspectives by school counseling and guidance practitioners as outlined by the Missouri Department of Elementary and Secondary Education, the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and the most innovative school counselor training standards as described by the professional literature. That is, guidance and counseling services are considered appropriate and necessary for all students in schools, not just those with problems or in crisis. Remedial and crisis intervention theories and strategies are covered in the curriculum; however, facilitation of "developmental" conditions needed for students' learning, re-learning, and effective coping are viewed as most important.

The objectives of the school counseling program are to prepare graduates who can conceptualize and organize a school-based program around the eight goals which characterize developmental guidance and counseling programs. The objectives of the program are to prepare graduates who:

1. understand school environments;
2. understand self and others;
3. understand students' attitudes and behaviors;
4. understand students' decision-making and problem-solving skills;
5. have effective interpersonal and communication skills;
6. understand students' school success skills;
7. understand students' career awareness and educational planning; and
8. understand community pride and involvement.

Each of these objectives is further delineated by a set of general objectives, described through expected observable outcomes. While each of these objectives are applicable to all grade levels, particular attention is given to objectives related to developmental stages and tasks for appropriate age groups. Program graduates are expected to be competent in and be able to:

1. provide individual counseling;
2. provide small group counseling;
3. present large group/classroom guidance;
4. organize and manage peer facilitator programs;
5. develop a series of counseling and guidance activities for dysfunctioning (i.e. target) students;
6. provide leadership in organizing guidance experiences for all students within a school;
7. lead parent education groups;
8. consult individually and in groups with teachers, parents, and administrators;
9. consult with child study teams; and
10. demonstrate counselor effectiveness through accountability studies.

<table>
<thead>
<tr>
<th>Exit Requirement</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGHERED 6900 Internship (3 credit hours)</td>
<td></td>
</tr>
<tr>
<td>or ADULT ED 6990 Internship</td>
<td></td>
</tr>
</tbody>
</table>

| Total Hours | 30-36 |

1. Both classes are required for Adult Ed program
2. Required for Higher Education

<table>
<thead>
<tr>
<th>Master of Education in School Counseling – Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission</td>
</tr>
</tbody>
</table>

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4. organize and manage peer facilitator programs;
5. develop a series of counseling and guidance activities for dysfunctioning (i.e. target) students;
6. provide leadership in organizing guidance experiences for all students within a school;
7. lead parent education groups;
8. consult individually and in groups with teachers, parents, and administrators;
9. consult with child study teams; and
10. demonstrate counselor effectiveness through accountability studies.
Master of Education: Emphasis in Elementary School Counseling

The courses listed below meet the coursework requirements for the M.Ed. degree, state certification as a school counselor, and licensing as a professional counselor:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS ED 6000</td>
<td>Personal and Professional Development in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS ED 6010</td>
<td>Theories of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS ED 6020</td>
<td>Ethical and Professional Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS ED 6030</td>
<td>Foundations for Multicultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS ED 6040</td>
<td>Group Procedures in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS ED 6050</td>
<td>Individual Inventory</td>
<td>3</td>
</tr>
<tr>
<td>CNS ED 6200</td>
<td>Foundations of School Guidance</td>
<td>3</td>
</tr>
<tr>
<td>CNS ED 6270</td>
<td>School Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td>CNS ED 6280</td>
<td>School Counseling Field Experience</td>
<td>6</td>
</tr>
<tr>
<td>CNS ED 6400</td>
<td>Career Information and Development</td>
<td>3</td>
</tr>
</tbody>
</table>

**Psychological Foundations and Human Development**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED PSY 6210</td>
<td>Life-Span: Individual and Family Development</td>
<td>3</td>
</tr>
<tr>
<td>ED PSY 6532</td>
<td>Psychoeducational Differences</td>
<td>3</td>
</tr>
</tbody>
</table>

**Educational Research and Evaluation Methods**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED REM 6710</td>
<td>Educational Research Methods and Design</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

Six credit hours from CNS ED or related courses, such as:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS ED 6600</td>
<td>Theories and Techniques of Counseling Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>CNS ED 6500</td>
<td>Introduction to Systems Theory for Couples and Family Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

Comprehensive Exam (Capstone Experience) ¹

| Total Hours | 48 |

¹ Please consult with the Department office for requirements and dates of this examination.

State Certification

Although not a degree requirement, a passing score on the relevant Praxis test or other examination required by the Missouri Department of Elementary and Secondary Education is also required for state certification as a school counselor and must be achieved before the student can be recommended by the Counseling Program for such certification. In addition, students who do not hold a state certification as a teacher must also take the following courses in addition to their M.Ed. in School Counseling program in order to be recommended by the Counseling Program as a school counselor.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPEC ED 6325</td>
<td>Advanced Studies in Classroom &amp; Behavior Management</td>
<td>3</td>
</tr>
<tr>
<td>SPEC ED 6412</td>
<td>Psychology of Exceptional Children</td>
<td>3</td>
</tr>
</tbody>
</table>

Master of Education: Emphasis in Secondary School Counseling

The courses listed below meet the coursework requirements for the M.Ed. degree, state certification, and licensing as a professional counselor:

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
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<td>Theories of Counseling</td>
<td>3</td>
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<td>CNS ED 6020</td>
<td>Ethical and Professional Issues in Counseling</td>
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<tr>
<td>CNS ED 6270</td>
<td>School Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td>CNS ED 6280</td>
<td>School Counseling Field Experience</td>
<td>6</td>
</tr>
<tr>
<td>CNS ED 6400</td>
<td>Career Information and Development</td>
<td>3</td>
</tr>
</tbody>
</table>

**Psychological Foundations and Human Development**

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**Educational Research and Evaluation Methods**

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</thead>
<tbody>
<tr>
<td>ED REM 6710</td>
<td>Educational Research Methods and Design</td>
<td>3</td>
</tr>
</tbody>
</table>

Six credit hours from CNS ED or related courses

Comprehensive Examination (Capstone Experience) ¹

| Total Hours | 48 |

¹ Please consult with the Department office for requirements and dates of this examination.

State Certification

Although not a degree requirement, a passing score on the relevant Praxis test or other examination required by the Missouri Department of Elementary and Secondary Education is also required for state certification as a school counselor and must be achieved before the student can be recommended by the Counseling Program for such certification. In addition, students who do not hold a state certification as a teacher must also take the following courses in addition to their M.Ed. in School Counseling program in order to be recommended by the Counseling Program as a school counselor.

<table>
<thead>
<tr>
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<tr>
<td>SPEC ED 6412</td>
<td>Psychology of Exceptional Children</td>
<td>3</td>
</tr>
</tbody>
</table>

Master of Education in Clinical Mental Health Counseling – Overview

M. Ed. Clinical Mental Health Counseling Program Mission Statement

The Clinical Mental Health Counseling Program of the Department of Education Sciences and Professional Programs prepares professional counselors, including mental health, career, addictions, couples/family,
and child and adolescent counselors, to serve the mental health needs of culturally diverse individuals, groups, couples, and families in need. The Department’s outreach extends to schools, colleges and universities, community based organizations, business and industry, as well as independent practice. The Department strives to develop a culturally diverse student population and to draw students from local, regional, national, and international locations.

### Purpose and Objectives

The M.Ed. in Clinical Mental Health Counseling program prepares clinical mental health counselors for positions in community colleges, universities, employment agencies, vocational rehabilitation agencies, probation and parole work, juvenile detention, alcoholism and drug abuse clinics, career planning and placement centers, community mental health agencies, family and children services, and various federally funded public service projects. Additionally, graduates are employed in career development, and business and industry positions, especially in training and personnel areas. Others have moved into roles calling for research and evaluation skills. The program is designed to fulfill entry-level program standards of preparation. It is also intended to enable program graduates to apply for the Missouri License for Professional Counselors.

The objectives of this program are to prepare graduates:

1. to function effectively and ethically as professional counselors in the community, within a mental health setting;
2. to be self-aware and sensitive to their clients as people who exist in the context of different cultures and races and people who are potentially at risk;
3. to flexibly and skillfully construct and apply theory and techniques to fit unique and changing needs of clients both individually and in groups, within a community mental health setting;
4. to be proficient with the understanding and human relations skills necessary to consult as part of a team effort, within a mental health setting;
5. to help individuals meet developmental concerns and needs both individually and in a variety of developmental group programs, within a mental health setting;
6. to be knowledgeable about career development and the use of appraisal instruments and test interpretation and their impact on individual planning;
7. to be knowledgeable about research methods and research literature; and
8. to value developing professional expertise as a lifelong process.

### Master of Education: Emphasis in Clinical Mental Health Counseling

The clinical mental health counseling emphasis allows flexibility for developing programs appropriate to particular nonschool settings. Students must have their adviser’s approval before taking other than required courses.

### Core Curriculum (CNS ED)

The courses listed below meet the course work requirements for the M. Ed. Degree and the license to practice as a professional counselor:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS ED 6000</td>
<td>Personal and Professional Development in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS ED 6010</td>
<td>Theories of Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

### Electives and Area of Specialization

Coursework in the area of specialization is to be selected in consultation with the adviser. Although not mandatory, areas of specialization may include career counseling, mental health counseling, rehabilitation counseling, addictions/substance abuse counseling, child and adolescent counseling, couples and family counseling, and others.

**Comprehensive Examination (Capstone Experience)**

Please consult with the Department office for requirements and dates of this examination.

### Doctoral Program (Ph.D.) in Counselor Education and Supervision - Overview

**Admission**

Admissions will be conducted once per year. The deadline for applications is December 1, for a Fall Semester admission.
Mission

The objectives of the Ph.D. in Education in Counseling Program are:

- to meet the mental health needs of culturally diverse individuals, groups, couples, and families in need. The Department’s goal is to train practitioner-scholar-advocates who can contribute to the professional counseling field in academic, research, and practice contexts. The Department’s outreach extends to individuals who practice counseling in schools, colleges and universities, community-based organizations, business and industry, as well as independent practice. The Department strives to develop a culturally diverse student population and to draw students from local, regional, national, and international locations.

Ph.D. in Education in Counseling

Mission

Students completing the Ph.D. in counseling will be knowledgeable about the counseling knowledge base; will be competent in research, measurement, and statistical methods; will be knowledgeable and experienced in counselor education and supervision; and will possess a high level of applied research and clinical skills. The goal of the program is to prepare professionals adept at theory development, qualitative and quantitative research methods, and integration of research with practice in counseling settings. The larger program intent is to produce researcher practitioners who can provide and assess services designed to enhance the lives of individuals facing extraordinary challenges throughout the lifespan.

Purpose and Objectives

The objectives of the Ph.D. in Education in Counseling Program are:

1. to build upon and enhance the knowledge base in core counseling areas through successful completion of advanced doctoral coursework in research and counseling practice;
2. to refine counseling practice skills and enhance the supervised experience base through successful completion of an advanced doctoral practicum and a doctoral internship;
3. to teach and to require the ethical practice of counseling, counseling research, and counselor education through course work and supervision of practice;
4. to enhance the student’s ability to identify and to solve complex problems in education and counseling;
5. to train counselor educators and supervisors of counselors-in-training;
6. to prepare professional counselors to provide a full-range of counseling services to individuals from differing cultural backgrounds facing extraordinary challenges throughout the lifespan. This requires academic training and supervised practice (both as a student and as a potential supervisor-in-training) addressing the concerns of clients from varied cultural backgrounds, including individuals in protected or minority statuses;
7. to prepare professionals adept at (a) theory development; (b) qualitative and quantitative research methods; (c) integration of research with practice in school and non-school counseling settings through advanced coursework and a research seminar;
8. to apply counseling theory to the process and practice of consultation in various counseling and educational contexts, learned primarily through the doctoral practicum and doctoral internship, but proceeded by classroom instruction on organizational climate, ethical climate, and problem solving;
9. to provide a context for skill development and practice in individual, career, and group assessment (including intelligence, aptitude, achievement, interest, and personality assessment) through a supervised advanced doctoral practicum and doctoral internships;
10. to train researchers, scholars, and academicians (counselor educators) and to develop and to refine scholarship skills for anticipated entry into the academy through advanced coursework including research methodology and counseling research; and
11. to encourage and facilitate linkage to the counseling professional community and academy through organizational involvement and efforts to present scholarly findings at professional conferences or in professional journals. Students will be encouraged to submit their work for publication or presentation through professional and academic outlets.

