

## GRADUATE OFFERINGS IN

# College of Education and Public Service

**Marla Berg-Weger, Ph.D.,**  
*Interim Collegiate Dean*

Established in 1998, the College is the academic home for six departments of the University that share a common mission of community outreach and service. The academic departments are supplemented by centers that provide a rich environment to enhance faculty collaboration in teaching, interdisciplinary research, and outreach initiatives that affect metropolitan St. Louis communities. The College offers graduate degree programs in nine established major fields, the curricula for which are detailed below. Ten areas of specialization are available within Education. The College also offers the only Ph.D. degree program in Public Policy Analysis based at a Jesuit university.

## COUNSELING AND FAMILY THERAPY

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**Craig W. Smith, Ph.D.,**  
*Department Chairperson*

The mission of the Department of Counseling and Family Therapy is to prepare reflective practitioners to function as professional counselors, consultants, educators, and marriage and family therapists in school, agency, or private-practice settings. The programs of the Department are accredited by the North Central Association and the Missouri Department of Elementary and Secondary Education.

The Department of Counseling and Family Therapy is unique in training students to work with individuals, couples, and families through the life cycle, and to collaborate in other social contexts in which people live, learn, and work. All doctoral and some master's degree students see practicum clients at the Center for Counseling and Family Therapy, located near the Department offices. The Center collaborates with professionals from a number of human-service disciplines.

The Department of Counseling and Family Therapy offers both Master's and Doctoral degree programs, as well as a Marriage and Family Therapy Certificate program.

## Master of Arts

Program options include concentrations in School Counseling, toward fulfillment of requirements for Professional School Counselor Certification in Missouri, and Human Development Counseling, fulfilling course and practicum requirements toward Licensed Professional Counselor (LPC) status in Missouri.

### Prerequisites

Eighteen semester hours of advanced undergraduate coursework in Education, Psychology, or a related field.

### Required Courses

CFT.520 Counseling and Career Development;  
CFT.522 Becoming a Counselor;  
CFT.530 Counseling Theory;  
CFT.532 Group Counseling Theory and Practice;  
CFT.533 Assessment Methods in Counseling;  
CFT.577 Foundations of Multicultural Counseling;  
CFT.653 Ethical and Legal Issues in Counseling and Family Therapy;  
CFT.655 Diagnosis and Appraisal in Counseling and Family Therapy  
CFT.666 Introduction to Couple and Family Studies;  
EDF.570 Advanced Growth and Development or  
EDF.530 Advanced Educational Psychology;  
RMET.410 Introduction to Inferential Statistics; and  
RMET.520 General Research Methods; or  
EDR.540 Qualitative Research in Education; or  
SWRK.776 Qualitative Research.

### Additional Requirements

CFT.540 Practicum in Counseling (Beginning);  
CFT.544 Internship in Counseling (Beginning);  
CFT.541 Practicum in Counseling (Advanced) or

CFT.545 Internship in Counseling (Advanced); and  
Three semester-hours of electives.

Three semester-hours of electives must be CFT.500 (or CFT.501) if concentration is Elementary (or Secondary) School Counseling.

Candidates for Missouri Department of Elementary and Secondary Education (DESE) Professional School Counseling Certification must have a valid teaching certificate or take additional coursework beyond the M.A. in Counseling.

Total credit hours required for degree: 48.

*A formal minor is not permitted.*

## Master of Arts (Research)

A student may petition to transfer into the research Master's degree program with the advisor's recommendation after successful completion of 12 credit hours in the M.A. degree program. The research preparation sequence must include RMET.520 General Research Methods and 6 credit hours of CFT.599 Thesis Research.

Total credit hours required: 51.

## Certificate in Marriage and Family Therapy

The Certificate in Marriage and Family Therapy is an interdisciplinary program for qualified clinical mental health practitioners to increase their knowledge and skills in working with couples and families. Coursework is designed to meet the educational requirements for Marriage and Family Therapy licensure in Missouri. Courses are taught by the Department of Counseling and Family Therapy and the School of Social Service. Practicums include live and videotape supervision, as well as group and individual supervision on a weekly basis.

### Prerequisites

Completion of a graduate degree of at least 48 credit hours in a clinical mental health field.

### Required Courses

Fifteen to 33 semester-hours, dependent on coursework previously completed, including:

Three semester-hours in theoretical foundations of MFT;

Twelve semester-hours in the practice of MFT;

Six semester-hours in human development/family studies;

Three semester-hours in research;

Six semester-hours in MFT practica; and

Three semester-hours in MFT ethics.

### Additional Requirement

Capstone requirement: position paper and defense.

## Doctor of Philosophy

The doctoral program in Counseling and Family Therapy is a clinical and research degree focused on conducting relational therapy with individuals, couples and families. Course and clinical work in the program are designed to meet the educational requirements in Missouri for licensed marriage and family therapists. Individual programs may also focus on preparing for careers as supervisors, consultants, or educators of counselors or family therapists. The doctoral program requires a minimum of 42 credit hours beyond the master's degree and a minimum of 12 credit-hours of dissertation work.

### Prerequisites

A master's degree in marriage and family, counseling, clinical social work, or a related clinical mental health field of at least 48 semester hours. Two years of post-degree supervised clinical experience is strongly preferred.

### Required Courses

CFT.671 Couple and Family Systems Theory I;

CFT.656 Couple and Family Systems Theory II;

CFT.670 Couple Interaction and Therapy;

CFT.676 Family Issues in Therapy; and

CFT.682 The Self in Theory and Therapy.

### Additional Requirements

CFT.601 Doctoral Residency;

Nine semester hours of research methods;

Nine semester hour of supervised practica; and

Nine semester hours of electives.

### Graduate Courses

#### **CFT.500 Foundations of Guidance: Elementary (3)**

Theories and practice in guidance, survey of Missouri Model Guidance Program, professional role and function of the counselor at the elementary school level. (Offered every other Fall semester.)

#### **CFT.501 Foundations of Guidance: Secondary (3)**

Theories and practice in guidance, survey of Missouri Model Guidance Program, professional role and function of the counselor on the secondary school level. (Offered every other Fall semester.)

#### **CFT.520 Counseling and Career Development (3)**

Theories of career development; counseling approaches for decision-making, integrating personal values, career interests and life-style planning; vocational and career information resources. (Offered every other Fall semester and every Summer.)

**CFT.522 Becoming a Counselor (3)**

Introductory course for Master's degree students in Counseling. The person of the counselor; helping relationship skills; responding to differences among clients, including gender, culture, social class, exceptionality and generation; professional identity issues; ethical and legal standards. (Offered every Fall and Spring semester.)

**CFT.530 Counseling Theory (3)**

Theories of counseling and therapy and how techniques evolve from those theories and from the personality of the theorist. Applications to school and agency settings for dealing with both normal and exceptional needs through the life cycle. (Offered every Fall semester and Summer.)

**CFT.532 Group Counseling Theory and Practice (3)**

Theories and practice in leadership, interpersonal communication, group dynamics; experiential activities in the formation, development, evaluation of a group designed to develop effective new human relations skills. (Offered every Spring semester and Summer.)

**CFT.533 Assessment Methods in Counseling (3)**

Psychological tests and standardized methods of assessing interest, personality, aptitude, achievement and intelligence traits of individuals; attributes of tests; uses in school guidance, counseling, therapy, personnel work, and school psychological testing; DSM.IV. The student will take, administer, score and interpret several different standardized tests. (Offered every Spring semester.)

**CFT.534 Assessing Person/Context Interactions (3)**

Methods and tools of assessing systemic individual/environment interactions, related stressors and adjustment issues; student/classroom, employee/workplace and individual/family interactions emphasized; staffing strategies to promote individual and systemic growth; case studies, case notes, confidentiality; the assessment role of counselors as change agents. (Offered occasionally.)

**CFT.535 Family/School Consultation (3)**

Issues related to consulting within contexts which have primary responsibility for fostering the development of children. Counseling and consulting skills for responding to both normal and exceptional needs of children in family and school settings. (Offered occasionally.)

**CFT.538 Nonverbal Behavior (3)**

Cognitive and experiential inquiry into the components of non-verbal behavior which may have communicative significance in interpersonal relationships. (Offered occasionally.)

**CFT.540 Practicum in Counseling (Beginning) (3)**

Supervised experience in individual counseling. By permission of Instructor only. (Offered every Fall and Spring semester.)

**CFT.541 Practicum in Counseling (Advanced) (3)**

Prerequisite: CFT.540. Advanced supervised experience in individual counseling. By permission of Instructor only. (Offered every Fall and Spring semester.)

**CFT.544 Internship in Counseling (Beginning) (3)**

A supervised experience in individual and group counseling within a school, institutional or agency setting. By permission of Instructor only. (Offered every semester.)

**CFT.545 Internship in Counseling (Advanced) (3)**

Prerequisite: CFT.544 (By permission of Instructor only). Advanced supervised experience in individual and group counseling within a school, institutional or agency setting. (Offered every semester.)

**CFT.570/EDF.570 Advanced Growth and Development (3)**

Prerequisites: EDF.470, PSY.101, or equivalent course. A balanced and systematic multidisciplinary look at all stages of human growth and development through the life span. In family and school contexts the perspective includes contributions from education, biology, developmental psychology, sociology, and cultural anthropology. Research, including its many discoveries and controversies, is examined at all stages. In addition, critical topics into which research is increasingly gaining insight are explored. (Offered annually.)

**CFT.574 Enrichment and Prevention Programs in Family and Human Systems (3)**

Ways to conceptualize, design and deliver programs which facilitate the normal development, growth and enrichment of individuals, couples and families and the prevention of dysfunction and pathology in human systems. (Offered every other Fall semester.)

**CFT.577 Foundations of Multicultural Counseling (3)**

The impact of social, cultural and gender role expectations on counselor-client, interactions in individual, group or family therapy. Characteristics of skillful counseling in such contexts. (Offered every Spring semester.)

**CFT.585 Clinical Supervision (Beginning) (0)**

One-to-one beginning Master's level supervision of work with clients. Must be concurrently enrolled in CFT.540. (Offered every semester.)

**CFT.586 Clinical Supervision (Intermediate) (0)**

One-to-one intermediate Master's level supervision of work with clients. Must be concurrently enrolled in CFT.541. (Offered every semester.)

