

Educator Preparation and Leadership

General Information

The Department of Educator Preparation & Leadership offers coursework leading to bachelor's degrees, master's degrees, graduate certificates, and doctoral degrees.

Through the full integration of content for general educators with special education and multilingual education, candidates gain knowledge and valued skills that make them highly qualified and marketable. Nationally recognized faculty design and teach undergraduate and graduate courses that prepare educators in curriculum, instruction, assessment, and educational technology with a strong foundation in working with diverse populations.

Career Outlook

Certified classroom educators are in high demand in the region. The need for career-ready educators who have significant clinical experience working with PK-12 students and who demonstrate contemporary, best-practice knowledge, skills, and strategies continue to create school-based employment opportunities for UMSL graduates. As in the past, elementary education graduates are attractive candidates for employment in varied positions that require preparation and training in social and behavioral sciences.

The employment outlook for special education teachers continues to be favorable, as they are in great demand. In addition to inclusive classroom teaching, graduates are typically employed as integrated or self-contained classroom teachers, clinical diagnostic personnel, itinerant teachers, educational resource teachers, curriculum and/or behavior specialists, consultants, educational therapists, job coaches, supported employment specialists, transition to adulthood specialists, and in various supervisory and administrative positions among agencies and schools. In combination with related areas of expertise in systems supports, assessment, and educational psychology, for example, many occupations incorporate the skills, interventions knowledge, insights, and programmatic expertise learned in the UMSL Master's Degree of Special Education.

The employment outlook in the middle and high schools continues to be positive, especially in mathematics, sciences and modern languages. Recent placement years have yielded excellent employment opportunities to UMSL graduates. In addition to middle school, and high school teaching, opportunities also exist in athletic training, dance, research, sport management, and exercise leadership fields serving persons of all age categories.

For more information go to <https://coe.umsi.edu/w2/index.cfm>.

Programs

Undergraduate Degrees

Early Childhood Education BSEd

- Special Education Emphasis

Elementary Education BSEd

- Middle School Education Emphasis
- Special Education Emphasis
- Special Education and TESOL Emphasis
- TESOL Emphasis

Physical Education BSEd

- PK-12 Emphasis

Secondary Education BSEd

- English Emphasis
- Mathematics Emphasis
- Modern Foreign Language-French Emphasis
- Modern Foreign Language-Spanish Emphasis
- Science-Biology Emphasis
- Science-Chemistry Emphasis
- Science-Physics Emphasis
- Social Studies Emphasis

Graduate Degrees

Applied Behavioral Analysis MS

Education Administration EdS

Educational Administration MEd

- School Administration Emphasis

Education MEd

- Curriculum and Instruction Emphasis
- Early Childhood Education Emphasis
- Elementary and Special Education Teacher Certification Emphasis
- Elementary Teacher Certification
- Interdisciplinary Studies
 - for Teacher Residency
 - for Temporary Authorization Certification
- Reading Emphasis
- Secondary Teacher Certification

Education MEd Accelerated Master's Program

Special Education MEd

- Behavior Principles and Interventions Emphasis
- Inclusive Education Emphasis
- Transition Studies Emphasis

Minors

Athletic Coaching Minor

Counseling and Human Services Minor

Education Minor

Exercise Science Minor

Certificates

Applied Behavior Analysis Graduate Certificate

Autism Studies Graduate Certificate

Elementary School Teaching Graduate Certificate

Elementary and Special Education Teaching Graduate Certificate

Elementary Mathematics Specialist Graduate Certificate
 K-12 Teacher Leader Graduate Certificate
 Personal Finance Literacy Education Graduate Certificate
 Secondary School Teaching Graduate Certificate
 STEM Teaching Graduate Certificate
 Teaching English to Speakers of Other Languages Graduate Certificate
 Teaching of Writing Graduate Certificate

Through the integration of content in general, special, and multilingual education candidates may earn certifications and endorsements with valued skills that make them highly qualified and marketable. Our high-quality undergraduate educator preparation programs are designed around research-based scholarship and practical community-based contexts. Early course-based clinical experiences provide candidates with practical understanding of how youth learn subject matter in a variety of informal settings. Every future educator is guided through volunteer academic instruction and support for a local partnering community youth-serving agency. The community-based experiences broadens candidates' understanding of their own identity as educators as well as enhancing their ability to build relationships, extend their skills, and understand family/ community dynamics and interactions.