Career Outlook

Elementary and Secondary School Counselors

The demand for school counselors throughout the state is quite high. There is a shortage of school counseling personnel at all levels. Additionally, many teachers who do not intend to leave the classroom pursue this program to be better able to meet the needs of their students. Some graduates of the program have left the field of education and have obtained positions such as those cited under Clinical Mental Health Counseling.

Note: It should be noted that in Missouri, persons who engage in "professional counseling" in many of these settings are required by law to be licensed as professional counselors.

Clinical Mental Health Counselors

Graduates have been employed in a wide variety of settings: as counselors in community colleges, universities, employment agencies, vocational rehabilitation agencies, probation and parole work, juvenile detention, alcoholism and substance abuse clinics, career planning and placement centers, community mental health agencies, family and children services, and various federally funded public service projects. Additionally, graduates are employed in career development, and business and industry positions, especially in training and personnel areas. Others have moved into roles calling for research and evaluation skills.

Master of Education in Community Education

(name change pending CBHE approval)

The Department of Education Sciences and Professional Programs provides students with an opportunity, through the M.Ed. in Community Education, to cultivate the insights, capacities, and skill sets required to lead educational innovation, harness the power of technology for community engagement, strengthen critical literacies, bridge in-school, out-of-school, and lifelong learning, and build stronger, more resilient communities. Through coursework and hands-on, place-based experiences, students will grapple with such concepts and practices as heritage, relevance, inclusion, collaboration, critical analysis, dialogue, co-created experiences, community capacity building, and empowerment. This degree is the nexus of putting knowledge into action in the service of community goals.

The M.Ed. in Community Education has 100% online options. The degree provides a scaffold from entry-level to leadership positions in parks, museums, science centers, public agencies, and other community service organizations. It also equips students to pursue practitioner-focused doctoral degrees (e.g., Doctorate in Educational Practice, Ed.D.) and
research-focused doctoral degrees (e.g., Doctorate of Philosophy, Ph.D.) in education.

**Admissions Requirements**

Admissions requirements include an earned baccalaureate degree from an accredited college or university with an overall grade point average of 3.0 or higher, a completed UMSL Graduate School Application Form, official transcripts from all colleges and universities attended, and two letters of recommendation.

**Degree Requirements**

The M.Ed. in Community Education consists of 33 hours of graduate coursework in the following areas:

**CORE**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC/HIST 6142</td>
<td>The History and Practice of Community Education</td>
<td></td>
</tr>
<tr>
<td>TCH ED 6440</td>
<td>Innovation in Education</td>
<td>3</td>
</tr>
<tr>
<td>ED TECH 6460</td>
<td>Technology Development in Community Organizations</td>
<td>3</td>
</tr>
<tr>
<td>ED FND 6422</td>
<td>Analysis of Cultural Literacies</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6442</td>
<td>Leadership in Community Education</td>
<td>3</td>
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</tbody>
</table>

**Approved Electives (see Approved Electives information below)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAP 6433</td>
<td>Practicum in Public History and Cultural Heritage</td>
<td>3</td>
</tr>
<tr>
<td>ED TECH 6490</td>
<td>Internship</td>
<td>3-6</td>
</tr>
</tbody>
</table>

1. HIST 6142 topic must be The History and Practice of Community Education.
2. HIST 6125 is for students pursuing a graduate certificate in Museums, Heritage and Public History.

**Approved Electives**

To fulfill the approved elective requirement, students will complete an additional 12-15 credit hours of coursework. With advisor approval, students will choose 4 or 5 courses that meet their individualized needs. Faculty have expertise in such community education topics as: technology for community engagement; inclusive communities; health, human performance and community engagement; social justice and the urban educational context; adult education; and museums, heritage and public history.

**Capstone Experience**

The capstone experience (3-6 credit hours) provides students with an opportunity to gain in-depth experience in a community education context. For professionals already working in community education contexts, the capstone experience facilitates project-based learning that can be completed on-site.

**Educational Specialist in School Psychology**

The Educational Specialist in School Psychology (Ed.S.) degree program at the University of Missouri-St. Louis is a National Association of School Psychologists-approved training program that provides specialized training in the provision of academic and social-emotional and behavior interventions via a problem-solving approach. Special attention is placed upon prevention, early intervention, and assessment of educational outcomes within a cognitive-behavioral theoretical perspective. The UMSL School Psychology Program’s primary goal is to prepare future school-based practitioners who can provide an array of effective student- and systems-level school psychological services to support all students via the following candidate learning outcomes:

**A. Data-Based Decision Making**

Ed. S. candidates will acquire knowledge of and skills in a variety of assessment models and methods that enable them to develop expertise in collecting, analyzing, and interpreting data for the purpose of making recommendations to improve the academic performance and/or social-emotional development of children and adolescents with whom they work.

**B. Improved Educational and Psychological Treatment Outcomes**

Ed. S. candidates will gain knowledge of and develop skills associated with a wide-range of research-based academic, behavior, and psychological interventions treatments to promote academic performance and social-emotional behavior.

**C. Multicultural Diversity**

Ed. S. candidates will acquire knowledge of identity development that facilitates the development of skills to work with a students and families from diverse groups, thereby engaging in culturally-competent practice.

**D. Program Development and Evaluation**

Ed. S. candidates will gain knowledge of and acquire skills in a variety of data collection and research methodologies that enable them to develop, implement, and evaluate school-based interventions and programs for students, educators, and parents.

**E. Facilitation of Organizational Change**

Ed. S. candidates will acquire an understanding of the complexity of educational systems and the role school psychologists can play to promote systemic changes and improve services for all children and adolescents.

The Ed. S. in School Psychology degree program consists of 60 graduate semester hours that includes coursework in psychological and educational foundations, psychoeducational assessment, and direct and indirect service delivery. Prevention and early intervention of academic, behavioral, and social-emotional problems through consultation, interdisciplinary collaboration, and systems-level interventions are highlighted throughout the program. The Ed. S. degree is a small-cohort program consisting of 8-12 candidates per cohort that maximizes close relationships with faculty and field-based practitioners to develop professional skills and competencies.

Admission requirements include a 3.0 undergraduate GPA, current GRE General Test scores (Verbal, Quantitative and Analytical Writing scores at or above the 50th percentile), three letters of recommendation, a personal statement describing personal goals (not to exceed five double-spaced typed pages) and a curriculum vita detailing relevant experience with children, adolescents, and families. Prerequisite coursework in the areas of Developmental Psychology, and Psychological Statistics is required for
admission. Following initial screening, finalists will be invited for an on-campus interview with the School Psychology Program faculty and current Ed. S. candidates. All required application materials will be considered equally when making admission decisions. Applications are reviewed annually with a February 15 deadline.

Transfer credit may be granted for graduate coursework completed prior to entering the program, but strict limitations apply. The Ed. S. in School Psychology degree program involves a minimum of three years of intensive study. Though it is possible to complete the first year of the curriculum on a part-time basis, please note that practicum during the second year involves two days per week working in a school with a school psychologist, and internship is a yearlong fulltime supervised experience. Consequently, full-time study is recommended and preferred. Graduates of the program are immediately eligible for School Psychologist Certification from the Missouri Department of Elementary and Secondary Education and the Nationally Certified School Psychologist credential from the National Association of School Psychologists. As such, graduates from the program will meet or exceed certification requirements in the majority if not all states in the country.

Curriculum

<table>
<thead>
<tr>
<th>First Year</th>
<th>Hours</th>
<th>Spring</th>
<th>Summer</th>
<th>Hours</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>Fall</td>
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</tr>
<tr>
<td>ED PSY 6222 or 6210</td>
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<td>ED PSY 6310</td>
<td>3</td>
<td>ED PSY 6115</td>
</tr>
<tr>
<td>ED PSY 6530</td>
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<td>ED PSY 6550</td>
<td>3</td>
<td>REM 6719</td>
</tr>
<tr>
<td>ED PSY 6532</td>
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Total Hours: 60

In addition to completion of the 60-hour curriculum listed above, candidates for the Ed.S. in School Psychology degree must receive passing scores on the following programmatic assessments: Praxis School Psychologist Examination and two Problem-Solving Case Studies (one academic, one behavioral).

Master of Education in Educational Psychology

The Department of Education Sciences and Professional Programs provides training in the theory, research, and practice of the psychological mechanisms underlying teaching, learning, and human development of students as well as the related school processes and structures. The department also specializes in educational research, psychoeducational assessment, and school psychology.

The M.Ed. in Educational Psychology degree offers training in the theoretical principles, research, and practices of educational psychology. The degree is intended to facilitate career advancement within educational and community-based settings and to prepare candidates to pursue other advanced degrees in education or psychology. The M.Ed. in Educational Psychology degree consists of 33 hours of graduate coursework in the following areas:

A. Foundations (15 hours)
B. Electives (12-15 hours)
C. Capstone Experience (3-6 hours)

The foundations courses consist of 3 hours of study regarding the educational and psychological foundations of educational psychology, 3 hours of learning and cognition, 3 hours of human development, and 6 hours of statistics, research design, and/or program evaluation. The specific courses chosen for the electives and capstone experience will vary according to the candidate’s interests and the emphasis area, if any, that is chosen.

Emphasis Areas

When completing the basic degree requirements for the M.Ed. in Educational Psychology, candidates may choose one of two optional emphasis areas: (1) Character and Citizenship Education or (2) Educational Research and Program Evaluation. These emphasis areas are created via completion of specified lists of courses from which to choose rather than 15 hours in free electives.

Admissions Requirements

Admissions requirements include an earned baccalaureate degree from an accredited college or university with an overall grade point average of 3.0 or higher, a completed UMSL Graduate School Application Form, official transcripts from all colleges and universities attended, and two letters of recommendation.

Curriculum (33 hours)

Foundations

Educational Psychology Foundations 6
Choose two of the following:
ED PSY 6030 Instruction, Learning And Assessment
ED PSY 6111 Educational Psychology
ED PSY 6530 Foundations Of School Psychology

Human Development 3
Choose one of the following:
ED PSY 6210 Life-Span: Individual and Family Development
ED PSY 6215 Psychology Of Early Childhood Development
ED PSY 6222 Advanced Studies in Child and Adolescent Development
ED PSY 6226 Mental Health and Development of Children and Youth

Research Methods 6
ED REM 6735 & ED REM 6750 Statistical Analysis for Education Research and Advanced Research Design In Education
Education Sciences and Professional Programs

ED REM 6710 & ED REM 6730  Educational Research Methods and Design and Educational Program Development and Evaluation

Electives  12-15

12-15 Hours of graduate-level courses from any combination of the following curricular areas

- Educational Psychology (ED PSY)
- Educational Research and Evaluation Methods (ED REM)
- Educational Technology (ED TECH)

Capstone Experience  3-6

Choose one or two of the following:

- ED PSY 6590  School Psychology Practicum I
- ED REM 6732  Advanced Educational Program Development and Evaluation
- ED PSY 6990  Internship
- EDUC 6998  Thesis Research

Total Hours  33

1  Admission to School Psychology Program required
2  Candidates choosing the Thesis Capstone Experience will have 12 hours of Electives
3  Up to 6 hours of graduate-level courses from other disciplines may be chosen in consultation with an Advisor.