**CFT.595 Special Study for Examinations (0)****CFT.598 Graduate Reading Course (1-3)**

Prior permission of guiding professor required.

**CFT.599 Thesis Research (0-6)****CFT.650 Issues in Counseling and Family Therapy (3)**

Examination of current themes and issues relevant to the professional practice of counseling and Family Therapy. Topics will vary. (Offered every Spring and Summer semester.)

**CFT.651 Individual Development and Therapy (3)**

Developmental ego psychology, self psychology, object relations and attachment theories as applied in therapy. (Offered occasionally.)

**CFT.652 Process Consultation Practices (3)**

Kinds of consultative relationships, stages of consultation, identification of client status, contextual implications of the consultation process. (Offered occasionally.)

**CFT.653 Ethical and Legal Issues in Counseling and Family Therapy (3)**

An intensive and case-focused investigation of standards of professional practice in counseling and therapy; ethical and legal issues in individual, group and marriage/family therapy. (Offered every Fall semester.)

**CFT.655 Diagnosis and Appraisal in Counseling and Family Therapy (3)**

Interpersonal, object relations and family systems perspectives on traditional, clinical diagnostic classifications and related assessment methods and instruments. (Offered every Summer and Fall semester.)

**CFT.656 Couple and Family Systems Theory II (3)**

Prerequisite: CFT.671 or equivalent as approved by advisor. Advanced approaches to family therapy that integrate a variety of systemic concepts. These include integrative, empirically supported and common factors models. (Offered every Spring semester.)

**CFT.660 Counseling and Vocational Behavior (3)**

Prerequisite: CFT.520. Advanced readings in counseling for career development and career decision making. (Offered occasionally.)

**CFT.665 Advanced Couple and Family Therapy (3)**

Prerequisite CFT.671. Special issues in the treatment of marital and family systems. (Offered every Fall semester.)

**CFT.666 Introduction to Couple and Family Studies (3)**

An introduction to family systems theory with a focus on the family life cycle, family transitions, couple relationships, and healthy family development. (Offered every summer and every other Fall semester.)

**CFT.667 Group Counseling (Advanced) (3)**

Prerequisite: CFT.532. Advanced seminar on the current literature and practices of counseling in group settings. (Offered occasionally.)

**CFT.669 Practicum: Supervision of Group Work (3)**

Doctoral experience in supervising beginning counseling students in their conduct of group work. Permission of Instructor only. (Offered every Spring and Summer semester.)

**CFT.670 Couple Interaction and Therapy (3)**

Theories and techniques of couple therapy, couples' decision-making, sexuality and conflict resolution. Specific techniques for enhancing relationships are included. (Offered every Fall semester.)

**CFT.671 Couple and Family Systems Theory I (3)**

This initial family theory course includes the theoretical basis for systems theory and an overview of the various family therapy approaches. (Offered every Fall semester.)

**CFT.672 Practicum: Beginning Couple and Family Therapy (3)**

Beginning supervised practical experience in couple and family therapy. By permission of Instructor only. (Offered every semester.)

**CFT.673 Practicum: Intermediate Couple and Family Therapy (3)**

Intermediate supervised practical experience in couple and family therapy. By permission of Instructor only. (Offered every semester.)

**CFT.674 Practicum: Advanced Couple and Family Therapy (3)**

Advanced supervised practical experience in couple and family therapy. By permission of Instructor only. (Offered every semester.)

**CFT.675 Practicum: Supervision of Counselors and Family Therapists (3)**

Experience in conducting supervision of counselors or therapists in training: individual, group or marriage/family therapy. By permission of the Instructor only. (Offered every Fall and Spring semester.)

**CFT.676 Family Issues in Therapy (3)**

Prerequisite: CFT.666 or permission of Instructor. Reading and discussion about the major issues currently experienced by couples and families, with a focus on implications for family therapy intervention approaches and research. (Offered every Spring semester.)

**CFT.677 Cultural, Social and Family Systems (3)**

Prerequisite: CFT.577 and CFT.666. Interactions of culture and gender within family systems, legal, political, health care, education and therapy systems. (Offered every other Spring semester.)

**CFT.682 The Self in Theory and Therapy (3)**

Prerequisite: One semester of doctoral practicum. The system of therapy relationships including contextual and personal influences on the selection and application of theories of therapy. (Offered every Spring semester.)

**CFT.684 Practicum: Teaching in Counseling (3)**

Doctoral experience assisting in the teaching of a beginning counselor education course. Permission of Instructor only.

**CFT.685 Clinical Supervision (Beginning) (0)**

One to one beginning supervision of work with clients. Must be currently enrolled in CFT.672. (Offered every semester.)

**CFT.686 Clinical Supervision (Intermediate) (0)**

One to one intermediate supervision of work with clients. Must be currently enrolled in CFT.672. (Offered every semester.)

**CFT.687 Clinical Supervision (Advanced) (0)**

One to one advanced supervision of work with clients. (Offered every semester.)

**CFT.695 Special Study for Examinations (0)****CFT.697 Research Topics in Counseling and Family Therapy (3)**

Study of qualitative and quantitative methods and design applicable to research in counseling and family therapy. (Offered every Fall semester.)

**CFT.698 Graduate Reading Course (1-3)**

Prior permission of guiding professor.

**CFT.699 Dissertation Research (0-6)**

# EDUCATIONAL LEADERSHIP AND HIGHER EDUCATION

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**William T. Rebores, Ph.D.,**

*Department Chairperson*

The Department of Educational Leadership and Higher Education offers professional and certification programs at the graduate level. The professional programs in Higher Education prepare individuals for administrative positions at the college and university level. The professional and

certification programs in Educational Leadership prepare individuals for administrative positions at the building and school district level. Certification programs are offered for the following positions: Director of Special Education; Building Level Principal; Superintendent of Schools.

All programs offered by the Department are accredited by the Missouri Department of Elementary and Secondary Education and the National Council for the Accreditation of Teacher Education (NCATE). Available certification programs (for elementary-, middle-, and secondary-school principal, director of special education, and superintendent of schools) currently meet State certification requirements in Missouri, Illinois, and Kansas.

## Degree Programs and Concentrations:

### *Educational Leadership*

Urban Leadership (M.A.)

Educational Administration (M.A., Ed.S., Ed.D., Ph.D.)

### *Higher Education*

Student Personnel Administration (M.A.)

Higher Education Administration (M.A., Ed.D., Ph.D.)

## Prerequisites

For all degree programs, 18 credit-hours of upper-division undergraduate coursework in education or related areas.

## Master of Arts

The Master of Arts degree in Educational Administration is designed for those individuals seeking a degree in leadership leading to certification as an elementary, middle, or high school principal. The Master of Arts degree in Higher Education is designed for students interested in pursuing careers in higher education administration or student personnel administration.

## Required Courses

Coursework in educational leadership, higher education, curriculum and instruction, and foundations; six semester hours in research-preparation coursework selected from those approved by the Department.

## Additional Requirements

A written preliminary degree Examination

A one-hour Oral Examination

Total required credit hours: 32.

## Specialist in Education

The Specialist in Education degree program is offered for persons interested in developing competencies necessary for certification as superintendents of schools or advanced certification as elementary, middle, or high school principals.

### Required Courses

A minimum of 30 semester hours of in-residence credit beyond the Master's Degree; and six semester hours of research-preparation (the same courses as those required for the Master of Arts degree or their equivalents.)

## Doctor of Education

The Doctor of Education degree program is designed to prepare professionals for leadership positions in school districts, colleges, and universities. The program emphasizes a practical problem-oriented curriculum which does not require a strong research emphasis.

### Prerequisites

A Master's degree in Education or a related field and six credit hours of research preparation (the same courses as those required for the Master of Arts degree or their equivalents).

### Required Courses

A minimum of 70 hours of academic work beyond the baccalaureate, including 40 credit hours in education and an internship and/or practicum. Research requirements include those required for the Master of Arts degree (six credit hours) and one advanced research course selected from those approved by the Department.

A minimum of 28 credit-hours, excluding assigned prerequisites (if any), must be taken at Saint Louis University.

### Additional Requirements

EDL.601 Doctoral Residency (two or three consecutive semesters.)

The Ed.D. degree program encourages students to begin their projects early in their program-tenure. Three Project Guidance credits will be included in the total hours requirement. Advancement to Candidate status and completion of the project will follow in program-order passing of the written preliminary degree examination. The oral degree examination becomes the capstone requirement, including in part a presentation and defense of the student's contribution to the (team) project.

## Doctor of Philosophy

The Doctor of Philosophy degree program is designed for students seeking a strong emphasis on research focused on the relationship of theory to practice in educational leadership.

### Prerequisites

A Master's degree in Education or a related field, and six credit hours of research preparation (the same courses as those required for the Master of Arts degree or their equivalents).

### Required Courses

A minimum of sixty (60) semester hours of postbaccalaureate, pre-research, academic work, including minimally forty (40) credit hours in graduate education and nine semester hours of advanced research-preparation beyond the six credit hours required for the Master's degree; demonstrated competence in one or two foreign languages (neither the native tongue of the student) may substitute for one or two of the three advanced research courses.

### Additional Requirements

EDL.601 Doctoral Residency (two or three consecutive semesters.)

### COURSE DESCRIPTIONS

## *Educational Leadership*

### Graduate Courses

#### **EDL.510 Foundations of Educational Administration (2-3)**

Required as a prerequisite to all other educational administration courses. An introduction to the field of educational administration for the Master's level student and those students new to educational administration. Topics include school organization, interpersonal communications, decision making, change and innovation. (Offered every Fall semester.)

#### **EDL.515 Special Dimensions of Educational Administration (3)**

Roles of the principal and the institution will be explored with special emphasis given to unique aspects of parochial schools. (Offered occasionally.)

#### **EDL.520 School-Community Relations (2-3)**

A study of the nature, scope, principles and practices of public relations including organization and administration. (Offered every Spring semester.)

#### **EDL.530 School Law (2-3)**

An introduction to legal sources and documents related to schools. Selected case studies will be used to examine legal issues related to school students, teachers, and administrators. (Offered every Summer semester.)

#### **EDL.563 The Principalsip (3)**

An overview of elementary, middle, and senior high school administration with an emphasis on the philosophy, organization, curricula, and developmental needs of students and staff. Course will focus on solution of critical problems, change, innovation, and interpersonal communication. (Offered every Fall.)