For their final year-long practicum, teacher candidates are immersed in one of our numerous public, private, and charter partner schools in the St. Louis region. These partnering K-12 schools participate in our innovative, collaborative approach to educator preparation. This process is supported and facilitated on-site by a specially trained UMSL clinical educator who leads monthly seminars, conducts observations, and provides candidates with regular feedback to guide their growth.

Teacher candidates inquire deeply into how their students are learning and use data to inform their instruction. All participate in appropriate school and district professional development and school-wide activities, becoming professionals who are embedded into the fabric of a school, not just a temporary teacher candidate. We believe that these community and school-based experiences create educators who understand learning in a broader context. In short, graduating educators have experienced an innovative education which prepares them for their future career as educational leaders in our region and beyond.

All programs leading to initial teacher certification (noted with an *) have been accredited by the Missouri Department of Elementary and Secondary Education (DESE) and the Association for Advancing Quality in Educator Preparation (AAQEP):

Undergraduate degrees:

- Bachelor of Educational Studies (BES)
- Bachelor of Science in Education (B.S. Ed) in Early Childhood with emphasis in Special Education*
- Bachelor of Science in Education (B.S. Ed) in Elementary Education*
 - Special Education and TESOL emphasis
 - Special Education emphasis
 - TESOL emphasis
 - Middle School Certification for English
 - Middle School Certification for Mathematics
 - Middle School Certification for Science
 - Middle School Certification for Social Studies
- Bachelor of Science in Education (B.S. Ed) in Physical Education*
- Bachelor of Science in Education (B.S. Ed) in Secondary Education*

- Biology emphasis
- Chemistry emphasis
- English emphasis
- Mathematics emphasis
- Modern Language, French K-12
- Modern Language, Spanish K-12
- Physics emphasis
- Social Studies emphasis

Certifications:

- Teacher Certification in Music*
- Teacher Certification in Art*

Graduate Studies

The Department of Educator Preparation & Leadership offers Master's degrees, Graduate Certificate programs, and Doctoral degrees.

Master's of Education (M.Ed.)

A minimum of 30 credit hours is required.

Whether you are a PreK-12 classroom teacher, a school administrator, or an educator in a museum, business or youth serving organization, these concentration areas provide a broad spectrum of interests that gives a path to expertise.

The Master's of Education consists of:

- 6 credit hours of foundations courses that examine history, the impact of community on our youth, issues of social justice, teacher leadership, and student advocacy;
- 18 hours that provide the core of expertise in the chosen emphasis area and provide the depth and expertise in areas that match the needs of your students;
- and a 6 credit hour capstone where you become a researcher in your own organization or classroom to fully understand how to ask the right questions, collect meaningful data, and analyze and present it in a way that informs others.

The non-degree option is suited for those who have a Master's Degree or those who wish to gain more in-depth knowledge in a particular content area.

Education

The M.Ed. in Education has an Interdisciplinary Studies emphasis option, a Literacy option, an emphasis in Teaching English to Speakers of Other Languages (TESOL), and an emphasis in Early Childhood education (18 credit hours) as well as focused concentrations in a variety of interest areas. Additional hours may be necessary for literacy specialist certification.

Special Education

The M.Ed. in Special Education includes a representation of the important core knowledge in Special Education. The primary goal is to empower professionals to be thoughtful teachers who use best practice when working with students with disabilities. Research and data-based decision making are emphasized throughout the program. Graduate students will translate research into practice in their courses and learn to analyze multiple types of assessment data. The M.Ed. Program in Special

Education consists of an initial required core of courses, an opportunity to develop an area of specialization, and a capstone or exit course.

Master's of Science in Applied Behavior Analysis (M.S.)

A minimum of 40 credit hours is required.

The M.S. in Applied Behavior Analysis prepares students to engage in the science of behavior analysis as BCBA practitioners and field leaders in schools and agencies to achieve meaningful change for the individual in their community. This program is approved by the Association for Behavior Analysis International and accepted by the Behavior Analyst Certification Board.

The Master's of Science in Applied Behavior Analysis consists of:

- 9 credit hours of foundations courses that examine basic principals and research methods;
- 15 hours of coursework that provide core knowledge in the field of Applied Behavior Analysis;
- 10 hours of practicum coursework;
- and 6 credit hours in thesis research.