Emphasis in Character and Citizenship Education

Foundations

- Educational Foundations  3
  - ED PSY 6111  Psychology Of Education

Learning and Cognition

Choose one of the following:

- ED PSY 6030  Instruction, Learning And Assessment
- ED PSY 6310  Psychology Of Learning Processes

Human Development

- ED PSY 6222  Advanced Studies in Child and Adolescent Development

Research Methods

Choose one of the following two course blocks:

- ED REM 6735  Statistical Analysis For Education Research
- ED REM 6750  Advanced Research Design In Education

or

- ED REM 6710  Educational Research Methods and Design
- ED REM 6730  Educational Program Evaluation

Emphasis Area

Required  6

- ED PSY 6217  Foundations Of Citizenship Education
- ED PSY 6445  Character Education And Development

Choose one of the following:

- ED PSY 6115  Personality And Social Development
- ED PSY 6210  Life-Span: Individual and Family Development
- ED PSY 6215  Psychology Of Early Childhood Development
- ED PSY 6225  The Psychology Of Adolescence

Choose one or two of the following:  6

- ED PSY 6417  Current Perspectives On Citizenship Education
- ED PSY 6450  Advanced Methods In Character Education
- ED PSY 6497  Problems
- ED REM 6730  Educational Program Evaluation
- ED REM 6732  Advanced Theory And Practice In Educational Program Evaluation

Capstone Experience  3

Choose one of the following:

- ED PSY 6990  Internship
- ED REM 6732  Advanced Theory And Practice In Educational Program Evaluation
- EDUC 6998  Thesis Research

Total Hours  33

1  Candidates choosing the Thesis Capstone Experience will have 12 hours in the Emphasis Area

Emphasis in Educational Research and Program Evaluation

Foundations

- Educational Psychological Foundations  6
  - ED PSY 6030  Instruction, Learning And Assessment
  - ED PSY 6111  Educational Psychology

Human Development  3

Choose one of the following:

- ED PSY 6210  Life-Span: Individual and Family Development (Choose one of the following:)
- ED PSY 6215  Psychology Of Early Childhood Development
- ED PSY 6222  Advanced Studies in Child and Adolescent Development
- ED PSY 6226  Mental Health and Development of Children and Youth

Research Methods

Choose one of the following:

- ED REM 6735  Statistical Analysis for Education Research and Advanced Research Design In Education

or

- ED REM 6710 & ED REM 6730  Educational Research Methods and Design and Educational Program Development and Evaluation

Emphasis Area

Required  12-15

1  Candidates choosing the Thesis Capstone Experience will have 12 hours in the Emphasis Area
ED REM 6730  Educational Program Development and Evaluation
ED REM 6732  Advanced Educational Program Development and Evaluation

Choose up to five of the following:  
ED REM 6497  Problems  
ED REM 6707  Classroom Measurement And Evaluation  
ED REM 6716  Academic Assessment and Intervention  
ED REM 6750  Advanced Research Design In Education  
TCH ED 6909  Teacher Action Research I  
TCH ED 6910  Teacher Action Research Capstone

Capstone Experience  
Choose one or two of the following:  
ED REM 6732  Advanced Educational Program Development and Evaluation  
ED REM 6990  Internship  
EDUC 6998  Thesis Research

Total Hours  
3-6

1 All candidates must take ED REM 6730 and ED REM 6732; thus, the Emphasis Area courses will vary depending on the courses used to fulfill the Research Methods and Capstone Experience requirement.  
2 Candidates choosing the Thesis Capstone Experience will have 12 hours in the Emphasis Area

Educational Specialist in School Psychology

The Educational Specialist in School Psychology (Ed.S.) degree program at the University of Missouri-St. Louis is a National Association of School Psychologists-approved program whose primary goal is to prepare future school psychologists to assume a wide array of professional roles in schools. Built upon a foundation of data-based decision making and problem solving methodology, the program highlights the critical importance of providing timely prevention, early intervention, and intensive research-based interventions to address academic and mental/behavioral health difficulties within a framework of multilitered systems of support. As such, the UMSL School Psychology Program promotes development of advanced student- and systems-level knowledge and skills to support all students via the following candidate learning outcomes:

A. Improved Academic and Mental/Behavioral Health Outcomes

Candidates will develop advanced skills with multifaceted assessment and data collection techniques, treatment planning and implementation, and evaluation of student outcomes for academic and mental/behavioral health difficulties.

B. Culturally-Responsive Practice and Social Justice

Candidates will understand identity development and develop the skills necessary to work with and advocate for culturally- and linguistically-diverse students and families in a competent and socially-just manner.

C. Program Development and Evaluation

Candidates will learn qualitative, quantitative, and mixed methods data collection and research methodologies that will enable them to develop, implement, and evaluate a wide array of school-based interventions and programs for students, educators, and parents.

D. Facilitation of Organizational Change

Candidates will acquire a systems-level perspective of the educational, social, and political influences on development and will use this knowledge to promote systemic and policy changes that will improve educational and psychological outcomes for all students.

The Ed. S. in School Psychology degree program consists of 60 graduate semester hours that includes coursework in educational and psychological foundations, consultation, psychoeducational assessment, and direct and indirect interventions. The small cohort-based nature of the program (approximately 8-12 candidates admitted each year) fosters close relationships with colleagues, faculty, and field-based practitioners.

Admission requirements include a 3.0 undergraduate GPA, current GRE General Test scores (Verbal, Quantitative and Analytical Writing scores at or above the 50th percentile recommended), three letters of recommendation, a personal statement describing personal goals (not to exceed five double-spaced typed pages) and a curriculum vita detailing relevant experience with children, adolescents, and families. Prerequisite coursework in the areas of Developmental Psychology, and Psychological Statistics is required for admission. Following initial screening, finalists will be invited for on-campus interviews with the School Psychology Program faculty and current Ed. S. candidates. All required application materials will be considered equally when making admission decisions. Applications are reviewed annually with a February 15 deadline.

Transfer credit may be granted for graduate coursework completed prior to entering the program, but strict limitations apply. The Ed. S. in School Psychology degree program involves a minimum of three years of intensive study. Though it is possible to complete the first year of the curriculum on a part-time basis, please note that practicum during the second year involves two days per week working in a school with a school psychologist, and internship is a yearlong fulltime supervised experience. Consequently, full-time study is recommended and preferred. Graduates of the program are immediately eligible for School Psychologist Certification from the Missouri Department of Elementary and Secondary Education and the Nationally Certified School Psychologist credential from the National Association of School Psychologists. As such, graduates from the program will meet or exceed certification requirements in the majority if not all states in the country.

Curriculum

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Graduate Certificate in Community College Leadership

The Graduate Certificate program in Community College Leadership (CCL) is a collaborative effort between the University of Missouri – Kansas City (UMKC) School of Education and the University of Missouri – St. Louis (UMSL) College of Education.

For more information about our graduation rates, the median debt of students who completed this graduate certificate program, and other important information, please visit our Gainful Employment Disclosure website: http://umsl.edu/go/BoO. (http://umsl.edu/go/BoO)

The certificate program will allow participating candidates to develop skills and knowledge through completing the 18 hour curriculum outlined in the following section:

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<td>The Community College (Taught by UMSL Faculty) - Entry Level course</td>
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<td>HIGHERED 6431</td>
<td>Community College Leadership (Taught by UMSL Faculty)</td>
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<tr>
<td>EDUL 5559</td>
<td>Current Issues in the Community College (Taught by UMKC Faculty)</td>
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<tr>
<td>EDUL 5553</td>
<td>Supervising and Managing People (Taught by UMKC Faculty)</td>
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Elective (Can be taken from either institution or an approved elective from the student’s home institution) | 3

Select one of the following (Capstone Experience): | 3
- HIGHERED 6900 Internship (UMSL)
- EDUL 5571 Internship in Higher Education (UMKC)

Total Hours: 18

Graduate Certificate programs are a minimum of 18 credit hours.

Graduate Certificate in Social Justice in Education

The Graduate Certificate in Social Justice in Education supports the understanding, knowledge, and skills needed to create a just and equitable society. The curriculum focuses on institutional and personal processes, values, attitudes, and behaviors that sustain injustice while encouraging the development of positive educational, familial, community-centric, and social group advocacy and action.

For more information about our graduation rates, the median debt of students who completed this graduate certificate program, and other important information, please visit our Gainful Employment Disclosure website: http://www.umsl.edu/gradschool/gradprograms/gainful-emp/gedt-soc-jus.html

The Graduate Certificate in Social Justice in Education is an 18 credit hour program. To earn a certificate, one must a) complete 6 credit hours in the Foundations Choice Sequence, b) complete 12 credit hours in the Elective Choice Sequences, and as a capstone c) submit during the final semester of the program, for review by a faculty panel, an artifact/assignment from a Certificate course together with a written reflection that articulates in what...
ways it represents one’s learning to become more culturally competent and socially just.

**Foundations Sequence**

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<tr>
<td>TCH ED 6010</td>
<td>Examining History, Community And Social Justice In Education</td>
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<tr>
<td>TCH ED 6350</td>
<td>Gender, Language &amp; Identity</td>
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**Social Justice Electives**

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<td>Counseling African American Clients</td>
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<td>CNS ED 6840</td>
<td>Counseling Sexual Minorities</td>
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<td>CNS ED 6850</td>
<td>Social Class and Poverty Issues In Counseling</td>
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<td>Teacher Action, Advocacy And Leadership</td>
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**Diversity Elective Courses**

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<td>Foundations for Multicultural Counseling</td>
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<tr>
<td>ED FND 6430</td>
<td>Critical Race Theory in Education</td>
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<tr>
<td>GS 4100</td>
<td>Introduction to Feminist and Gender Theory</td>
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<td>TCH ED 6010</td>
<td>Examining History, Community And Social Justice In Education</td>
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<td>TCH ED 6350</td>
<td>Gender, Language &amp; Identity</td>
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**Culture and Context Elective Courses**

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<td>Current Issues In Counseling Special Needs Populations</td>
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<td>ED ADM 6200</td>
<td>Demographic Contexts Of Education</td>
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<td>ED ADM 6203</td>
<td>Political Contexts Of Education</td>
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<td>ED FND 6430</td>
<td>Critical Race Theory in Education</td>
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<tr>
<td>ED REM 7712</td>
<td>Discourse Analysis In Education</td>
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<td>ED TECH 6434</td>
<td>Technology and Privilege</td>
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**Adult Education Courses**

**ADULT ED 4311 Teaching Basic Reading Skills to Adults: 3 semester hours**

A study of the reading process and of the characteristics of adult learners with a focus on instructional techniques and materials useful in upgrading the performance of adults with deficient reading skills.

**ADULT ED 6230 Adult Learning and Development: 3 semester hours**

Prerequisites: ED PSY 6210 or ED PSY 6111, or ADULT ED 6410. A study of how life stage theories and theories of learning pertain to the adult learner. The research bases of these theories will be explored in relationship to instructional practice with adult learners.

**ADULT ED 6404 Seminar in Adult Education Research: 1-10 semester hours**

Prerequisites: ADULT ED 6410 or consent of instructor. A review of current research on various topics in the field of adult education. An in-depth study of these research topics will be conducted. Application to the field of adult education will be considered. Special focus will be placed on assessing and improving competency in educational, corporate and community settings.