#### **EDL.573 Professional Staff Development and Evaluation (2-3)**

This course considers the importance and difficulty of motivating educators to seek life long personal improvement as reflective professional practitioners. Strategies of adult motivation and techniques of adult behavioral change are studied. Current systems of staff evaluation are analyzed and specific evaluative techniques and methods are practiced. (Offered every Spring semester.)

**EDL.583 Internship: Building Principal**

Students work under the direction of a successful practicing administrator and thereby gain on-the-job experience in administration and supervision. (Offered every semester)

**EDL.584 Internship: Educational Administration-Superintendency, General Administration (3-6)**

Candidates for the doctorate and specialist degrees in school administration are required to intern with a practicing school administrator for one semester. Advance permission required. Work includes all administrative areas encompassed in the responsibility of the school superintendent. (Offered every semester)

**EDL.5CR Master's Degree Study (0)****EDL.593 Special Topics (2-3)****EDL.595 Special Studies for Exams (0)****EDL.598 Graduate Reading Course (1-3)**

Prior permission of guiding professor required. (Offered every semester.)

**EDL.600 Professional Writing in Educational Leadership (3)**

Provides the doctoral student with an introduction to the principles and practices of professional writing. Semester projects include writing professional journal articles, developing a book prospectus, and developing a proposal to present a paper at a professional conference. (Offered every Fall Semester)

**EDL.601 Doctoral Residency (0)****EDL.610 Theory of Administration (3)**

An introduction to the theory, research, and practice of educational administration designed for advanced degree student. Topics will include bureaucracy, authority, motivation, job satisfaction, organizational climate, leadership, and communication. (Offered every Fall semester.)

**EDL.611 School District Administration (3)**

Organization and operation of city and suburban public school systems; school-community relations and school politics; basic principles, concepts issues; federal, state and local relations in education; reality in school administration. (Offered every Fall semester.)

**EDL.614 The Politics of Educational Leadership (2-3)**

An overview of the politics of education with attention to local-state-federal relationships, teacher-administrator-school board relationships, policy development and analysis in schools, rural/suburban/urban school systems and problems, and the place of the school in society. (Offered every Spring semester.)

**EDL.620 Ethics of Educational Leadership (3)**

Course centers on identifying, analyzing, and developing effective methods of confronting ethical issues in educational leadership. Case studies will be utilized to emphasize the interplay between theory and practice. (Offered annually.)

**EDL.625 Seminar: School Administration-Public and Non-Public School Relationships (2)**

A study of the interrelationships existing between public and non-public schools and the implications of such relationships for school administration. (Offered occasionally.)

**EDL.630 Advanced School Law (2-3)**

Prerequisite: EDA.530. Detailed examination of Missouri school laws, legal research, analysis of selected cases. (Offered every Fall semester.)

**EDL.639 Seminar: Gateway Leadership Institute (2-3)**

Designed for advanced degree students who will select a problem in educational administration for intensive study under the direction of the professor. (Offered occasionally.)

**EDL.640 Seminar: Human Resources Administration (2-3)**

An introduction to the basic principles and practices of public school human resource administration. Topics will include motivation, leadership, recruitment, selection, induction, orientation, staff development, salary administration, collective bargaining, evaluation, and supervision. (Offered every Spring semester.)

**EDL.641 Professional Negotiations (2-3)**

An introduction to the collective bargaining process in education and throughout the public sector. Topics will include public/private sector

differences, the history and development of unions, public sector management, and the legal environment. (Offered occasionally.)

**EDL.647 Planning and Maintaining School Facilities (2-3)**

Problems concerning predictions of enrollment; projection of educational programs; educational specifications of buildings; site location, size acquisition; architectural and construction contracts; lay and professional staff committees; bonding, staffing and equipping buildings. (Offered every Spring semester.)

**EDL.648 Advanced School Finance and Facilities (3)**

Prerequisites: EDL.647 and EDL.650 or their equivalents. An advanced course in the principles of school finance and school facility management. Emphasis will be placed on budget development, the design and construction of physical facilities, bond issues, lease-purchase agreements, and cost control. Foci on problems and issues of taxation and local, state, and federal funding. (Offered occasionally.)

**EDL.650 School Finance (2-3)**

Principles of taxation, developing school finance formulas, and role of federal, state, and local governments in financing education. (Offered every Fall semester.)

**EDL.659 Administration of Media (2-3)**

A study of the design and implementation of media programs in schools and school systems. Attention to facilities design and the selection of materials and personnel. (Offered occasionally.)

**EDL.665 Technology in Educational Administration (2-3)**

Course is designed to provide the school administrator with an understanding of the role of technology in a school district. Emphasis will be placed on the planning, design, selection, and use of technology by instructional and administrative personnel. (Offered occasionally.)

**EDL.669 School Business Administration (2-3)**

Role of the business manager; fiscal planning models; needs assessment; budget planning and administration; accounting; auditing; personnel functions of the business office; property management. (Offered every Fall semester.)

**EDL.694 Research Topics in Higher Education (3)**

Study of research methods and design applicable to research in Educational Administration.

**EDL.695 Special Study for Exams (0)****EDL.696 Project Guidance (0)****EDL.698 Graduate Reading Course (1-3)**

Prior permission of guiding professor required.

**EDL.699 Dissertation Research (0-9)****EDL.6CR Doctor of Education Degree Study (0)**

## *Higher Education*

### Graduate Courses

**EDL.525 History of Higher Education (2-3)**

Historical trends and theoretical foundations that gave rise to modern American colleges and universities. (Offered every Fall semester.)

**EDL.540 Law and Higher Education (3)**

Exploration and analysis of selected problems involving legal restrictions and/or protections for colleges and universities. (Offered every Spring semester.)

**EDL.550 Seminar: Legal Issues in Higher Education (2-3)**

In-depth analysis of selected topics involving the law of higher education. (Offered occasionally.)

**EDL.560 Student Personnel Administration (3)**

Survey of patterns, problems, and trends in student personnel. (Offered occasionally)

**EDL.564 The Student in Higher Education (2-3)**

Exploration and analysis of attitudes and characteristics of the college student population in context of the institutional climate. (Offered every other Summer semester.)

**EDL.570 Internship: Higher Education Administration (3)**

Supervised experience in appropriate administrative offices. Permission of Instructor required. (Offered every Fall and Spring semester.)

**EDL.571 Internship: Student Personnel Administration in Higher Education (3)**

Supervised experience in appropriate student personnel administrative offices. Permission of Instructor required. (Offered every Fall and Spring semester.)

**EDL.572 Internship: College Teaching (3)**

Supervised experience in teaching a college course. Permission of instructor required. (Offered every Fall and Spring semester.)

**EDL.575 Current Issues in Higher Education (3)**

Survey of recent significant developments, trends, and analysis of differing points of view concerning policies and practices of American colleges and universities. (Offered every Fall semester.)

**EDL.5CR Master's Degree Study (0)****EDL.593 Special Topics (2-3)****EDL.595 Special Studies for Exams (0)****EDL.598 Graduate Reading Course (1-3)**

Prior permission of guiding professor required. (Offered every semester.)

**EDL.600 Professional Writing in Educational Leadership (3)**

Provides the doctoral student with an introduction to the principles and practices of professional writing. Semester projects include writing professional journal articles, developing a book prospectus, and developing a proposal to present a paper at a professional conference. (Offered every Fall Semester)

**EDL.601 Doctoral Residency (0)****EDL.602 Case Studies: Organization and Administration of Higher Education (3)**

Exploration and analysis of selected problems in organization and administration of American colleges and universities. (Offered occasionally.)

**EDL.603 Organization and Administration of Higher Education (3)**

Designed to improve the student's ability to conceptualize the total field of administration through studies of administrative theory, behavior, processes, organization, and current research. (Offered occasionally.)

**EDL.620 Ethics of Educational Leadership (3)**

Course centers on identifying, analyzing, and developing effective methods of confronting ethical issues in educational leadership. Case studies will be utilized to emphasize the interplay between theory and practice. (Offered annually.)

**EDL.658 Financial Administration in Higher Education (3)**

General introduction to the multiple aspects of financial administration in higher education including administrative organization budgeting and financial reporting, fund accounting, purchasing, management of endowment funds, loan funds. (Offered every Fall semester.)

**EDL.660 Higher Education Curriculum (3)**

Survey of practices and problems in the development of curricula in American colleges and universities. (Offered every other Spring semester.)

**EDL.670 College Teaching (3)**

Critical analysis of practices, expectations, strategies, and responsibilities of the college teacher based on an analysis of the teaching-learning situation. (Offered every Spring semester.)

**EDL.677 Seminar: Academic Administration (1-3)**

In-depth study of several selected problems in the area of academic administration of colleges and universities. (Offered occasionally.)

**EDL.695 Special Study for Exams (0)****EDL.696 Project Guidance (0-4)****EDL.697 Research Topics in Higher Education (3)**

Discussion of theories of research and the process of hypothesis development. (Offered every Spring semester.)

**EDL.698 Graduate Reading Course (1-3)**

Prior permission of major professor required.

**EDL.699 Dissertation Research (0-9)****EDL.6CR Doctor of Education Degree Study (0)**

## EDUCATIONAL STUDIES

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**Mary "Rina" M. Chittooran, Ph.D.,**

*Department Chairperson*

Graduate work in the Department of Educational Studies is designed for those individuals interested in pursuing advanced degrees in the specialties of Curriculum and Instruction, Educational Foundations, or Special Education. All programs must be planned with a graduate advisor.

## Master of Arts

**Prerequisites**

Eighteen semester-hours of advanced undergraduate coursework in education or related areas approved by the Department.

**Required Courses (All Specialties)**

At least six semester-hours of research-preparation coursework including RMET.410: Introduction to Inferential Statistics and EDR.540: Qualitative Research Methods or its equivalent.

**Additional Requirements (All Specialties)**

No more than six semester-hours outside the College of Public Service.

A theme paper as partial basis for the final oral degree examination.

Total semester hours: 32.

## *Curriculum and Instruction Concentration*

Students accepted into this specialty focus, generally, in Curriculum and Instruction and may select an area of emphasis outside the Department of Educational Studies.

**Required Courses**

Six semester hours from among the following courses:

EDI.631, 632: The Supervisory Process;

EDI.641, 642, 643, 644: School Curriculum;

EDI.645: Curriculum Development;

EDI.646: Curriculum Theory;

Three credit-hours in educational psychology; and

Three credit-hours in educational philosophy or history of education.