Graduate Certificate Programs

12-18 credit hours is required.

Graduate Certificate programs are specialized programs of study that are not degree programs but are shown on the academic transcript so that readers are aware of the concentrated program of study. Graduate Certificates are unrelated to teaching certificates.

Doctoral Program

Doctor of Education (Ed.D.) Program: BRIDGE THEORY AND PRACTICE WITH SCHOLARSHIP

The Doctor of Education in Educational Practice is a doctoral degree intended for practitioners. Areas of study available are the themes around which learning communities are formed. Members of the learning communities advance through the program as a cohort in three to three-and-one-half years. The degree program requires 80 credit hours, and the Master's degree is recognized and applied toward the 80 credit hour requirement. A Dissertation in Practice is the capstone. The program applies an *Inquiry as Practice* model of scholarship. Graduates gain the ability to use data to inform decision-making and enhance their practice by gathering, organizing, judging, aggregating, and analyzing situations, literature, and data. The Doctor of Education degree program places emphasis on preparing scholarly practitioners for their professional work rather than emphasizing research for the purposes of building theory and preparation for the professoriate in higher education.

The curriculum of the Doctor of Education degree is intended to prepare practicing professionals to transform both their practice and the field by working *in community*, just as practitioners collaborate with key stakeholders to address complex problems of practice. Students are admitted to the degree program and simultaneously to a learning community of practice formed around a theme such as Language, Literacy, and Culture, Curriculum and Instruction, STEM, Higher Education Student Services, Global Learning, Social Justice or Heritage Leadership. The learning community and a mentor team of faculty and practitioners work together throughout the program using the learning community seminar, which is required every semester, as a mechanism by which to cultivate community and build the unique skills needed for education

practitioners. The skills to work collaboratively to develop, test, and advance innovative solutions to high-leverage problems of practice are fostered throughout the program.

In addition to the thematic learning community of practice format, the curriculum features Laboratories of Practice and a Dissertation in Practice as culminating activities. The Laboratories of Practice take the doctoral studies away from the University campus and to a context where theory, inquiry, and practice can intersect and the implementation of practice can be measured. The Dissertation in Practice allows the learning community to address a high leverage problem of practice through collaborative and connected work beyond what a single individual could do alone. Individuals contribute work that feeds into group work. The Dissertation of Practice is characterized by generative impact.

The University of Missouri-St. Louis College of Education is a member of the Carnegie Project on the Education Doctorate, a national group of over 100 universities that are re-designing and re-orienting the Doctor of Education degree as a program that is distinct from Doctor of Philosophy in Education degree programs. Our program reflects our commitment to the work of the Carnegie Project and its working principles.

Doctor of Philosophy of Education (Ph.D.)

The Ph.D. degree in Education, offered in cooperation with the School of Education at the University of Missouri-Kansas City and the College of Education at the University of Missouri-Columbia, is designed for educators who desire directed research experience promoting scholarly inquiry in education.

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

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

Categories of coursework and credits Required are: 1. Research Methods (15-18 hrs.); 2. Disciplinary Specialization (24-26 hrs., 16 in residence as Ph.D. student); 3. Foundations Courses (10-14 hrs.); 4. Proposal Writing (EDUC 7950; 1 hr.); 5. Comprehensive Examination; and 6. Dissertation Research (6 hrs.).

The minimum total credit hour requirement to complete the Ph.D. in Education degree is 90 credit hours of post-baccalaureate coursework. Up to 44 credit hours of graduate coursework, typically the Master's degree and post-Master's credit hours, can be applied to the foundations, research methods, and disciplinary specialization categories as appropriate.

The Master's degree work can usually be applied without regard to the age of the degree, but post-Master's coursework should be recent (4 to 6 years old). There is an 8-year time limit for completing the Ph.D. in Education.

The final program configuration, including how previous coursework is applied to the degree requirements, is determined at a meeting of the student, the student's advisor, and two additional faculty members in the

area of study, where applicable. This meeting typically takes place 2 to 3 semesters after program entry.

Courses

Courses offered by the department can be found at the links below:

Early Childhood Education (ECH ED)

Educational Administration (ED ADM)

Elementary Education (ELE ED)

Health and Physical Education (HLTH PE)

Middle Education (MID ED)

Physical Education (PHY ED)

Secondary Education (SEC ED)

Special Education (SPEC ED)

Teacher Education (TCH ED)