**ADULT ED 6410 The Adult Learner: 3 semester hours**

This course is designed for those who help adults learn in a variety of settings. A study will be made of the characteristics of Adult Learners and various theories of how they learn, as well as the implications of these characteristics and theories for Adult Education Research, Programming, Curriculum, Planning, and Instructional Practice.

**ADULT ED 6411 History of Adult Education: 3 semester hours**

Prerequisites: ADULT ED 6410. In this course the historical foundation of the field of Adult Education in America will be studied. This will include the major theorists and their contributions; together with the continuing education of the adult in a progressive social context.

**ADULT ED 6412 Philosophical Foundations of Adult Education: 3 semester hours**

Prerequisites: ADULT ED 6410 or consent of instructor. A comprehensive, systematic philosophical foundation for adult education. In this course the philosophical underpinnings of the various approaches to the education of adults will be explored. These include the role of the learner, the teacher, and overall objectives within each philosophy.

**ADULT ED 6413 Improvement of Instruction in Adult Education: 3 semester hours**

Prerequisite: ADULT ED 6410 or consent of instructor. A study of selected methods and instructional techniques appropriate for the teaching of adults. An examination of current research will be made as it relates to the problems of instructing adults.

Students would develop the requisite knowledge and skills upon completion of an 18-hour curriculum which is outlined below:

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<td>HIGHERED 6406</td>
<td>Governance Of Higher Education</td>
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<td>HIGHERED 6408</td>
<td>Legal Issues in Student Affairs</td>
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<td>HIGHERED 6409</td>
<td>Critical Issues in Student Affairs</td>
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<td>HIGHERED 6410</td>
<td>Ethics in Higher Education Administration</td>
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<tr>
<td>HIGHERED 6476</td>
<td>Organization And Administration Of Higher Education (Exit course)</td>
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Total Hours: 18

**Graduate Certificate in Student Affairs Administration & Leadership**

The Graduate Certificate in Student Affairs Administration & Leadership (SAAL) would prepare participants to develop the knowledge, skills and abilities necessary to pursue entry-level staff and administrative positions with a concentrated emphasis in student affairs administration and leadership.

For more information about our graduation rates, the median debt of students who completed this graduate certificate program, and other important information, please visit our Gainful Employment Disclosure website: [http://umsl.edu/go/BqZ](http://umsl.edu/go/BqZ).
ADULT ED 6414 Curriculum Theory And Development In Adult Education: 3 semester hours
Prerequisite: ADULT ED 6410 or consent of instructor. A study of curriculum theory and its application to adult education. Particular emphasis will be placed on the development of model curricula for various programs in adult education.

ADULT ED 6415 Adult Literacy Perspectives: 3 semester hours
Prerequisites: ADULT ED 6410. Students will draw upon a variety of disciplines in considering the ideological, political, economic, moral, and pedagogical dimensions of literacy education. This is significant since popular, as well as scholarly, views of literacy assert its importance to a variety of personal and societal goals. In addition to a theoretical perspective, students will explore practical applications of literacy.

ADULT ED 6416 Survey of Adult Distance Education: 3 semester hours
Prerequisites: ADULT ED 6410. This course is designed as a survey of distance education covering the concept, theories, history, present practice, delivery systems, major issues and future directions of the field of distance learning. Emphasis is on research and practice in the U.S.; however, since much of the literature in the field has been written by educators in other countries, the course will explore topics and issues in distance education from an international perspective, identifying similarities and differences among countries as they relate to adult learning.

ADULT ED 6417 Multicultural Issues in Adult Education: 3 semester hours
Prerequisites: ADULT ED 6410. In this course the learners will discuss cultural diversity from an adult education perspective. Topics include cultural self-awareness, challenges/issues in intercultural educational settings, theoretical perspectives of multicultural education, and practitioner concerns and strategies for implementing multiculturalism in adult education settings.

ADULT ED 6418 Assessment In The Adult Classroom: 3 semester hours
Prerequisites: ADULT ED 6410 and ED REM 6707 or consent of instructor. This course addresses assessing how effectively adult educators are facilitating adult learning. Emphasis will be on knowledge and skills, learner characteristics, and learner reactions to instruction through the use of formative assessment of both student learning and instructional effectiveness in the adult classroom. Special attention will focus this assessment in the adult classroom within educational, corporate, community, and non-formal settings.

ADULT ED 6419 Developing Intercultural Competence: 3 semester hours
Prerequisites: ADULT ED 6410. The focus of this course is on intercultural competence theories and concepts designed to build personal, academic, and professional skills. It is intended to enable the individual to function more successfully in a global environment.

ADULT ED 6420 Survey of Human Resource Development and Adult Education: 3 semester hours
Prerequisites: Graduate standing and permission of instructor. This course provides an overview of the fields of human resource development and adult education. The many societal contexts within which the training of adults and organization development occur will be examined. The systems theory that frames a discussion of adult education, training, and organization development is also explored. The unique characteristics of each field will be represented as well as the ways in which the two field come together along some general concepts: Definitions, philosophies, goals, sponsoring agencies, professional roles, processes, participants, and resources.

ADULT ED 6424 Intervention Determination in Adult Learning and Human Resource Dev: 3 semester hours
Prerequisite: ADULT ED 6410. A variety of strategies will be studied with a view to examining systemic problems in workforce and adult learning situations. The determination of interventions for program planning and development is the major focus. As key outcomes for this course, learners will be able to design and develop plans, and distinguish among workplace, community and educational needs that can be met with educational interventions and those that require other, and more appropriate, nontraining solutions. While specifically focused on HRD applications, the content of this course will apply to any educational setting for adults.

ADULT ED 6420 Survey of Human Resource Development and Adult Education: 3 semester hours
Prerequisites: Graduate standing and permission of instructor. A study of developing critical thinking through focusing upon reading and writing instructional techniques and materials useful in upgrading the performance of secondary, higher education, and adult learners.

ADULT ED 6494 Directed Readings in Adult Learning: 1-6 semester hours
Prerequisites: Graduate Standing, ADULT ED 6410 and consent of instructor. Self-directed learning, as a key concept in Adult Education, is encouraged as a means of understanding the adult experience, both personally and professionally, and is a recognized core competency in the field of Adult Education. This course consists of supervised, independent study into the current research, literature, and issues in the area of Adult Learning. Learners are given the opportunity to meet with other learners and the instructor on a regular basis to share resources, ideas, and to gain feedback.

ADULT ED 6497 Problems in Adult Education: 1-10 semester hours
Prerequisite: ADULT ED 6410 or consent of instructor. Independent study on topics in adult education.

ADULT ED 6540 Comparative International Adult and Higher Education: 3 semester hours
Prerequisites: ADULT ED 6410 or HIGHERED 6476. A study of lifelong learning as well as adult and higher education with a view to a more global understanding of educational systems. Selected western and non-western educational themes and issues will be viewed from the context of their respective cultures.

ADULT ED 6990 Internship: 1-10 semester hours
Prerequisite: ADULT ED 6410 or consent of instructor. Closely supervised experience in a field setting under the direction of a graduate faculty member. An appropriate level of competence and evidence of growth in the professional role must be demonstrated by the intern. The internship will include planning, research, evaluation, and related professional activities.
ADULT ED 7820 Policy Issues in Adult Education: 3 semester hours
This course should be taken immediately after admission into the doctoral program. In this course, students will engage in a systematic examination of issues related to adult education. This will include, but not be limited to, legislative policies, delivery systems, and occupational issues. Students will be expected to examine trends in adult education practice and/or related fields.

ADULT ED 7822 Advance Research in Adult Education: 3 semester hours
Prerequisites: ADULT ED 7820. This course will build on ADULT ED 7820 in which students will engage in a systematic and critical examination and discussion of research related to adult education and related area topics.

ADULT ED 7824 Communicating Theory and Practice in Adult Education: 3 semester hours
Prerequisites: ADULT ED 7822. Students will learn the processes involved in writing for publication. In conjunction with instructor, students will engage in a project that merges theory and practice. Course should be taken the semester before a student enrolls in EDUC 7950.

Counselor Education Courses

CNS ED 1400 Making a Career Choice: 3 semester hours
Introduces students to career development theories and the career decision-making process. Students receive an overview of career development theory and learn how these theories pertain to the formulation of individual career plans. Self-knowledge of career interests, values, beliefs, aptitudes, and other factors are explored. Self-assessment and decision-making techniques learned in this class can be revisited throughout the life span. The seminar format allows for small group discussion of career-related issues and personal application of career development principles.

CNS ED 3220 Counseling Individuals with Special Needs: 3 semester hours
Prerequisite: TCH ED 3313 or equivalent, or consent of instructor. A course emphasizing counseling skills for individuals who plan to work with people with disabilities. Emphasis is placed on using counseling strategies with school-age children with disabilities.

CNS ED 6000 Personal and Professional Development in Counseling: 3 semester hours
Prerequisites: Provisional Acceptance to the Counseling Program or Consent of Instructor. This course provides an in-depth view of the professional counseling field. Attention is focused on the development of the helping relationship, including a review of research on factors which influence helping processes and rapport building, a development of skills used in the counseling process, and increased awareness of how students' values, beliefs, and behaviors are related to counselor effectiveness.

CNS ED 6010 Theories of Counseling: 3 semester hours
Prerequisite: CNS ED 6000. This course will explore the philosophical foundations of counseling theory. The major constructs of contemporary counseling approaches will be discussed and the practical applications of these theories will be analyzed.

CNS ED 6020 Ethical and Professional Issues in Counseling: 3 semester hours
Prerequisites: CNS ED 6000. Ethical, legal, and professional issues related to counseling are addressed. Ethical dilemmas in the provision of counseling services to individuals, couples, families, and groups are defined. Specific ethical codes of professional organizations are examined.

CNS ED 6030 Foundations for Multicultural Counseling: 3 semester hours
Prerequisites: CNS ED 6000 with a grade of B or better and CNS ED 6010. This course will focus on: (1) reviewing knowledge and research in the area of multicultural counseling, (2) developing and/or enhancing skills useful in counseling with individuals from minority populations, and (3) developing levels of personal awareness about stereotypes, and learning how feelings and attitudes about these may impact counseling with individuals from minority populations.

CNS ED 6040 Group Procedures in Counseling: 3 semester hours
Prerequisites: CNS ED 6000 with a grade of B or better and CNS ED 6010 and CNS ED 6270 or CNS ED 6370. This course examines the process dynamics of groups including group development, leadership, norms and therapeutic factors. Group counseling theories and approaches used for other group work including: skills, personal growth, support, vocational, and developmental guidance groups are included. Knowledge and skills of how to facilitate therapeutic groups are included. Students will be required to be participant-observers or facilitators of a group outside of class time.

CNS ED 6050 Individual Inventory: 3 semester hours
Prerequisite: ED REM 6709. Uses of educational and psychological appraisal techniques in counseling, develops counselor's abilities in assisting clients toward self-awareness through the use of test and non-test data. Ethical practices in the use of tests and the maintenance of personnel records are stressed.

CNS ED 6070 Psychopathology and Diagnosis: 3 semester hours
Same as ED PSY 6113. Prerequisites: Graduate Standing. Covers etiology, assessment and diagnosis of mental disorders using contemporary diagnostic systems. Course materials and assignment address the dynamics of adjustment and treatment implication for counselors, school psychologists, and others in the helping professions.

CNS ED 6200 Foundations of School Guidance: 3 semester hours
Prerequisites: CNS ED 6000 with a grade of B or better. The purpose of this course is to give students a foundation for understanding the history, philosophy, and development of school guidance programs. The role functions of the school counselor within a developmental, comprehensive program are examined, along with communication skills necessary for consultation with students, parents, school support staff, and resource people in the community nonacademic needs.