## *Educational Foundations Concentration*

### **Required Courses**

A minimum of three semester-hours each from educational psychology, history of education, and philosophy of education, and an additional three credit-hours in one of these areas.

## *Special Education Concentration*

The Master of Arts Degree in Special Education requires an emphasis in one of the following areas: Early Childhood Special Education; Behavior Disorders; Learning Disabilities; or Mental Handicaps.

### **Required Courses**

EDS.460: Medical Implications in Special Education or  
EDS.553: Fundamentals of Neurology;

EDS.560: Seminar in Special Education; and

EDS.561, 562, 563, or 564.

### **Additional Requirements**

Dependent upon the area of emphasis.

The department offers a masters degree program in Curriculum and Instruction and Special Education in Cyprus. Enrollment is limited to qualified students who are residents of Cyprus.

## **Master of Arts in Teaching (MAT)**

The MAT is designed to offer classroom teachers three broad areas of development: knowledge in subject-matter areas; current educational developments; and the processes of teaching and learning. The course of study is for classroom teachers interested in professional growth.

### **Prerequisites**

Eighteen semester-hours of advanced undergraduate coursework in education or related areas approved by the Department.

### **Required Courses**

A coursework program, including not more than six credit-hours from outside the College of Public Service, planned with an advisor.

### **Additional Requirements**

A theme paper as partial basis for the oral degree examination.

Total semester hours: 32.

## **Doctor of Education**

This degree program is intended to prepare professionals for leadership positions in educational institutions through a practical, problem-oriented program shaped largely by career intentions that do not call for a strong research emphasis. Students may choose an area of concentration in either Curriculum and Instruction or Educational Foundations.

### **Prerequisites**

A Master's degree in Education or a related field and

Research requirements for the M.A. degree in the Department of Educational Studies.

### **Required Courses**

EDI.625: Practicum in Curriculum and Instruction, six semester-hours of advanced Curriculum and Instruction courses, and three hours of advanced research for a concentration in Curriculum and Instruction, or

Nine semester-hours of advanced education-foundations courses and three hours of advanced research for a concentration in Foundations.

### **Additional Requirements**

Two successive semesters of Doctoral Residency (registration in a total of three credit-hours) arranged with an advisor on a contract basis to extend personal and professional development.

Four semester-hours of Project Guidance.

Total semester-hours before the project phase: At least 38 in advanced education academic work beyond the master's degree with minimally 32 credits, excluding assigned prerequisites (if any), taken at Saint Louis University.

## **Doctor of Philosophy**

The Doctor of Philosophy (Ph.D.) program in the Department of Educational Studies emphasizes the interplay of theory and practice in education as well as a strong emphasis on research. Graduate students may choose an area of concentration in either Curriculum and Instruction or Educational Foundations.

## Prerequisites

A master's degree in Education or a related field; and

Research requirements for the M.A. degree in the Department of Educational Studies

## Required Courses

Three advanced research courses approved by the Department. Demonstrated competency in a foreign language (not the native tongue of the student) may substitute for one of the required advanced research courses.

Nine semester-hours of advanced curriculum-and-instruction courses for a concentration in Curriculum and Instruction, or

Nine semester-hours of advanced foundations courses for a concentration in Foundations.

## Additional Requirements

Two successive semesters of Doctoral Residency (registration in a total of three credit-hours) arranged with an advisor on a contract basis to extend personal and professional development.

Total semester-hours before the research phase: at least 30 in advanced education academic work beyond the master's degree.

# *Educational Foundations*

## Upper-Division Courses

**EDF.423 Psychology of Teaching and Learning (3)**

**EDF.470 Human Growth and Development (3)**

**EDF.471 Early Childhood Growth and Development (3)**

## Graduate Courses

**EDF.500 Theory of Education (2)**

An exploration of the nature of education as an academic discipline. (Offered annually.)

**EDF.520 The Learning Process (2)**

Study of the relationship of learning theory to classroom practice. (Offered occasionally.)

**EDF.521 Individual Differences in Ability (2)**

Origin and extent of individual differences with their implication in improvement of instruction. (Offered occasionally.)

**EDF.523 Motivation in Learning (2)**

Application of theories of motivation to classroom practice. (Offered occasionally.)

**EDF.527 Personality Development and Adjustment (3)**

Practices which appear to be detrimental to the individual's social and emotional growth. Characteristics of mental health and factors that facilitate growth and development. Personality development and its influence on the behavior of student and teacher, or counselor. (Offered occasionally.)

**EDF.530 Advanced Educational Psychology (3)**

Prerequisites: EDF.423, PSY.101, or equivalent course. An in-depth investigation of the principles of psychology as they relate to education. Learning theory and learning process, growth and development, mental hygiene, group process, and measurement and evaluation theory and analysis will be examined, along with related research. (Offered every other semester.)

**EDF.560 Foundations of Urban Education (3)**

A survey of the social and cultural factors involved in the educational opportunities provided in large urban areas. Special attention to the issues and problems that arise. (Offered occasionally.)

**EDF.561 Foundations of Catholic Education (2-3)**

Church documents will be used to review the philosophical, historical and educational perspectives of the Catholic position in schools. (Offered occasionally.)

**EDF.570/CFT.570 Advanced Growth and Development (3)**

Prerequisites: EDF.470, PSY.101, or equivalent course. A balanced and systematic multidisciplinary look at all stages of human growth and development through the life span. In family and school contexts the perspective includes contributions from education, biology, developmental psychology, sociology, and cultural anthropology. Research, including its many discoveries and controversies, is examined at all stages. In addition, critical topics into which research is increasingly gaining insight are explored. (Offered annually.)

**EDF.595 Special Study for Exams (0)**

**EDF.598 Graduate Reading Course (1-3)**

Prior permission of guiding professor.

**EDF.605 Multicultural Issues for Public Service Settings: Theory and Practice (3)**

Examination of the theory and practice of multiculturalism in public-service settings. Discussion of educational, social, legal, and ethical issues in multiculturalism. The impact of cultural membership on personal and professional functioning. Develops cultural competence in professionals who work with culturally diverse populations. (Offered twice each year.)

**EDF.610 Studies in Educational Philosophy (3)**

Introduction to some of the major educational thinkers in the English speaking world during the twentieth century. Readings will include works of Dewey, Whitehead, Adler and Bloom. (Offered annually.)

**EDF.611 Seminar: Philosophy of Education (3)**

An investigation of the educational significance of philosophic systems and basic philosophic concepts. (Offered occasionally.)

**EDF.620 Reading in Educational Classics (3)**

A study of selected writings now considered classics in the field of education. (Offered occasionally.)

**EDF.630 Studies: Catholic Education (3)**

An intensive study of selected problems and issues related to Catholic educational programs. (Offered occasionally.)

**EDF.631 Seminar: Catholic Education (3)**

An investigation of selected educational topics related to Catholic educational programs. Permission of Instructor only.

**EDF.640 History of European Education Through the Sixteenth Century (3)**

Lectures and discussions about the educational ideas and events of Europe through the Sixteenth Century as related to the times in which they occurred. (Offered occasionally.)

**EDF.641 History of European Education Since the Sixteenth Century (3)**

Lectures and discussions about the educational ideas and events of Europe since the Sixteenth Century as related to the times in which they occurred. (Offered occasionally.)

**EDF.642 Seminar: History of European Education (3)**

An investigation of selected European educational developments as related to the history of the period. Permission of Instructor only. (Offered every other year.)

**EDF.645 History of American Education to 1865 (3)**

Lecture and discussion about educational ideas and events in the American colonies, the united States and its territories as they relate to the history of the period. (Offered occasionally.)

**EDF.646 History of American Education Since 1865 (3)**

Lecture and discussion about the educational ideas and events in the United States since 1865 as they relate to the history of the period. (Offered annually.)

**EDF.650 Seminar: Education Psychology (3)**

Special topics chosen by the Instructor. (Offered occasionally.)

**EDF.660 Education in American Culture (3)**

A critical study of the many problems and issues in American education from various frames of reference. (Offered occasionally.)

**EDF.665 Seminar: History of American Education (3)**

An investigation of selected educational developments as related to the history of the period. (Offered annually.)

**EDF.685 Seminar: Comparative Education (3)**

Investigation of relationships between education and society or education of different societies. (Offered occasionally.)

**EDF.687 Seminar: Current Educational Problems (3)**

Study and critical comment on significant research recently published. Selection of problems from sources such as educational journals, superintendents' reports, yearbooks. (Offered occasionally.)

**EDF.695 Special Study for Exams (0)****EDF.696 Project Guidance (0-4)****EDF.697 Research Topics (1-3)****EDF.698 Graduate Reading Course (1-3)**

Prior permission of guiding professor.

**EDF.699 Dissertation Research (0-6)**

## *Curriculum and Instruction*

### Upper-Division Courses

**EDI.421 Instructional Technology (2)****EDI.425 Elementary School Curriculum and Instruction (3)****EDI.426 Middle School Curriculum and Instruction (3)****EDI.427 Secondary School Curriculum and Instruction (3)****EDI.429 Methods in Remedial Mathematics (3)****EDI.430 Methods in Remedial Reading (3)****EDI.433 Methods in Advanced Reading (3)****EDI.442 Assessing Classroom Performance (3)****EDI.444 Assessment in Early Childhood (3-4)****EDI.445 Perceptual Motor Development (2)****EDI.448 Integrated Early Childhood Curriculum I (3)****EDI.449 Integrated Early Childhood Curriculum II (3)****EDI.451 Counseling in Early Childhood (3)****EDI.452 Principles of Early Childhood Education (3)****EDI.454 Practicum: Early Childhood Education (5)****EDI.455 Practicum: Elementary Education (4)****EDI.456 Practicum: Middle School (4)****EDI.457 Practicum: Secondary Education (4)****EDI.461 Health for Education Majors (2)****EDI.462 Cultural Diversity in the Classroom (3)****EDI.472 Home, School, Community Resources in Early Childhood Education (3)****EDI.476 Middle School Philosophy, Organization, and Management (2)****EDI.479 Seminar: Early Childhood (3)****EDI.480 Educational Institute (2)**

### Graduate Courses

**EDI.524 Seminar: Innovations in Elementary Mathematics Methods (3)**

A seminar in mathematics education including the following topics: New techniques of teaching elementary mathematics, scope and sequence, current research on elementary mathematics content and methodology, supervising elementary teachers, the use of appropriate manipulatives in elementary mathematics and a focus on NCTM's agenda for action. Meets certification requirements for middle school principals. (Offered occasionally.)