CNS ED 6220 Current Issues In Counseling Special Needs Populations: 3 semester hours
Prerequisite: Graduate Standing. Designed to analyze relevant literature and to provide communication skills training for those professionals in school settings who work with individuals with special needs. The characteristics and social and emotional needs of this special population will be discussed as well as the impact of special needs on the family system.

CNS ED 6270 School Counseling Practicum: 3 semester hours
Prerequisites: Grades of B- or better in CNS ED 6000, CNS ED 6010, and CNS ED 6020 or consent of instructor. One hundred clock hours of supervised practice in counseling to provide the opportunity for students to pragmatically integrate and process materials, theories, techniques, and methodologies as they are applied in the counseling profession with emphasis on school counseling.
CNS ED 6280 School Counseling Field Experience: 1-6 semester hours
Prerequisites: CNS ED 6000, CNS ED 6010, and CNS ED 6270 (all courses with a grade of B- or better or S, as appropriate); or consent of instructor. A 100-clock-hour field experience for each semester-credit-hour of enrollment. Students will be closely supervised under the direction of a graduate faculty member. Students must demonstrate counseling competencies and skillful ethical practice. Students will receive 1.5 contact hours of group supervision weekly by a graduate faculty member and 1 contact hour of individual supervision weekly by field experience site supervisor during terms of enrollment. Course may be repeated for a maximum of 6 semester-credit-hours.

CNS ED 6300 Foundations of Clinical Mental Health Counseling: 3 semester hours
Prerequisites: CNS ED 6000 with a grade of B or better and CNS ED 6010. A survey of counseling in a variety of mental health settings. Introduction to the basic philosophical, historical, and psychological foundations of clinical mental health counseling. Designed to acquaint the student with the foundations and roles of the professional counselor in various community and agency settings.

CNS ED 6370 Clinical Mental Health Counseling Practicum I: 3 semester hours
Prerequisites: Grades of B- or better in CNS ED 6000, CNS ED 6010, and CNS ED 6020 or consent of instructor. One hundred clock hours of supervised practice in counseling to provide the opportunity for students to pragmatically integrate and process materials, theories, techniques, and methodologies as they are applied in the counseling profession, focusing on clinical mental health counseling.

CNS ED 6375 Clinical Mental Health Counseling Practicum II: 3 semester hours
Prerequisites: CNS ED 6000, CNS ED 6010, and CNS ED 6370 (all courses with a grade of B- or better or S, as appropriate) or consent of instructor. One hundred clock hours of supervised advanced practice in counseling to provide the opportunity for students to continue to integrate and process theories, techniques, and methods as they are applied to the professional practice of counseling, with an emphasis on clinical mental health counseling.

CNS ED 6380 Clinical Mental Health Counseling Field Experience: 1-6 semester hours
Prerequisites: CNS ED 6000, CNS ED 6010, and CNS ED 6370 (all courses with a grade of B- or better or S, as appropriate); or consent of instructor. A 100-clock hour field experience for each semester-credit-hour of enrollment. Students will be closely supervised under the direction of a graduate faculty member. Students must demonstrate counseling competencies and skillful ethical practice. Students will receive 1.5 contact hours of group supervision weekly by a graduate faculty member and 1 contact hour of individual supervision weekly by a field experience site supervisor during terms of enrollment. Course may be repeated for a maximum of 6 semester-credit-hours.

CNS ED 6400 Career Information and Development: 3 semester hours
Prerequisites: CNS ED 6000 with a grade of B or better and graduate standing. Emphasis is on the nature of the changing labor market and the impact on personal, social, economic, career, and educational aspects of individuals and society. Use of occupational and educational information systems and resources to assist with career decisions are examined. The needs of culturally diverse populations are discussed. Use of career and labor market information and programs such as computer technology to access up-to-date career and labor market information is explored. Techniques and methods of career counseling are discussed. Various theories of career development and career choice will be examined.
CNS ED 6610 Introduction to Play Therapy: 3 semester hours
Prerequisites: Graduate standing. Provides students a foundation for understanding the history, theories and application of play therapy. Working with children in both agency and school settings will be discussed as well as how play therapy skills can be incorporated into the student's developing theoretical framework. Can count towards the Registered Play Therapist Credential.

CNS ED 6620 Advanced Play Therapy: 3-4 semester hours
Prerequisites: CNS ED 6610. Helps students further develop their play therapy skills, especially in the area of client-centered play therapy. Examines the use of play therapy with traumatized children and aggressive children in both school and agency settings. Group play therapy and sand tray therapy as additional modalities will also be explored. Ethical and legal issues as well as supervision in play therapy will be emphasized. Can count towards the Registered Play Therapist credential.

CNS ED 6630 High School Transitions/Post-Secondary Counseling: 3 semester hours
Prerequisites: CNS ED 6000, CNS ED 6010, CNS ED 6200; or consent of instructor. Knowledge and skills regarding development and implementation of programs and processes for guiding secondary education students through the transition from high school to employment (including military) and/or post-secondary education (voc-tech training, community college, university, etc.). Places post-secondary career planning within the context of a developmental guidance curriculum to address the needs of all students. Intended for graduate students who are preparing to become high school counselors, as well as those interested in college advising and career counseling.

CNS ED 6700 Introduction to Addictive Behaviors and Addiction Counseling: 3 semester hours
Prerequisites: CNS ED 6010 or consent of instructor. Exploration of the theoretical foundations of contemporary approaches to such addictive behaviors as alcohol and drug abuse, smoking, compulsive gambling, and sexual addiction. The nature, etiology, prevention, and treatment of addictions are discussed and analyzed from a variety of theoretical perspectives. The applications of these specific theoretical models to various treatment settings are examined. Multicultural considerations are also addressed.

CNS ED 6710 Advanced Strategies in Addictions Counseling: 3 semester hours
Prerequisites: CNS ED 6700 or consent of instructor. Study of advanced, empirically supported counseling approaches and techniques for the treatment of addictive behaviors. An emphasis is placed on screening and assessment procedures and on matching interventions to individual client and community needs.

CNS ED 6720 Counseling Individuals with Co-Occurring Disorders: 3 semester hours
Prerequisites: CNS ED 6700 or consent of instructor. This course introduces the student to the special needs, concerns, and problems encountered when counseling clients who have co-occurring substance use and mental health problems. Subject areas include an overview of screening and assessment, evidence-based practices, counseling approaches and psychopharmacology for co-occurring disorders.

CNS ED 6810 Integrating Religion and Spirituality in Counseling: 3 semester hours
This course is for counselors and students wishing to develop the methods to integrate religion and spirituality in counseling and learn about counseling strategies for persons of various religious backgrounds, the link between health and religion, and ethics involved in the assessment and integration of religion and spirituality in practice.

CNS ED 6820 Counseling Women Toward Empowerment: 3 semester hours
Prerequisites: CNS ED 6000, CNS ED 6010, and CNS ED 6270 or CNS ED 6370, or consent of instructor. An introduction to Women's issues in counseling. Relational theory, healthy female development, and an overview of clinical issues most common to females will be presented.

CNS ED 6830 Counseling African American Clients: 3 semester hours
Prerequisites: CNS ED 6000 and CNS ED 6010, or consent of instructor. This course is designed to promote an increased awareness and understanding of the psychological development and mental health needs of African American clients. This course also offers research-based theoretical strategies for counseling this diverse population.

CNS ED 6840 Counseling Sexual and Gender Minorities: 3 semester hours
Prerequisites: CNS ED 6000 and CNS ED 6010, or consent of instructor. This course is focused on affirmative perspectives on lesbian, gay, bisexual, and transgender (LGBT) issues and populations. All of the major professional mental health organizations have formal ethical guidelines requiring non-discrimination with regard to LGBT populations and all of the organizations are active in promoting affirmative perspectives. Students will learn current perspectives in the fields of counseling and psychology on LGBT issues necessary for adequate practice or research in this area. A major focus will be on developing awareness and knowledge related to these populations.

CNS ED 6850 Social Class and Poverty Issues In Counseling: 3 semester hours
Prerequisites: CNS ED 6000 and CNS ED 6010, or consent of instructor. This course focuses on the experience of poor people in the United States. Specifically, the circumstances of poverty, the consequences of living in poverty (on behaviors, aspirations, relationships, education, and health including mental health), and the impact of poverty on the helping relationship will be addressed. Personal, social, and cultural aspects of poverty will be examined in both rural and urban settings. One objective of this course is to reduce the psychological distance between the poor client and the non-poor counselor. Included in this endeavor are specific attitude and techniques designed to maximize the quality of a counselor's work with poorer clients.

CNS ED 6860 Human Sexuality in Counseling: 3 semester hours
Prerequisites: CNS ED 6000 and CNS ED 6010, or consent of instructor. This course will focus on integrating issues of human sexuality into the counseling process. The psycho-sexual development of the individual from birth throughout the life span will be discussed and compared to other developmental tasks at each age. Themes related to influences from family, culture, environment, socioeconomic, ethnic, and religious perceptions of sexuality will be integrated. The physiology of human sexual function will be addressed, including variations in sexual orientation and gender identity.
CNS ED 6870 Counseling and Cultural Competence in a Global Society: 3 semester hours
Prerequisites: CNS ED 6030 or consent of instructor. Through a mixed methods approach of cultural immersion, readings, class activities, and forums with cultural and educational leaders, counselor candidates will acquire strategies to collaborate with culturally diverse families and develop systemic approaches to equalize the experiences for every child/adolescent/adult client. Counselor candidates will broaden their world view and global perspective, and identify and develop culturally sensitive interventions for a range of counseling issues and settings. Candidates will also examine the impact of contemporary socio-cultural viewpoints.

CNS ED 7000 Advanced Theories and Foundations of Counseling Psychology: 3 semester hours
Prerequisites: Doctoral standing or instructor consent. A seminar on the discipline of counseling psychology, including its history, development, and current status. An important focus will be contemporary and emergent theories in the field.

CNS ED 7010 Advanced Multicultural Counseling: 3 semester hours
Prerequisites: CNS ED 6030 and doctoral standing or consent of instructor. This advanced course addresses theories and research in multicultural counseling.

CNS ED 7020 Seminar in Counseling Research: 3 semester hours
Prerequisites: ED REM 6710, doctoral standing or consent of instructor. The purpose of this course is to review and analyze current counseling research literature. Ethical issues will be addressed.

CNS ED 7025 Advanced Counseling Research: 3 semester hours
Prerequisites: CNS ED 7020 or consent of instructor. Engages students in the conduct of an empirical research project. Building from the research proposal developed in CNS ED 7020, students will obtain IRB approval, collect data, analyze the data, and write a manuscript reporting the results in journal article format.

CNS ED 7030 Counselor Education and Supervision: 3 semester hours
Prerequisites: Master's degree in Counseling. An introduction to clinical supervision in counseling. Theories, models, and research in supervision will be presented. Students will supervise master's level students in practicum and internship courses in counseling.

CNS ED 7035 Counselor Education and Supervision Practicum: 3 semester hours
Prerequisites: Admission to the Counseling Option in the Ed.D. or Ph.D. Program. Offers advanced training in counseling supervision. Students will supervise master's level students in practicum and internship courses in counseling. Students will be expected to maintain an assigned caseload of supervisees and attend three hours of weekly doctoral-level supervision.

CNS ED 7040 Advanced Group Procedures in Counseling: 30 semester hours
Prerequisites: CNS ED 6040 Group Procedures in Counseling. Examines advanced group leadership theory, development, and facilitation. Knowledge and skills of how to facilitate therapeutic groups within ethical and legal guidelines are included. Specific attention will be paid to developing effective group work skills and interventions in career, clinical mental health, and school counseling settings. Students will be required to conceptualize, develop and facilitate a group outside of class time.

CNS ED 7075 Teaching, Learning, and Technology in Counselor Education: 3 semester hours
Prerequisites: CNS ED 7000 and CNS ED 7770. Examines pedagogy and epistemology of counselor education. Philosophies of teaching, instructional design, instructional methods, assessment of learning, and the impact and use of technology in teaching will be explored within the framework of the eight core courses as defined by the Council for Accreditation of Counseling & Related Educational Programs (CACREP). Students will both learn and apply classroom teaching knowledge and skills.

CNS ED 7400 Advanced Topics in School Counseling Leadership: 3 semester hours
Prerequisites: Admission to the Counseling Option in the Ed.D. Program. Focuses on leadership roles and advanced skills for professional school counselors, school counseling supervisors, and evaluation strategies, and training and supervision strategies will be addressed, with a special emphasis on preventative and culturally sound interventions.

CNS ED 7770 Doctoral Practicum: 3 semester hours
Prerequisites: Doctoral Standing. One hundred clock hours of on-campus doctoral-level supervised counseling practice. Students will counsel clients and will be introduced to teaching and supervising beginning counseling trainees in a clinical context. As a prerequisite to the Doctoral Internship, students will be expected to demonstrate competence in skills required of counselor educators and clinical supervisors. Students will receive 1.5 hours of group and 1 hour of individual supervision by a graduate faculty member.

CNS ED 7780 Doctoral Internship: 1-6 semester hours
Prerequisites: CNS ED 7770; ED REM 7771; ED REM 7781. A 100-hour field experience for each semester-credit hour of enrollment under the direction of a graduate faculty member. Students provide counseling services to clients at field sites, teach and supervise beginning counseling trainees, and conduct clinical research projects. Students are supervised by a graduate faculty member in two hours per week of group supervision, and they receive one hour per week of individual supervision by the field site supervisor.

CNS ED 7806 Practicum In Group Counseling: 3 semester hours
Prerequisites: CNS ED 7804 and doctoral standing or instructor permission. Students will lead or co-lead a supervised counseling group in the community.

Educational Psychology Courses

ED PSY 2212 Child and Adolescent Development: 3 semester hours
Studies physical, emotional, social, and cognitive factors of growth and development of children from birth through adolescence. Major theories of learning and development are examined. Additional attention is given to understanding individual differences and the important influences of family and culture on development.

ED PSY 3312 Psychology of Learning, Instruction, and Assessment: 3 semester hours
Prerequisite: ED PSY 2212 or consent of instructor. Application of educational psychology theories and research to learning, instruction, and assessment. Highlights the importance of motivation, memory and cognition, and critical thinking skills in the instructional process and how to develop and monitor effective assessments to improve student learning.
ED PSY 6030 Instruction, Learning and Assessment: 3 semester hours
Prerequisite: Admission to Graduate School. Reviews cognitive theories and research to examine how teachers can improve the design of classroom instruction, including the development of units, lesson plans, and assessment strategies. Students will critically evaluate current educational practices, design appropriate assessments based on instructional goals, and assess their own professional development as teachers.

ED PSY 6030A Instruction, Learning and Assessment: A: 1 semester hour
Prerequisites: Graduate Standing. Covers the study of cognitive and sociocultural theories of learning, knowledge versus understanding, designing for transfer, distinctions between experts and novices within a knowledge domain, and the backward design approach to instructional planning.

ED PSY 6030B Instruction, Learning and Assessment: B: 1 semester hour
Prerequisites: ED PSY 6030A or consent of instructor. Builds upon the backward design approach to instructional planning via study of subject matter domains to identify big ideas, essential questions, and facets of understanding. The relationships among domain concepts and development of valid and reliable assessments of student learning are highlighted.

ED PSY 6030C Instruction, Learning and Assessment: C: 1 semester hour
Prerequisites: ED PSY 6030B or consent of instructor. Examines the perspectives and intersection of cognitive and sociocultural learning environments, including the appropriate use of technology, application of instructional design principles, and techniques for teaching with high quality curricular materials.

ED PSY 6109 Learning and Development in Secondary School Settings: 4 semester hours
Prerequisites: Graduate standing and admission to the secondary teacher education program. Investigation of teaching and learning theories and research on the developmental needs of pre-adolescent and adolescent students. Issues of cognition, moral and social development, motivation, and assessment will be analyzed and debated. Emphasis will be on theoretical and practical approaches to constructing and analyzing a learning system. Includes field experiences.

ED PSY 6111 Psychology of Education: 3 semester hours
Current psychological theories and research that guide inquiry and decision making in education. Topics surveyed include behavior, development, learning, instruction.

ED PSY 6113 Psychopathology and Diagnosis: 3 semester hours
Same as CNS ED 6070. Prerequisites: Graduate Standing. Covers etiology, assessment and diagnosis of mental disorders using contemporary diagnostic systems. Course materials and assignments address the dynamics of adjustment and treatment implications for counselors, school psychologists, and others in the helping professions.

ED PSY 6115 Personality and Social Development: 3 semester hours
Prerequisites: Graduate Standing. A foundational course integrating major theoretical perspectives on personality and social development. Emphasis is on the dynamic interplay of sociocultural influences on personality and identity development, including the impact of social contexts such as the school on development.

ED PSY 6210 Life-Span: Individual and Family Development: 3 semester hours
Prerequisites: Graduate Standing. Critical analyses of theories of human development including readings from empirical research and cross-cultural comparisons focusing on strategies to enhance developmental outcomes through relationship and environmental opportunity.

ED PSY 6215 Psychology Of Early Childhood Development: 3 semester hours
Prerequisites: ED PSY 6111 or consent of instructor. A survey of the theories, concepts and research which inform the field of early childhood development and help caregivers and teachers understand the cognitive, social, and emotional changes that take place from birth through the primary years of schooling.

ED PSY 6217 Foundations of Citizenship Education: 3 semester hours
Prerequisites: Graduate Standing. Introduction to citizenship education providing a range of knowledge of civic participation, concepts of democracy, the democratic purposes of education, and the developmental of civic identity and political thinking, attitudes, and engagement. Comparison of historical and contemporary approaches to democratic citizenship education in the United States.

ED PSY 6220 Development of School-Age Students: 2 semester hours
Prerequisites: Graduate standing. Examines theories and concepts regarding the physical, cognitive, social-emotional, and moral development of school-age students. Particular attention is given to the influences of individual and cultural diversity on development.

ED PSY 6222 Advanced Studies in Child and Adolescent Development: 3 semester hours
Prerequisites: Graduate Standing. Investigates current psychological theories and research regarding the physical, cognitive, and social-emotional development of children and adolescents.

ED PSY 6225 The Psychology of Adolescence: 3 semester hours
Prerequisites: ED PSY 6111 or consent of instructor. Current research on the psychological changes which occur during adolescence. Attention is paid to the family, school, peer groups, and contemporary settings that practitioners must understand to help young people meet the psychosocial challenges of adolescence.

ED PSY 6310 Psychology of Learning Processes: 3 semester hours
Prerequisites: ED PSY 6111. Advanced study of learning and instructional theories. The historical and theoretical bases of instructional practice are examined.

ED PSY 6404 Seminar: 1-10 semester hours

ED PSY 6417 Current Perspectives on Citizenship Education: 3 semester hours
Prerequisite: ED PSY 6217. Seminar extends students' understanding of theory and research in citizenship education by applying it to practical programs in the US and abroad. Analysis of assumptions underlying methods of citizenship education and its goals. Exploration of research on methods that promote, facilitate, or inhibit civic participation and citizenship competence.

ED PSY 6444 Cognition and Technology: 3 semester hours
Same as ED TECH 6444. Prerequisites: ED PSY 6111 or consent of instructor. Examines cognitive theories and computer-based tools for learning. Students will gain a critical understanding of the relationship between the design of technological tools, the use of those tools in educational settings, and their implications for learning.
ED PSY 6445 Character Education and Development: 3 semester hours
Prerequisites: ED PSY 6111 and ED PSY 6220 or ED PSY 6225. Critical survey of theories of character development and models for character education in childhood and adolescence. Includes empirical and conceptual study of the nature of moral character how it develops, and how it can be fostered in schools.

ED PSY 6448 Technology-Supported Inquiry Learning: 3 semester hours
Same as ED TECH 6448. Prerequisites: ED TECH 5340 and ED PSY 6310 or consent of Instructor. Educational technology such as networked computers and software can play a supportive role in inquiry-based learning. Students will explore the theoretical background, design issues, pragmatic realities of technology-supported inquiry learning environments. Such learning environments are best understood as systems involving social, cultural, material and psychological aspects. Consideration will be given to the important properties of settings, activities and technologies, as well as to the role of instructors.

ED PSY 6450 Advanced Methods in Character Education: 3 semester hours
Prerequisites: ED PSY 6445. Advanced exploration of methods for promoting character development in schools: class meetings, democratic processes, cross-age learning and character curriculum development. Methods will be critically examined for their empirical and theoretical justifications.

ED PSY 6497 Problems: 1-10 semester hours

ED PSY 6530 Foundations of School Psychology: 3 semester hours
Prerequisites: Admission to the School Psychology Program or consent of instructor. Examines the professional roles, responsibilities, and functions of psychologists in schools. Focuses on educational foundations of school psychology including the history of the profession, organization and operation of schools, and diversity among students and their families.

ED PSY 6532 Psychoeducational Differences: 3 semester hours
Prerequisites: Graduate Standing. Examination of classification systems used with children and adolescents in the diagnosis and treatment of educational and physical disabilities, mental disorders, and other developmental challenges.

ED PSY 6536 Biological Bases of Behavior: 3 semester hours
Prerequisites: Graduate Standing. Examination of biological factors affecting human behavior. Includes an overview of neuroscience, developmental psychophysiology, and basic psychopharmacology. Implications for psychological and educational interventions are considered.

ED PSY 6540 Psychoeducational Interventions: 3 semester hours
Prerequisites: Grades of B- or better in ED PSY 6545 and ED REM 6718; or consent of instructor. Examines academic and instructional interventions, both preventive and remedial, that are delivered in schools and related settings with children and adolescents. Emphasizes linking assessment and intervention via use of direct and indirect service delivery.

ED PSY 6542 Social-Emotional and Behavior Interventions: 3 semester hours
Prerequisites: Grades of B- or better in SPEC ED 6325 and ED PSY 6545 or consent of instructor. Provides instruction and practice in the use of the problem-solving model to address common social-emotional and behavior problems found in schools. Special emphasis is given to research-based, early intervention and targeted intervention techniques that improve student behavior. Concurrent placement in a school or related setting is necessary to complete course assignments.

ED PSY 6545 Consultation in Schools and Related Settings: 3 semester hours
Prerequisites: Admission to the School Psychology or Special Education Program, or consent of instructor. Examines the theories, research, and legal/ethical issues related to consultation in schools and related settings. Emphasis on understanding the process of consultation using a problem-solving approach. Includes instruction in interviewing, observation, and development and evaluation of interventions.

ED PSY 6550 Professional Issues in School Psychology: 3 semester hours
Prerequisites: Grade of B- or better in ED PSY 6530 or consent of instructor. Advanced examination of professional issues - specifically the legal, ethical, and cultural factors - that influence the practice of school psychology.

ED PSY 6590 School Psychology Practicum I: 3 semester hours
Prerequisites: Grades of B- or better in ED PSY 6550 and ED REM 6718. Introductory supervised experience in psychoeducational assessment and interventions for academic and behavior problems in schools and related settings. Settings and responsibilities determined in consultation with program faculty and site supervisor.