**EDI.539 Psychology of Reading (3)**

Concepts of the nature of the reading process with understanding of the theoretical bases. Pathology and psychology for cognition, lateralization, motivation, thinking, personality, home background, school environment with implications for supervisors, reading specialists, teachers and administrators. Meets Missouri Certification requirements for middle school principals. (Offered occasionally.)

**EDI.543 Basic Human Anatomy for Teachers (3)**

Workshop designed as a hands-on examination of basic human anatomy for junior-high and high-school teachers. A combination of demonstrations, lectures by physicians, and laboratory experiences. Review of the anatomy and functions of the central nervous, senses, reproductive, cardiovascular, respiratory, gastrointestinal, and musculoskeletal systems. (Offered every Summer Sessions.)

**EDI.544 Human Physiology for Teachers (2)**

A workshop, directed to secondary-school science teachers, intended as a content-based overview of the basic human physiology through exploration of the various body systems and physiological functions. Students are exposed to methods of teaching human physiology. Hands-on laboratory sessions are included. (Offered every Summer.)

**EDI.560 Models of Teaching (3)**

Students examine current theories of teaching, practical models for classroom behavior and interaction patterns designed to enhance learning. The wide range of options the teacher may adopt and adapt to his/her unique situation is emphasized. (Offered occasionally.)

**EDI.562 The Changing Roles of the Classroom Teacher (3)**

An exploration of the role demands upon the teacher in a variety of organizational schemes; examination of related research; student-initiated research in local settings. (Offered occasionally.)

**EDI.570 Math for the Exceptional Child (3)**

Procedures and techniques for diagnosing children's strengths and weaknesses and prescribing appropriate material will be examined and studied. Teachers will also have the opportunity to examine selected formal and informal tests and construct math materials appropriate for their students. (Offered occasionally.)

**EDI.583 Techniques of Teaching Reading in the Content Area (3)**

Specialized reading techniques for special subject matter areas. Developing higher level thinking skills of evaluation and judgment for mature readers for middle, junior and senior high school levels. Special attention to strategies for improving adult reading. Meets certification requirements for middle school principals. (Offered occasionally.)

**EDI.595 Special Study for Exams (0)****EDI.598 Graduate Reading Course (1-3)**

Prior permission of guiding professor required.

**EDI.604 Seminar: Children's Literature (3)**

A comparative review of the rationales of the various approaches to teaching literature to children; review of the most current materials and instructional strategies. (Offered occasionally.)

**EDI.623 Seminar in Instruction (3)**

An exploration of a particular area as designated in the current semester schedule of classes. (Offered occasionally.)

**EDI.625 Practicum: Curriculum and Instruction (3)**

Open only to doctoral students. A series of planned and supervised field experiences in instructional leadership. (Prior permission of guiding professor.)

**EDL.631 The Supervisory Process in the Elementary School (3)**

An overview of the research and current practices/models of school supervision and instructional management at the elementary school level. (Offered annually.)

**EDL.632 The Supervisory Process in the Secondary School (3)**

An overview of the research and current practices/models of school supervision and instructional management at the secondary school level. (Offered annually.)

**EDL.641 The Elementary School Curriculum (3)**

A survey of current curriculum patterns, problems and proposals. Students work with both traditional and innovative programs, exploring the rationale and research in support of selected curriculum segments. (Offered annually.)

**EDL.642 The Secondary School Curriculum (3)**

A survey of current curriculum patterns, problems and proposals. Students work with both traditional and innovative programs, exploring the rationale and research in support of selected curriculum segments. (Offered annually.)

**EDL.643 Middle School Curriculum and Instruction (3)**

Theories and practice relating to design and evaluation of curriculum will be presented with special attention to curriculum development in a Catholic school. (Offered annually.)

**EDL.644 Curriculum Development in Parochial Schools (3)**

A survey of current middle-school research, philosophy, internal and external influences, and instructional practices. Students work with both traditional and innovative programs with the purpose of exploring the rationale and research in support of selected curriculum and instruction. (Offered occasionally.)

**EDL.645 Curriculum Development (3)**

Practice in using the processes of curriculum development through examination of existing programs, developing new segments of curriculum, making curriculum guide revisions or structuring the process of revision. (Offered occasionally.)

**EDL.646 Curriculum Theory (3)**

A seminar exploring existing approaches to curriculum theory, its historical development and current issues. (Offered annually.)

**EDL.648 Seminar in Curriculum (3)**

An exploration of a particular area of curriculum as designated in the current semester Schedule of Classes. (Offered occasionally.)

**EDL.650 Seminar: Religious Education (Advanced) (3)**

An advanced seminar for those with adequate work in philosophical and psychological foundations dealing with curricular or administrative aspects of program leadership. Specific topics of concern will vary from semester to semester. (Offered occasionally.)

**EDL.695 Special Study for Exams (0)****EDL.696 Project Guidance (0-4)****EDL.697 Research Topics (1-3)****EDL.698 Graduate Reading Course (1-3)**

Prior permission of guiding professor required.

**EDL.699 Dissertation Research (0-6)**

## *Special Studies, Readings, and Research*

### Graduate Courses

**RMET.410 Inferential Statistics****EDR.496 Action Research for Teachers (1)****EDR.520 Test Construction Techniques (3)**

Prerequisites: RMET.410 or EDR.600. A detailed presentation of test-construction techniques and test-evaluation procedures. Includes item construction, item difficulty and discrimination analysis, test planning and test validation. (Offered occasionally.)

**EDR.540 Qualitative Research in Education (3)**

Students will learn the qualitative research paradigm, data collection and analysis techniques and report writing. (Offered every Fall and Spring semester.)

**EDR.550 Evaluation of Educational Programs (3)**

Prerequisite: EDR.540 or the equivalent. Course introduces students to program evaluation techniques and their application to schools. Builds on a basic understanding of research and evaluation processes to focus on alternative approaches to program evaluation and practical guidelines. Students will be required to conduct mini-evaluations; their involvement in these evaluations and the course readings will provide the background for seminar discussions. (Offered every Fall semester.)

**EDR.595 Special Study for Examinations (0)****EDR.598 Graduate Reading Course (1-3)**

Prior permission of guiding professor required.

**EDR.599 Thesis Research (0-6)****EDR.5CR.90 Master's Degree Study (0)****EDR.5CR.95 Specialist Degree Study (0)****EDR.600 Methods in Educational Research (3)**

General theory of research; some emphasis on educational applications and quantitative approaches. (Offered annually.)

**EDR.601 Doctoral Residency (0-3)**

(Prior permission of guiding professor.)

**EDR.665 Seminar: Reading Research (3)**

Research techniques and findings are extensively reviewed. (Offered occasionally.)

**EDR.671 Seminar: Current Research in Educational Psychology (3)**

A detailed review of research in the field of educational psychology. (Offered occasionally.)

**EDR.695 Special Study for Examinations (0)****EDR.696 Project Guidance (0)****EDR.697 Research Topics (1-3)****EDR.698 Graduate Reading Course (1-3)**

Prior permission of guiding professor required.

**EDR.699 Dissertation Research (0-6)****EDR.6CR.97 Doctor of Education Degree Study (0)****EDR.6CR.99 Doctor of Philosophy Degree Study (0)**

## *Special Education*

### Upper-Division Courses

**EDS.401 Law and the Handicapped (1)****EDS.424 Behavior Management: EC, EL, or SpEd. (2)****EDS.425 Behavior Management: Mid, Sec, or SpEd. (2)****EDS.431 Education and Psychology of the Exceptional Individual (3)****EDS.438 Supervised Practicum in Early Childhood Special Education: Practice Teaching (6-10)****EDS.439 Institute in Special Education (1-3)****EDS.440 Speech and Language Development of the Exceptional Child (2-4)****EDS.441 Diagnostic and Prescriptive Procedures (3)****EDS.442 Perception: Theories and Techniques (2)****EDS.446 Advanced Diagnostic and Prescriptive Procedures (2)****EDS.447 Teaching Methods for Inclusive Classrooms: EC and E1 (3)****EDS.448 Teaching Methods for Inclusive Classrooms: Mid and Sec (3)**

**EDS.451 Counseling in Special Education (2)****EDS.453 Curriculum, Methods, and Materials in Early Childhood Special Education – Advanced (3)****EDS.456 Special Education Process (2)****EDS.460 Medical Implications in Special Education (3)****EDS.464 Seminar in Early Childhood Special Education (3)****EDS.465 Education of the Gifted (3)****EDS.470 Career Development for the Exceptional Child (2)****Graduate Courses****EDS.526 Practicum in Special Education (1-3)**

Graduate students synthesize the educational experiences obtained at the University through an extended, in-depth field experience under daily supervision. (Offered annually.)

**EDS.530 Teaching the Gifted (3)**

A review of the research, literature, materials, methods, and philosophies underlying education of gifted children and youth. (Offered occasionally.)

**EDS.531 Advanced Studies in Psychology and Education of the Exceptional Individual (3)**

Course focuses on the field of disability studies. Content includes psychological, medical, and sociological aspects of disabilities as related to cognitive, affective, and psychomotor development of the exceptional individual. Alternative instructional strategies/teaching methods are included. Special education resources and family issues are introduced. Research to practice is emphasized. (Offered every semester.)

**EDS.545 Advanced Counseling in Special Education (3)**

Approach to guidance for the exceptional individual in school and in the community. Exploration of various theories, methods and practices which maximize the potential of the exceptional person. (Offered occasionally.)

**EDS.553 Fundamentals of Neurology (3)**

An examination of neurological structures and theoretical explanations fundamental to behavior. (Offered annually.)

**EDS.554 Individual Intelligence Testing (3)**

Covers theoretical and applied aspects of intellectual assessment of children and adolescents and provides supervision in the administration, scoring, and interpretation of individual intelligence tests (Stanford-Binet, Weschsler). Course fulfills Missouri certification requirements for School Psychological Examiner and Remedial Reading Teachers. (Offered occasionally.)

**EDS.555 Advanced Assessment Procedures in Special Education (3)**

Advanced concepts and methods in individual and group assessments. Focus on analysis and integration of test data, setting instructional objectives. Sections offered according to certification area. (Offered occasionally.)

**EDS.560 Seminar: Special Education (3)**

Prerequisite: Completion of Advanced Special Education Methods Course. Introduction to graduate study in special education. The philosophy of science, research methodology and professional issues relating to the body of knowledge and practice in special education are discussed. Required of all special education graduate students. (Offered annually.)

**EDS.561 Seminar: Mental Retardation (3)**

Prerequisite EDS.1443 or equivalent. A graduate-level study of the etiology, developmental characteristics, diagnosis, educational programs, family implications, social aspects of mental retardation. (Offered occasionally.)

**EDS.562 Seminar: Learning Disabilities (3)**

Prerequisite: EDS.444 or equivalent. An interdisciplinary approach to the etiology, diagnosis and remediation strategies of learning disabilities with reference to both categorical and non-categorical orientation in special education. (Offered occasionally.)

**EDS.563 Seminar: Behavioral Disorders (3)**

Prerequisite: EDS.445 or equivalent. A survey of the prominent educational theories presenting explanations for the development of behavioral disorders; study of the major systems of instructional practice with application to the general field of special education. (Offered occasionally.)

**EDS.564 Seminar in Early Childhood Special Education (3)**

Prerequisite: EDS.452. A graduate seminar to examine issues related to early

childhood special education. Topics include theoretical perspectives, legislative issues, family involvement and infant programming. Study includes research and how it relates to practice in ECSE. (Offered occasionally.)

**EDS.594 Special Education Internship (3)**

Prerequisite: Advanced graduate standing and consent of Instructor. Integration of academic studies with administrative practice, clinical diagnosis procedures, community programs, consultant services, educational programming, research, social trends or other experiences specific to career goals. Emphasizes the relationship between scientific inquiry and professional practice. (Offered occasionally.)

**EDS.595 Special Study for Exams (0)****EDS.598 Graduate Reading Courses (1-3)**

Prior permission of guiding professor required.

**EDS.611 Special Education Administration (3)**

Designed to prepare the administrator for management of programs in special education. The focus is on budget, legislation, organization, management. Local, state and federal programs pertaining to special education discussed, as well as the preparation of grant proposals. Evaluation of programs and personnel. (Offered occasionally.)

**EDS.615 Advanced Professional Development (3)**

Preparation of students for advanced responsibilities in career roles as special educators. Application of academic learning to professional situations. (Offered occasionally.)

**EDS.650 Advanced Seminar: Special Education (3)**

An in-depth examination of critical issues in special education. Course will be sectioned according to area of specialization. (Offered occasionally.)

## PUBLIC POLICY STUDIES

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**Robert A. Croff, Ph.D.,**

*Department Chairperson*

The graduate programs of the Department of Public Policy Studies provide a unique interdisciplinary range of educational experiences and research. The department has participated in over \$8 million of funded research including projects for the U.S. Departments of Labor, Education, and Justice, the Brookings Institution, and a variety of regional, state, and local public and private entities.

In addition to its core faculty, the Department includes joint appointed-faculty from the Schools of Business and Administration, Law, Public Health, and Social Work and the Departments of Political Science, Psychology, and Sociology/Anthropology. These interdisciplinary resources under gird the analytical reasoning essential to addressing the public policy environment.

## Master of Public Administration

**Robert A. Croff, Ph.D.,**

*Program Director*

The Master of Public Administration (MPA) degree program is accredited by the National Association of Schools of Public Affairs and Administration.

**Prerequisites**

At least 18 semester-hours in advanced social science or business courses. Introductory inferential statistics course or its equivalent.

**Required Courses**

PPS.501 Research Methods or  
RMET.520 Research Methods;  
PPS.503 Issues in American Public Administration;  
PPS.512 Introduction to Public Sector Budgeting;  
PPS.515 Economics of the Public Sector;  
PPS.540 Organizational Theory and Behavior; and  
PPS.541 Administrative Law.

**Additional Requirements**

Pre-service students are required to take a three-credit-hour internship. A total of 36 or, with the internship, 39 credit-hours is required.

*A formal minor is not allowed.*

## Master of Arts in Urban Affairs

**Prerequisites**

Undergraduate or graduate degree in an urban-related discipline, or at least 18 hours in social-science coursework. Introductory inferential statistics course or its equivalent. Students lacking practical field experience may be required to take PPS.589: Field Service.

**Required Courses**

PPS.500 The Metropolis;  
PPS.501 Research Methods or  
RMET.520 Research Methods;  
PPS.510 Urban Economic Development;  
PPS.530 Planning the Metropolis;  
PPS.531 Land Use Development; and  
PPS.550 History of Cities and Planning.

**Additional Requirements**

Students without experience in Urban Affairs are required to take a three-credit-hour internship. A total of 36, or with the internship, 39 credit-hours is required.

*A formal minor is not allowed.*

## Master in Urban Planning and Real Estate Development

This degree is offered in collaboration with the School of Business and Administration and the School of Law. The mission of Saint Louis University's Program in Urban Planning and Real Estate Development is to provide a center for education, community dialogue, and research to support urban growth and revitalization in the St. Louis region and globally.

**Prerequisites**

Undergraduate degree in a related field or at least 18 hours of related coursework. Introductory inferential statistics course or its equivalent.

**Required Courses**

PPS.50 The Metropolis or  
PPS.550 History of Cities and Planning;  
PPS.501 or RMET.520 Research Methods;  
PPS.510 Urban Economic Development or  
PPS.515 Public Sector Economics;  
PPS.525 Infrastructure Planning and Processes;  
PPS.530 Planning the Metropolis;  
PPS.531 Land Use Planning and Analysis;  
LWL.768 Land Use Control; and  
FINB.628 Real Estate Finance.

**Additional Requirements**

PPS.544 Planning and Development Studio;  
PPS.585 Capstone/Project; and  
PPS.594 Internship (for pre-service students).

A total of 45 hours is required, including the internship; otherwise, the total is 42 hours.

## Master of Public Administration/Juris Doctor Masters of Arts in Urban Affairs/Juris Doctor

Applicants must be admitted to both degree programs. Required and elective coursework is integrated such that six semester-hours taken in the Master's program are counted toward the J.D. degree, and twelve credit-hours in the law-curriculum comprise elective hours toward the Master's degree.

## Doctor of Philosophy in Public Policy Analysis

### Prerequisites

Master's degree; social-science-theory prerequisites may be required; inferential statistics, graduate-level research methods, micro or macro budgeting and finance; significant policy making experience.

### Required Courses

PPS.506 Qualitative Research and Evaluation Methods;

PPS.540 Organization Theory and Behavior;

PPS.545 The Policy Process;

PPS.578 Program Evaluation;

PPS.600 Scope and Methods of Policy Analysis;

PPS.605 Policy Ethics;

PPS.612 Financing the Public Sector;

An advanced graduate course in Economics (PPS.611); and

An advanced graduate course in Statistics (PPS.689).

### Additional Requirements

The concentration areas are usually composed of nine to 15 credit-hours of study, depending upon previous coursework and policy background in one of the following areas: public administration and organizational theory, applied research, urban and community development policy or health policy.

Post-Master's academic work before preliminary degree exams: typically 42 credit-hours.

*A formal minor is allowed.*

## Certificate in Geographical Information Systems

The Geographical Information Systems (GIS) certificate program prepares students for careers as GIS specialists in various fields, but particularly public administration and planning. The Stupp Geographic Information Systems Lab, located in McGannon Hall within the Department of Public Policy Studies, provides a state-of-the-art instructional setting. GIS is a powerful software technology that permits information to be linked to a geographic location, enabling a user to see regions, countries, and neighborhoods with clarity, and showing layers of information, e.g., demographic, environmental, or health characteristics.

Prerequisites for pursuing the certificate are a bachelor's degree with appropriate background in statistics and research. Entry/approval must be sought through Graduate School Admissions; the certificate may be taken parallel with a

graduate degree program or by itself. A total of fifteen semester-hours is required, including: PPS.435 or 535, 536, 537, 538, and 586.

## Certificate in Organizational Development

The Certificate in Organizational Development is an interdisciplinary graduate-level program that focuses on how organizations can be made more effective. It is designed to serve the needs of professionals in government, business, education and non-profits, and educate them to stimulate, guide, and evaluate change and development within their respective organizations.

The Certificate can be earned in connection with several different degree programs at Saint Louis University, such as Communication, Educational Leadership, Psychology and Public Policy Analysis, or as a stand-alone program.

### Curriculum

The program involves 15 credit hours, depending on other coursework taken at the graduate level. The program is anchored in three core Organizational Development competencies. Students take a core course for each of the three competency areas below, plus an elective chosen from any of three elective lists. Curriculum is outlined as follows:

#### Core: Three (3 credit hour) courses:

PPS.540 Organizational Theory and Behavior

PSY.649 Organizational Change and Development

CMM.518 Organizational Communication

Elective: One (3 credit hour) course

Capstone Project: 3 credit hours

The capstone project will involve assessment of an organizational problem or opportunity (ideally derived from the candidate's work setting) and design of an intervention through the application of specific program core competencies. A written report describing the project will be submitted for review by the candidate's project committee.

#### Possible Additional Electives

CMM.520 Communication Ethics

EDL.520 School-Community Relations

EDR.550 Evaluation of Educational Programs

EDL.573 Professional Staff Development and Evaluation

EDL.610 Theory of Administration

EDL.620 Ethics of Educational Leadership

PPS.503 Issues in Public Administration

## COURSE DESCRIPTIONS

**Upper-Division Courses****PPS.400 Politics and Ecology (3)****PPS.408 Urban Issues: Poverty and Unemployment (3)****PPS.410 Introduction to Urban Economics (3)****PPS.411 Urban Employment and Training Policy (3)****PPS.415 Introduction to Public Finance and Budgeting (3)****PPS.420 Urban Ecology: Communities and Neighborhoods (3)****PPS.421 Conflict Management Strategies (3)****PPS.425 Urban Classics (3)****PPS.426 The Census and Neighborhood Analysis (3)****PPS.432 Administrative Law (3)****PPS.433 Comparative Urban and State Politics (3)****PPS.435 Geographic Information Systems (3)****PPS.450 Research Methods (3)****PPS.460 Law, Courts, and Urban Change (3)****PPS.462 Probation, Parole and Community Corrections (3)****PPS.465 Urban Criminal Justice Policy (3)****PPS.490 Field Service (3)****Graduate Courses****PPS.500 The Metropolis (3)**

Seeks to impart an understanding of the political and governmental process at the local levels of American government (city, county, special district and metropolitan area). Utilizes problematic topical areas (e.g. fiscal problems, political behavior, socio-demographic change) as organizing themes for study and seminar discussion. (Offered every Fall semester.)