ED PSY 6591 School Psychology Practicum II: 3 semester hours
Prerequisites: Grade of B- or better in ED PSY 6590. Advanced supervised experience in consultation, problem solving, psychoeducational assessment and interventions for academic and behavior problems in schools and related settings. Settings and responsibilities determined in consultation with program faculty and site supervisor.

ED PSY 6598 School Psychology Internship I: 3 semester hours
Prerequisites: Grade of B- or better in ED PSY 6591. Supervised field-based placement in an approved school or educational setting under the supervision of an appropriately credentialed school psychologist. Course is eligible for graduate equivalency credit.

ED PSY 6599 School Psychology Internship II: 3 semester hours
Prerequisites: Grade of B- or better in ED PSY 6598. Advanced supervised field-based placement in an approved school or educational setting under the supervision of an appropriately credentialed school psychologist. Course is eligible for graduate equivalency credit.

ED PSY 6590 Internship: 1-10 semester hours
Prerequisite: Consent of instructor. Closely supervised experience in a field setting under the direction of a graduate faculty member. An appropriate level of competence and evidence of growth must be demonstrated by the intern. The internship will include planning, research, evaluation, and related professional activities.
ED PSY 7210 Theories of Development and the Life Course: 3 semester hours
Prerequisites: Doctoral standing and at least one course in human development (e.g., ED PSY 6210 or ED PSY 6225), or consent of instructor. This advanced course examines the historical, ecological, cultural, and individual factors that shape developmental and educational experiences. Diverse families and their trajectories will be highlighted to demonstrate the intersecting spheres that shape human development. Students will critique research from multiple disciplines, analyze policy issues, and design a study to deepen their understanding of traditional and current theories on the life course.

ED PSY 7640 Changing Perspectives in Educational Psychology: 3 semester hours
Prerequisites: Doctoral Student Standing or consent of instructor. The advanced exploration of foundational issues in educational psychology. Topics include theoretical perspectives on modes of analysis used in the investigation of psychological theories and concepts in education.

Educational Research And Evaluation Method Courses

ED REM 3721 Psychoeducational Assessment and Evaluation: 3 semester hours
Review of measurement concepts and use of psychoeducational assessment data gathered via interview, observation, norm-referenced, and curriculum-based assessment methods. Special emphasis on progress monitoring and data-based decision making.

ED REM 4730 Program Assessment and Evaluation: 3 semester hours
Prerequisites: EDUC 3170 or consent of instructor. This course reviews the theories and methods of program-level assessment and evaluation used to improve the effectiveness and efficiency of programs. Special attention is given to the various types of evaluations, data collection methods, evaluation strategies and methodology, and applications.

ED REM 6497 Problems: 1-10 semester hours
Prerequisite: At least one previous ED REM course and consent of course supervisor. Individual study on topics pertaining to educational measurement, evaluation, statistics and research design.

ED REM 6707 Classroom Measurement and Evaluation: 3 semester hours
Prerequisites: Graduate admission or consent of instructor. An introductory graduate course to classroom testing and evaluation. Topic areas include comparison of criterion-and norm-referenced theory and technique; classical test theory, reliability, validity, and associated descriptive statistics; derived and transformed scores; preparation of instructional objectives for use in developing the classroom test, performance evaluations, and portfolio rubrics; use of evaluation to assess student achievement and instructional effectiveness.

ED REM 6710 Educational Research Methods and Design: 3 semester hours
Prerequisites: An introductory statistics course or an introductory research design course; or consent of instructor. Covers educational research methodology: comparison of various types of qualitative and quantitative educational research, threats to internal/external validity, sampling methods, data analyses, and components of research reports.

ED REM 6716 Academic Assessment and Intervention: 3 semester hours
Prerequisites: Graduate Standing. Provides instruction in measurement concepts, interpretation of cognitive ability tests, and use of norm-referenced and curriculum-based assessment techniques in developing academic interventions. Special attention is given to data-based decision making and the links among instruction, assessment, and intervention.

ED REM 6718 Psychoeducational Assessment and Intervention: 3 semester hours
Prerequisites: Grade of B- or better in ED PSY 6530 or CNS ED 6050, or consent of instructor. Reviews measurement concepts and covers administration, scoring, interpretation, and reporting of individually administered tests of academic and cognitive abilities. Special attention is given to the link between assessment and intervention.

ED REM 6719 Advanced Psychoeducational Assessment and Intervention: 3 semester hours
Prerequisites: Grade of B- or better in ED REM 6718 or consent of instructor. Instruction is provided in advanced and specialized assessment, diagnostic, and intervention techniques for individuals with intellectual disabilities, emotional or behavior disorders, and other low incidence disabilities experienced by children and youth.

ED REM 6730 Educational Program Evaluation: 3 semester hours
Prerequisites: ED REM 6710 or ED REM 6750; or consent of instructor. Covers principles and procedures for developing and assessing the quality and effectiveness of programs, projects, and materials related to planned interventions and system changes in educational settings.

ED REM 6732 Advanced Theory and Practice in Educational Program Evaluation: 3 semester hours
Prerequisites: ED REM 6730 or consent of the instructor. Extension of the principles, attributes, and practice of program evaluation to contemporary problems and settings. Study will include the comparison of examples of the program evaluation process. Focus will be on adherence to the Program Evaluation Standards endorsed by leading professional research and evaluation associations.

ED REM 6735 Statistical Analysis for Education Research: 3 semester hours
Prerequisites: Graduate Standing. Provides students with a fundamental intermediate understanding of quantitative methods and their relationship to social science research in education. This course is designed to provide statistical background to students who will pursue advanced degrees in education. Students will conduct lab data analysis based on the topics covered in the class and learn how to generate specific research questions and conduct basic statistical analysis.

ED REM 6750 Advanced Research Design in Education: 3 semester hours
Prerequisites: ED REM 6735 or consent of instructor. Course is designed to provide students with a thorough background in the fundamental principles of research design in education, and the knowledge and skills necessary to design and carry out studies appropriate to a wide variety of research problems. It focuses on tailoring the research design and methodology to most effectively address the problem or issue of concern, including qualitative, quantitative, and mixed-method designs. This is an experiential course designed around active discussion by students each week, and requires each student to develop a detailed research proposal for conducting a study to examine an appropriate educational research problem.
**ED REM 6990 Internship**: 1-10 semester hours
Prerequisite: consent of instructor. Closely supervised experience in a field setting under the direction of a graduate faculty member. An appropriate level of competence and evidence of growth in the professional role must be demonstrated by the intern. The internship will include planning, research, evaluation, and related professional activities.

**ED REM 7712 Discourse Analysis in Education**: 3 semester hours
Prerequisites: Graduate Standing. The role of language in social life is of paramount concern to educational researchers. The purpose of this course is to introduce students to theories and methods of discourse analysis. Students will become familiar with the methods used in conversation analysis, critical discourse analysis and mediated or multimodal discourse analysis. Topics include transcription theory and practice, the role of context in discourse analysis, the ethics of representation and the place of action in discourse analysis. Students will engage with the theories and methods for analyzing educational interactions such as small-group discussions, education documents, classroom scenes, in-depth interviews, and naturally occurring conversations.

**ED REM 7740 Historical Research Methods in Education**: 3 semester hours
Prerequisites: Doctoral Standing. Survey of the methodology of historical research in education and historical writing about educational issues. Specific topics will include the historiography of education; working with primary and secondary documents; oral history as method and documentation; quantitative approaches to history; constructing historical narratives; and the question of interpretation.

**ED REM 7771 Quantitative Research Methods I**: 3 semester hours
Prerequisites: ED REM 6735 and ED REM 6750 or consent of instructor. A second course in advanced Educational research methods sequence, with focus on multiple regression analysis and its applications to educational and psychological research.

**ED REM 7772 Quantitative Research Methods II**: 3 semester hours
Prerequisites: ED REM 7771 or consent of instructor. An advanced educational research methods course: multivariate analysis of variance, canonical correlation, discriminant function analysis, factor analysis, cluster analysis, advanced topics in multiple linear regression; and associated research design issues.

**ED REM 7773 Quantitative Research Methods III**: 3 semester hours
Prerequisites: ED REM 7772. An advanced educational research methods course using multiple linear regression models, path analysis, and structural equation modeling. Focus is on the theory, issues and application of these advanced data analysis techniques.

**ED REM 7781 Qualitative Methods in Educational Research I**: 3 semester hours
Prerequisites: ED REM 6750 or consent of instructor. An introductory qualitative research methods course in education to develop skill in forming research questions, writing field notes, and collecting, organizing, and analyzing a variety of data. The design issues of triangulation subjectivity, and trustworthiness are explored. Ethics and ethical issues in qualitative research are presented.

**ED REM 7782 Qualitative Methods in Educational Research II**: 3 semester hours
Prerequisites: ED REM 7781 or consent of instructor. An advanced qualitative educational research methods course to address the issues of sampling strategies, observational and interview techniques, questionnaire construction, and data analysis. Requires access to a field setting to conduct a qualitative research study.

**Educational Technology Courses**

**ED TECH 2230 Information Literacy**: 3 semester hours
Students will analyze and evaluate multiple sources of information using modern technology to research, retrieve, synthesize, construct and present information for academic disciplines. The course will assist students in the development of educational technology skills that allow for specialization in their chosen major.

**ED TECH 3135 Technology for Educators**: 1 semester hour
This course will instruct teacher candidates in the use of digital tools in education. Candidates will develop strategies for incorporating current technology developments and social media in educational practice.

**ED TECH 4302 Educational Technology Instruction in Educational Agencies**: 3 semester hours
The course focuses on how computers and the internet have changed teaching and learning; how educators can facilitate inquiry-based learning, and on the design and implementation of technology-rich activities and projects. Practices to be explored include making presentations; searching for information and educational resources; organizing, writing, and displaying information and data. Students may not receive credit for both ED TECH 4302 and ED TECH 5301.

**ED TECH 4436 Computer-Mediated Teaching and Learning in Education**: 3 semester hours
Explores the theory, research, and practice of using computer-mediated communication and computer-supported collaborative learning in education. Education could be formal or informal, in an institutional setting or not. Students will get experience with several different technologies during the semester.

**ED TECH 4558 Computer Ethics for Educators**: 3 semester hours
Prerequisites: Junior or above; or consent of instructor. Examination of ethical issues concerning the use of computers generally, their use in education, and the engineering of particular computer technologies. Aims at developing awareness of these issues and skills for ethical decision-making regarding them through careful, analytical methods. Typical issues include privacy, intellectual property, computer fraud, the possibility of artificial agents, and others. Available for graduate credit.

**ED TECH 5301 Introduction To Computers and the Internet in Education**: 3 semester hours
The course focuses on how computers and the internet have changed teaching and learning; how teachers can facilitate learning in inquiry-based, technology-rich classrooms; and on the design and implementation of technology-rich activities and projects. Introduces students to the networked computer as an instructional tool. Course participants will be introduced to how teachers and their students can use computer tools in appropriate ways for different context areas and educational levels. Practices to be explored include making presentations; searching for information and educational resources; organizing writing, and displaying information and data.