**PPS.501 Research Methods (3)**

Graduate introduction to the process and methods of research with emphasis on evaluation designs and techniques. Examples drawn from urban affairs, urban planning and real estate development, and public administration. (Offered every semester.)

**PPS.503 Issues in American Public Administration (3)**

Examines role of public administration in U.S. Historic evolution of public administration. Current issues in field: privatization, quotas, affirmative action, whistle-blowing, etc. (Offered every Fall semester.)

**PPS.505 Special Topics: Urban and Administrative Theory (3)**

Theories of public responsibility, management in the public sector, and other selected conceptual/theoretical frameworks for analyzing urban/metropolitan issues can be explored. (Offered occasionally.)

**PPS.506 Qualitative Research and Evaluation Methods (3)**

Descriptive research methods including participant observation, oral history, and photography and their application to program evaluation and policy analysis. (Offered every Spring semester.)

**PPS.508 Legal Research (2-3)**

An introduction to the tools for conducting legal research and finding legislative intent. (Offered occasionally.)

**PPS.510 Urban Economic Development (3)**

Factors determining business, industrial and commercial location. Techniques used in analyzing metropolitan economic growth and methods used by industrial development organizations to attract business firms. (Offered every Fall semester.)

**PPS.512 Introduction to Public Sector Budgeting (3)**

Public budgeting at all levels of government; economic and political aspects of budgeting. Features in-class budget simulation. (Offered every Fall semester.)

**PPS.515 Economics of the Public Sector (3)**

Introduction to economics of the public sector. Specific issues regarding welfare economics, expenditure programs, and taxation. (Offered every

Spring semester.)

**PPS.518 Public Personnel Administration (3)**

Focus is on such topics as development of public service employment the rise of public employee unions, recruitment, training, performance appraisals, productivity, motivation, pay and benefits, and the legal aspects of public personnel administration. Sample issues: comparable worth, affirmative action, health care, discriminatory employment practices, and sexual harassment. (Offered occasionally.)

**PPS.520 Crime, Justice and Public Policy (3)**

Socio-political parameters of crime and society's policy response to it. (Offered every other year.)

**PPS.521 Urban and Community Development Policy (3)**

Introduces master and doctoral students to contemporary and historical issues shaping urban and community development policy. A number of topics will be covered: Strategies to redevelop central cities, including arts, entertainment, and stadium construction; community and neighborhood development, including housing policy, historic preservation, and community redevelopment corporations; enterprise zones and targeted economic redevelopment policy; regional fragmentation and suburbanization; the new urbanism and edge city development. (Offered annually)

**PPS.525 Infrastructure Planning and Processes (3)**

Focus is on provision of urban infrastructure services. The course covers the planning, technical, and financial aspects of transportation, water supply systems, sanitation, and sewerage. Includes the discussion of regional needs assessment, impacts, and the development of regional management systems. (Offered every year.)

**PPS.530 Planning the Metropolis (3)**

The urban planning process and the evolution of comprehensive planning. Theory and practice combined with an actual exercise in preparing a community plan. (Offered every Fall semester.)

**PPS.531 Land Use Planning and Analysis (3)**

Skills, issues, and policies involved with site analysis and design in both new development and redevelopment contexts. (Offered every Spring semester.)

**PPS.535 Introduction to Geographic Information Systems (3)**

An overview of conceptual, technical, and procedural aspects of Geographical Information Systems (GIS). Introduction of three major types of GIS, data models, and applications. Creation of a GIS product stressing the conceptual context of the technical and mechanical activities as a major component of laboratory activity. GIS principles applied to spatial information-analysis and problem-solving. (Offered each Fall semester.)

**PPS.536 Science, Technology, and Public Policy (3)**

Focus is on the impact of science and technology (particularly information technology) on public organizations, public policy, and society. The course is designed for those who work with or want to understand the dynamics such technology introduces into organizations. (Offered every Spring semester.)

**PPS.537 Intermediate Geographic Information Systems (3)**

Prerequisite: PPS.435 or 535. Focuses on implementing and managing Geographic Information Systems (GIS). Training in ArcView GIS Extensions and involving data management, spatial analysis, network, operations, and three-dimensional analysis. Exploration of organizational issues and implementation. A GIS user's needs-analysis is developed and conducted. The proposal and management of a GIS project. (Offered annually.)

**PPS.538 Advanced Geographic Information Systems Concepts (3)**

Prerequisite: PPS.537. Using remote sensing to acquire and reduce natural and cultural data into geographic information. How remote-sensing technology provides data that yields geographic information. Sources of remotely sensed data. Algorithms and methods for geographic information exploitation of remotely sensed data are studied and practiced. (Offered annually.)

**PPS.540 Organizational Theory and Behavior (3)**

General focus is on theories and schools that provide insights into organizational life. Emphasis is given to public bureaucracies. Topics include motivational theory, management behavior. Policy evaluation and the like. (Offered every Fall semester.)

**PPS.541 Administrative Law (3)**

Seminar discussions focus on the search for procedural due process in public administration. Specific attention is devoted to administrative law doctrines and principles pertaining to rule-making, agency hearings, administrative discretion, damage actions, reviewability, scope of review, and administrative

searches and seizures. Administrative law cases are thoroughly discussed. (Offered every Spring semester.)

**PPS.542 Quantitative/Qualitative Modeling (3)**

Course explores a combination of quantitative and qualitative methods. Introduces the data and methods in participant observation and ethnography. Exposes students to modeling in transportation, regional economic development, and planning analysis.

**PPS.543 Environmental Planning and Risk Management (3)**

Course focuses on understanding the impact of development on the natural environment as well as on the challenges of managing environmental risks. (Offered every year.)

**PPS.544 Planning and Development Studio (3)**

Studio experience for the UPRD program. Focus is on developing and refining research, analytic, and graphic presentation skills in relations to actual development projects. (Offered every Spring semester.)

**PPS.545 The Policy Process (3)**

Course deals with various inputs into the American policy-making process through legislative, executive and judicial branches of the government. Particular attention is focused on the impact of legislative law, administrative rule and judicial order on our political system. (Offered every year.)

**PPS.546 Organizational Psychology (3)**

Examination of organizational theory with special emphasis on systems theory. Topics include history, subsystems, growth, role theory and organizational models. Organizational behavior topics include motivation, leadership and change. (Offered every Fall semester.)

**PPS.547 Organization Analysis (3)**

Introduction to and critical review of major sociological perspectives or organizations. Special emphasis is given to recent theoretical advances that emphasize the political and socially constructed character of organizations. (Offered occasionally.)

**PPS.548 Psychology of Small Groups (3)**

Prerequisite: Limited enrollment by permission of Instructor. Theory, research and practice in small group behavior. Use of laboratory experimental learning methodologies. (Offered every year.)

**PPS.550 History of Cities and Planning (3)**

Analysis of the origins, growth and decline of selected cities of Europe (e.g. Athens, Rome, Paris, London) and America (e.g. Boston, Savannah, St. Louis, Chicago) during major historical periods (e.g. Medieval, Renaissance, Industrial Revolution, Post-Industrial). The influence of design trends and planning on the built environment will be analyzed where appropriate. (Offered every year.)

**PPS.560 Law, Courts, and Urban Social Change (3)**

Seminar on the role of law, courts and the judicial process on urban social, economic and physical change. (Offered occasionally.)

**PPS.570 Health Policy (3)**

A course in health policy for advanced graduate students. The purposes of the course are to orient the students to the policy process, to increase the student's understanding of the nature of health policy making and health politics and to provide the student with an opportunity to develop an in-depth understanding of current health care issues. (Offered every year.)

**PPS.576 Poverty Policy (3)**

A multidisciplinary analysis of poverty and its impact on contemporary urban America. Remedial public policies, from Medieval and Victorian England to current American welfare reforms will be studied and evaluated. Related functional reforms (e.g. health care, housing) will be appropriately considered insofar as they affect poverty policy. (Offered occasionally.)

**PPS.578 Program Evaluation (3)**

Based in social action research theory and strategy, the course presents frameworks for summative and formative approaches to assessing programs. Actual evaluation experience is included. (Offered every fall semester.)

**PPS.585 Capstone/Project (3)**

Student selects a project to evaluate planning issues and design planning alternatives toward a development or redevelopment. The formal plan is accompanied by an analytical report. The report is presented in a public forum. (Offered every semester.)

**PPS.586 Geographic Information Systems Capstone (3)**

Prerequisite: PPS.1538. A laboratory experience toward providing an instrument to consolidate and to enable the demonstration of the mastery of professional GIS competencies. (Offered each semester.)

**PPS.589 Field Service (1-6)**

Field experience by the student as community organizer, research assistant or administrative intern with a voluntary association, community organization or public or private agency. A paper evaluating the field experience is required. (Offered every semester.)

**PPS.591 Journal Club (0)**

Readings and/or presentations in recent research specialty area. (Offered every semester.)

**PPS.593 Special Topics (1-3)**

**PPS.594 Internship (3)**

**PPS.595 Special Study for Examinations (0)**

**PPS.597 Research Topics (1-3)**

Prior permission of guiding professor and department chair required.

**PPS.598 Graduate Reading Course (1-3)**

Prior approval of guiding professor and department chair required.

**PPS.5CR.90 Master's Degree Study (0)**

**PPS.600 Scope and Methods of Policy Analysis (3)**

Introduction to the theories, models, concepts and methods of policy analysis. Topics include alternate conceptualizations of what constitutes policy, epistemology, process analysis, modeling, problem structuring, and evaluation. (Offered every Fall semester.)

**PPS.605 Policy Ethics/Social Responsibility (3)**

A case study approach to ethical decision making in public management. (Offered every Spring semester.)

**PPS.608 Industrial Organizations and Anti-Trust Policy (3)**

Microeconomics theory of utility and demand; theory of production, cost, and supply; price determination for factors and products under varying market structures; efficiency in allocation of resources; welfare issues. (Offered occasionally.)