**ED TECH 5340 Selection and Utilization of Educational Multimedia**: 3 semester hours
Prerequisites: ED TECH 5301 or consent of instructor. Prepares students for selecting and utilizing multimedia technologies for learning. Students will conduct projects involving educational multimedia programs available on computers or over telecommunications networks. The projects will incorporate graphics, sound, and video. The goal of working on these projects is to prepare students to facilitate others’ use of multimedia in classrooms and other educational contexts.
ED TECH 6135 Technology for Preparing Inquiry-Based Teaching: 1 semester hour
Prerequisites: Graduate standing. This course instructs teacher candidates in the use of digital tools in their teaching practice. Candidates develop strategies for incorporating current technology developments and social media in educational practice. Technology for educators challenges the candidates to think about the underlying principles, terms, and concepts of educational technology. Students are introduced to the different methods teachers can use to integrate technology into classroom instruction for varying grade levels and content areas. Activities undertaken in this course include learning about educational technology tools and applying some of them to create the academic instructional materials through interactive collaboration.

ED TECH 6404 Seminar: 1-10 semester hours
Prerequisites: ED TECH 5340 or consent of instructor. Seminar in educational technology addressing special issues and topics not normally included in the regular educational technology courses.

ED TECH 6416 Teaching and Learning With Technology: Graphical Representational Tools: 3 semester hours
Prerequisites: ED TECH 5340 or consent of instructor. Examines how graphical representation tools can be used to enhance teaching and learning. Students will learn about techniques for visualizing and organizing information and data in science, math, the social sciences, and humanities, and will become familiar with research and practice pertaining to their use in a variety of learning activities and projects.

ED TECH 6434 Technology and Privilege: 3 semester hours
Prerequisites: Graduate standing. Covers issues relating to the digital divide in schools and the society. The focus will be on technology in education with an emphasis on the ways that policies and practices perpetuate the divide. To examine this phenomenon, Critical Race Theory (CRT) will be one lens to examine the inequality.

ED TECH 6435 Instructional Technology and Education Reform: 3 semester hours
Prerequisites: ED TECH 5340 or consent of instructor. Students will learn how to foster changes in uses of technology for learning in schools, based on a historical understanding of previous technology reforms, and a critical assessment of recent reforms. Questions addressed included: What did stakeholders predict and hope for with earlier educational technologies, early uses of the computer and networking, and present technological innovations? What actually happened? Why? How can teachers and other educators help foster and spread effective use of technology for learning?

ED TECH 6436 Computer-Mediated Communication in Education: 3 semester hours
Prerequisites: ED TECH 5340 or consent of instructor. Explores the theory, research, and practice of using computer-mediated communication and computer-supported collaborative learning in education. Learning environments including elementary, secondary, higher, and adult education will be considered.

ED TECH 6437 Distance Learning Via Networks and Telecommunications: 3 semester hours
Prerequisites: Graduate Standing. The course is an investigation in the ways that learning and teaching across the barriers of time and distance are similar to and different from face to face learning and teaching. Students will study the influence of interactive media: videoconferencing, asynchronous discussions and other commonly used methods.

ED TECH 6444 Cognition and Technology: 3 semester hours
Same as ED PSY 6444. Prerequisites: ED TECH 6111 or consent of instructor. Examines cognitive theories and computer-based tools for learning. Students will gain a critical understanding of the relationship between the design of technological tools, the use of those tools in educational settings, and their implications for learning.

ED TECH 6448 Technology-Supported Inquiry Learning: 3 semester hours
Prerequisites: ED TECH 5340 and ED PSY 6310 or consent of instructor. Educational technology such as networked computers and software can play a supportive role in inquiry-based learning. Students will explore the theoretical background, design issues, and pragmatic realities of technology-supported inquiry learning environments. Such learning environments are best understood as systems involving social, cultural, material and psychological aspects. Consideration will be given to the important properties of settings, activities and technologies, as well as the role of instructors.

ED TECH 6449 Using Technology in Administration Processes: 3 semester hours
Same as ED ADM 6449. Prerequisites: A course in measurement, statistics or evaluation, or consent of instructor. The course will explore how the use of data analysis with technology can be applied in the administration of schools or other work settings. Administrators will explore software tools and their implications for making decisions. A case study will be completed on the implementation of a technology in a school or other appropriate setting.

ED TECH 6452 Educational Multimedia Design: 3 semester hours
Prerequisite: ED TECH 5340 or consent of instructor. Examines principles and techniques for the design of visually and functionally effective multimedia educational resources. Emphasis will be placed on techniques for the computer-based production of materials incorporating text, graphics, and video Rapid prototyping and evaluation techniques will be incorporated.

ED TECH 6454 Instructional Video Production: 3 semester hours
Prerequisites: ED TECH 5340 or consent of instructor. Elements of digital video production will be studied and used to produce video for a variety of formats. Students will develop the skill to produce and stream programs for school news programs, video annuals, documentaries and staff development programs.

ED TECH 6460 Technology Development in Community Organizations: 3 semester hours
Prerequisites: Graduate standing. Students will explore the effective use of technology in community education contexts, examining strategies to bridge the digital divide, leverage the power of information systems, engage in effective social messaging campaigns, and create media products with and for diverse audiences.

ED TECH 6490 Internship: 1-10 semester hours
Prerequisite: Consent of instructor. Closely supervised experience in a field setting under the direction of a graduate faculty member. An appropriate level of competence and evidence of growth in the professional role must be demonstrated by the intern. The internship will include planning, research, evaluation, and related professional activities.

ED TECH 6497 Problems: 1-10 semester hours
Prerequisite: ED TECH 5340 or consent of instructor. Individual study on topics pertaining to educational technology.
ED TECH 7070 Higher Education and Technology: Theory and Practice: 3 semester hours
Prerequisites: Doctoral standing or consent of instructor. Students explore recent research of classical learning theories and pedagogy in order to incorporate advanced technology. Students apply both theory and practice to develop and present lesson modules that explore research in this area, and illustrate the use of technology in teaching. Detailed constructive criticism is used with the presentations.

Higher Education Courses

HIGHERED 5402 Student Affairs Administration: 3 semester hours
Prerequisite: Graduate Admission. A survey course in student personnel administration with an emphasis on understanding the college student and on learning ways to meet both his/her academic and nonacademic needs.

HIGHERED 6404 Seminar: 1-10 semester hours
Prerequisite: Graduate standing.

HIGHERED 6405 Financial Issues in Higher Education: 3 semester hours
Prerequisite: Graduate standing. Provides an overview of the state/federal funding mechanisms for higher education in the U.S. Addresses practices in budgeting at various types of postsecondary institutions.

HIGHERED 6406 Governance of Higher Education: 3 semester hours
Prerequisites: Graduate admission. Concentrates on the study of the unique system of governance in higher education, including faculty, instructional, system, and state governing mechanisms.

HIGHERED 6408 Legal Issues in Student Affairs: 3 semester hours
Prerequisite: Graduate admission. Familiarizes student with nature and characteristics of American higher education. Students learn about the structure of higher education, the roles played by the various constituencies, and current issues.

HIGHERED 6474 The College Student: 3 semester hours
Prerequisite: Graduate standing. Provides a comprehensive overview of the theories and research related to college and university student development. Particular emphasis is given to the diverse roles expected of the successful leader in today's community college.

HIGHERED 6477 History and Philosophy of American Higher Education: 3 semester hours
Prerequisites: Graduate Standing. This course includes the study of the historical and philosophical contexts that have conditioned the evolution of American higher education institutions. Within this context, particular attention is given to the diverse roles expected of the successful leader in today's community college.

HIGHERED 6422 Policy Analysis of Higher Education: 3 semester hours
Prerequisites: Graduate admission. Introduces students to the analysis of higher education public policy. Includes state and local policy analysis and examination of legislative history of major federal higher education laws.

HIGHERED 6420 The Community College: 3 semester hours
Prerequisites: Graduate Admission. The purpose of this course is to develop an understanding of the two-year college - its past, present and future. Examines history, operations, funding, internal constituents, curricular mission, societal role, and current issues.

HIGHERED 6431 Community College Leadership: 3 semester hours
Prerequisite: Graduate Admission. Introduces students to leadership theory and practice and the literature of leadership development. Applies theory and practice to the unique role of the leader in community colleges, including the community college presidency. Particular emphasis is given to the diverse roles expected of the successful leader in today's community college.

HIGHERED 6432 Current Issues in Community College Education: 3 semester hours
A review and analysis of current issues affecting community college students, instruction, administration, policy and community relations.

HIGHERED 6430 The Community College: 3 semester hours
Prerequisites: Graduate Admission. The purpose of this course is to develop an understanding of the two-year college - its past, present and future. Examines history, operations, funding, internal constituents, curricular mission, societal role, and current issues.

HIGHERED 6431 Community College Leadership: 3 semester hours
Prerequisite: Graduate Admission. Introduces students to leadership theory and practice and the literature of leadership development. Applies theory and practice to the unique role of the leader in community colleges, including the community college presidency. Particular emphasis is given to the diverse roles expected of the successful leader in today's community college.

HIGHERED 6441 Issues in Institutional Research I: 3 semester hours
Prerequisites: Graduate standing. Provides a history and overview of institutional research in postsecondary education. Other areas of interest include student issues, student outcomes, higher education funding, productivity funding, and legal issues.

HIGHERED 6440 Issues in Institutional Research I: 3 semester hours
This course provides the study of key issues in institutional research, including faculty workload and salary, program assessment, fact books, peer institutions, national databases, and strategic planning.

HIGHERED 6441 Issues in Institutional Research II: 3 semester hours
This course provides the study of key issues in institutional research, including faculty workload and salary, program assessment, fact books, peer institutions, national databases, and strategic planning.

HIGHERED 6440 Issues in Institutional Research I: 3 semester hours
Prerequisites: Graduate standing. Provides a history and overview of institutional research in postsecondary education. Other areas of interest include student issues, student outcomes, higher education funding, productivity funding, and legal issues.

HIGHERED 6441 Issues in Institutional Research II: 3 semester hours
This course provides the study of key issues in institutional research, including faculty workload and salary, program assessment, fact books, peer institutions, national databases, and strategic planning.

HIGHERED 6473 Curriculum in Higher Education: 3 semester hours
Prerequisite: Graduate standing. The development, implementation, and assessment of curriculum in higher education as well as historical and philosophical perspectives; major figures and emerging trends are included.

HIGHERED 6474 The College Student: 3 semester hours
Prerequisite: Graduate standing. A comprehensive overview of the theories and research related to college and university student development. Particular attention is given to student demographics, patterns of growth and development, and attitudinal changes.

HIGHERED 6476 Organization and Administration of Higher Education: 3 semester hours
Prerequisites: Graduate Standing. This course includes the study of missions, governance, and organizational structures of American higher education institutions. Within this context, particular attention is given to administrative roles and responsibilities and issues of leadership.

HIGHERED 6477 History and Philosophy of American Higher Education: 3 semester hours
Prerequisite: Graduate Standing. This course is a systematic study of the historical and philosophical contexts that have conditioned the evolution of American higher education. Particular attention is given to significant events, trends, and movements within American higher education.

HIGHERED 6478 History and Philosophy of American Higher Education: 3 semester hours
Prerequisite: Graduate Standing. This course is a systematic study of the historical and philosophical contexts that have conditioned the evolution of American higher education. Particular attention is given to significant events, trends, and movements within American higher education.

HIGHERED 6497 Problems: 1-10 semester hours
Prerequisites: Graduate standing and consent of instructor.

HIGHERED 6900 Internship: 1-10 semester hours
Prerequisites: Graduate standing and consent of instructor. Closely supervised experience in a field setting under the direction of a graduate faculty member. An appropriate level of competence and evidence of growth in the professional role must be demonstrated by the intern. The internship will included planning, research, evaluation, and related professional activities.
HIGHERED 7800 Higher Education Doctoral Seminar: 1-6 semester hours
Prerequisites: Doctoral standing or consent of instructor. Intensive directed study of selected issues related to the administration of higher education institutions.