**PPS.609 Industrial Organization and Regulatory Policy (3)**

An evaluation of market versus regulatory control of business. Topics include welfare theory with particular emphasis on market failure, theories of government intervention, required revenue and rate determination through regulation, case studies of specific regulatory issues, and other matters. (Offered occasionally.)

**PPS.611 Economics of Government-Federal Sector (3)**

Allocation, stabilization, and distribution functions of government in the national economy. Optimum theory of budget policy; problems of the satisfaction of public wants; theories of taxation, alternative tax policies, their differential impact on revenue yield, equity and economic efficiency. Incidence theory, output and income effects of budget policy. Taxation reform proposals. (Offered occasionally.)

**PPS.612 Financing the Public Sector (3)**

The public finance functions of governments: Stabilization, allocation, and distribution. Elements of a good tax structure; in-depth analysis of revenue sources. (Offered every Spring semester.)

**PPS.630 Power, Coalition and Decision-Making (3)**

Intensive consideration of power, coalition and decision theory and models for purposes of describing and analyzing behavior and policy outcomes in communities and formal organizations. (Offered occasionally.)

**PPS.635 Judicial Policy Making (3)**

The role of the judiciary in the policy making process is examined and compared with the roles of legislators and policy implementers. (Offered occasionally.)

**PPS.636 Economics of Government – State and Local Sector (3)**

Role of governments in the modern economy. Alternative expenditure policies and financing techniques, taxation, borrowing, sale of governmental services, intergovernmental aid. Metropolitan area finances; role of expenditures and financing in resolving urban problems. (Offered occasionally.)

**PPS.639: Contemporary Issues in Social Psychology (3)**

Advanced seminar in newly developing areas of social psychology. (Offered occasionally.)

**PPS.649 Topics: Organizational Psychology (3)**

Advanced seminar in newly developing areas of organizational psychology. (Offered annually.)

**PPS.650 Introduction to the Nonprofit Sector (3)**

The course examines the American nonprofit sector and administration of nonprofit organizations. It analyzes the nonprofit sector from the perspective of civil society and political economy. Furthermore, the course examines nonprofit organization management from the perspective of voluntarism and citizen participation. (Offered annually.)

**PPS.663 Consultation Skills (3)**

Theories, types and goals of consultation as well as relevant research associated with each type of consultation. Primary focus on training in systems consultation and its evaluation. (Offered every summer.)

**PPS.670 Seminar: Law and Society (3)**

Examination of the complexities and concerns inherent in sociological and legal understanding of the relationship between law and society. (Offered occasionally.)

**PPS.678 Corrections Policy (3)**

In the context of public policy planning and analysis, community-based corrections are examined. Emphasis on methods to evaluate various correctional innovations. (Offered occasionally.)

**PPS.681 Policy Implementation Theory (3)**

Focuses on the interaction among program and policy decision, program delivery, and program evaluation. Emphasis on conceptualizations and procedures for political feasibility analysis and for program output and impact assessment. (Offered occasionally.)

**PPS.689 Research Topics in Public Policy Analysis (3)**

Research seminar with varying topics offered on an occasional basis.

**PPS.693 Special Topics (1-3)****PPS.695 Special Study for Examinations (0)****PPS.697 Research Topics (1-3)**

Prior permission of guiding professor and department chair required.

**PPS.698 Graduate Reading Course (1-3)**

Prior permission of guiding professor and department chair requested.

**PPS.699 Dissertation Research (0-6)**

## RESEARCH METHODOLOGY

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**Terry J. Tomazic, Ph.D.,**  
*Department Chairperson*

The Department of Research Methodology serves the students and faculty of the University community. Its function is three-fold: 1) to offer courses in applied statistics and research methodology; 2) to provide methodological consultation for Graduate School students engaged in research and preparing theses and dissertations; and 3) to provide methodological consultation for SLU faculty engaged in research.

### Minor in Research Methodology

The Department of Research Methodology offers a formal minor in conjunction with graduate programs in other University departments.

### Prerequisite

RMET.520 General Research Methods (or an equivalent course in the student's major department)

### Required Courses

Cluster I: Core courses. A student would select three courses from this cluster.

RMET.530 Applied Regression Models

RMET.625 Analysis of Variance and Experimental Design

RMET.602 Application of Measurement Theories

RMET.650 Multivariate Statistical Analysis

Cluster II: Advanced statistics courses. A student would select one course from this cluster.

RMET.606 Nonparametric/Categorical Data Analysis

RMET.680 Structural Equation Modeling

Cluster III: Methods courses. A student would select one course from this cluster.

RMET.575 Intermediate Qualitative Research

RMET.580 Sample Survey Methods

Multivariate Statistical Analysis; and

One other course at the discretion of the Department chairperson and the student's program director.

### COURSE DESCRIPTIONS

#### Upper-Division Course

**RMET.410 Introduction to Inferential Statistics (3)**

Survey of basic statistical methods including descriptive statistics, z- and t-test of means and proportions, chi-square analyses, correlation and regression analyses. Intended as possible terminal course for upper division undergraduates and as a background for graduate level courses in the program. (Offered every semester.)

#### Graduate Courses

**RMET.520 General Research Methods (3)**

Prerequisite: RMET.410 or an equivalent introductory inferential statistics course. Survey of the techniques, methods and tools of research in the behavioral sciences and social sciences. General discussion of the research process followed by examination of several different study designs such as observational, experimental, descriptive and sample survey. Overview of different methods of data collection and analysis frequently used in research literature. (Offered every semester.)

**RMET.530 Applied Regression Models (3)**

Prerequisite: RMET.410 or the equivalent. Offers comprehensive knowledge and skills of multiple regression models and logistic regression analysis. Emphasizes the application of techniques as well as detailed examination of model estimation and problem solutions. Students will analyze data sets using SPSS and write up results in journal formats. Course covers partial correlation, incremental model change, dummy coding, nonlinear transformations, and path analysis. (Offered every Spring semester.)

**RMET.533 Assessment Methods in Counseling (3)**

Prerequisite: RMET.410 or an equivalent introductory inferential statistics course. Psychological tests and standardized methods of assessing interests, personality, aptitude, achievement and intelligence traits of individuals; attributes of tests; uses in school guidance, counseling, therapy and personnel work. The student will take, administer, score and interpret several different

standardized tests. (Offered occasionally.)

**RMET.575 Intermediate Qualitative Research (3)**

Prerequisite: An introductory qualitative research course in the student's own discipline or permission of the Instructor. This course is designed as an intermediate course in qualitative research; that is, it is expected that students have already taken at least one course in qualitative research. The primary purpose of this course is to provide students with the skills needed to conduct qualitative research in their areas of interest. An additional goal is to provide students with reference materials that will be useful to them in their future work. (Offered every Spring semester.)

**RMET.580 Sample Survey Methods (3)**

Prerequisite: RMET.410 or an equivalent introductory inferential statistics course. Planning, execution, analysis and interpretation of sample surveys. Numerous examples of sample surveys are utilized to illustrate concepts. Topics covered include types of surveys, survey objectives, sampling frames, sampling procedures, instrumentation, practical and ethical issues in data collection, estimation procedures, and quantitative data analysis. Students will be required to participate in an actual survey project. (Offered every Spring semester.)

**RMET.589 Reading Statistics in Research (3)**

Prerequisite: RMET.410 or an equivalent introductory inferential statistics course. Provides background in statistical techniques toward judging the legitimacy of an author's claims based upon statistical results. Focuses on understanding what a given technique accomplishes statistically, the types of conclusions which conclusions that can be reached using a technique, and how the results are reported in research articles and dissertations. Studies from areas such as Education, Sociology, Public Policy Analysis, Hospital Administration, Nursing and Allied Health, Social Service, Business, Medicine, and Biology will be utilized. (Offered occasionally.)

**RMET.593 Special Topics In Research Methodology (1-3)**

**RMET.602 Application of Measurement Theories (3)**

Prerequisite: RMET.410 or an equivalent introductory inferential statistics course. This course provides information on Psychometric Theories. Generalizability Theory, Classical Test Theory, and Item Response Theory are covered in detail. Applications of these theories in constructing and evaluating measures are presented. Additionally, the course will cover evaluation techniques such as Factor Analysis, Latent Class Analysis and Structural Equation Models. (Offered every Fall semester.)

**RMET.606 Nonparametric/Categorical Data Analysis (3)**

Prerequisite: RMET.410 or an equivalent introductory inferential statistics course. Survey of some basic rank order nonparametric procedures and basic categorical data analytic methods. Reliability of instruments producing nominal and ordinal data is also discussed and an introduction to loglinear models to handle higher order contingency tables analysis is provided. Students will learn first hand computation of most of the techniques along with the corresponding computer analysis using SPSS. Emphasis placed on interpreting journal articles that use nonparametric methods. Offered every Fall semester.)

**RMET.610 Applied Biostatistics for the Medical Sciences (3)**

Exposure at the graduate level to a wide variety of descriptive and inferential statistics. Topics presented will include measures of central tendency, t-tests, analyses of variance, correlation and regression, and nonparametric techniques. The objective is to prepare students to conduct their own data analyses and interpret the findings. Use of a statistical software package is integrated into the course. (Offered annually.)

**RMET.625 Analysis of Variance and Experimental Design (3)**

Prerequisite: RMET.410 or an equivalent introductory inferential statistics course. Consideration of analysis of variance hypothesis testing and confidence interval procedures for single and multiple independent variables. Designs and analyses to increase experimental precision and control extraneous variation are emphasized. (Offered every Fall semester and summer.)

**RMET.650 Multivariate Statistical Analysis (3)**

Prerequisite: RMET.625. Discussion of multivariate statistical techniques with emphasis on applications (knowing when to use, setting up and interpreting computer programs, and interpreting journal article applications). Emphasis is on broad interpretative principles rather than on specific mathematical details. The techniques to be discussed include multiple regression, canonical correlation, principal components, factor analysis, discriminant function analysis, MANOVA, and MANCOVA. (Offered every Spring semester and

summer.)

**RMET.680 Structural Equation Modeling (3)**

Prerequisite: RMET.650. Study of techniques used to test causal models in correlational research. Begins with classical path analysis, then covers LISREL model to test causal and confirmatory factor analysis models using latent variables. Emphasis on applications, studying several reported applied research studies. Analyzing data sets using SPSS and writing up computer results in journal format. (Offered every Spring semester.)

**RMET.693 Special Topics In Research Methodology (1-3)**