School of Education
www.slu.edu/education

LEADERSHIP
Molly A. Schaller, Ph.D.
Interim Dean
Maureen A. Wikete Lee, Ph.D.
Associate Dean
Robert Cole, Ph.D.
Undergraduate Program Director
Jo Neil Wood, Ed.D.
Educational Leadership Program Director
Karen A. Myers, Ph.D.
Higher Education Administration Program Director
Amrita Chaturvedi, Ph.D.
International Programs Director
Jennifer Buehler, Ph.D.,
Curriculum and Instruction Program Director
Special Education Program Director
Educational Foundations Program Director
John James, Ed.D.,
Institute for Catholic Education Program Director

DESCRIPTION
Originally established in 1925, the School of Education is the academic home for all post-baccalaureate programs in education in the University. As a school within a Catholic, Jesuit institution, the School of Education offers its students an excellent professional education. The main objective of all programs is to prepare dedicated, reflective scholar practitioners who exhibit the knowledge, skills, and dispositions embedded in the conceptual framework of the School. As reflective scholar practitioners, the shared values that guide our School include social justice, cura personalis, excellence, integrity and trust, and respect. Students are prepared to be reflective educators who are able to implement educational programs consistent with their areas of expertise.

The School of Education is committed to the interdisciplinary preparation of undergraduate and graduate students for professions in order to serve as reflective scholar practitioners and leaders in partnership with and for the human community. The School is dedicated to the pursuit of truth and excellence in all academic pursuits. The School embraces innovative learning through commitment to diversity and social justice guided by the spiritual and intellectual ideals of the Jesuit tradition. The School advances the University's mission by its research and service to family, school, and community.

The School of Education has developed undergraduate programs that meet Missouri State requirements for teacher certification in Early Childhood, Early Childhood Special Education, Elementary, and Elementary with Mild/Moderate Disabilities, K-12. Programs no longer accepting new students after 2017-2018 include: Middle (Language Arts, Math, Science and Social Studies), Secondary (Biology, English, Math, General Science, and Social Studies), and Foreign Language K-12. Course offerings provide students with classroom and field-based experiences essential in the learning process. Programs are approved by the Missouri Department of Elementary and Secondary Education and accredited by the National Council for the Accreditation of Teacher Education (NCATE) through 2018, and reviewed by the Council for the Accreditation of Educator Preparation (CAEP). Successful completion of a 4-year program Portfolio Development is required for certification. Background checks are required prior to field-based experiences.

The School of Education graduate programs offer degrees in Curriculum and Instruction, Educational Foundations, Educational Leadership, Higher Education Administration, and Special Education. The School offers the following degrees: M.A., M.A.T., Ed.S., Ed.D., and Ph.D. In addition, the Educational Leadership programs meet Missouri State requirements for certification for the principalship, director of special education, and superintendent. The following programs are approved by the Missouri Department of Elementary and Secondary Education and accredited by the National Council for the Accreditation of Teacher Education (NCATE): elementary-, middle-, and secondary-school principal, director of special education, and superintendent of schools. The M.A.T. degree can be structured to fulfill the Missouri Department of Elementary and Secondary Education requirements for alternative route teacher certification in elementary, middle, and secondary education certification areas. All programs must be planned with an advisor.

The School of Education Institute for Catholic Education partners with the Educational Leadership program to offer an undergraduate minor in Catholic education and graduate degree programs that meet the requirements of the Missouri Department of Elementary and Secondary Education as well as the catechetical requirements for the Archdiocese of St. Louis and the standards from the United States Conference of Catholic Bishops.

ACCREDITATION
The School of Education at Saint Louis University is accredited by the National Council for Accreditation of Teacher Education (NCATE). NCATE and TEAC (Teacher Education Accreditation Council) consolidated to form CAEP (Council for the Accreditation of Educator Preparation) July 2013. To contact CAEP: 1140 39th St NW #400, Washington, DC 20036; phone (202) 223-0077. NCATE accreditation covers initial teacher preparation programs and advanced preparation programs including graduate
programs in education, counseling and administration.

**FACULTY**

Jennifer Buehler, Ph.D.
Amrita Chaturvedi, Ph.D.
Mary M. Chittooran, Ph.D.
Robert Cole, Ph.D.
Dannielle Joy Davis, Ph.D.
Anthony DeCesare, Ph.D.
Timothy Eichler, Ph.D.
Susan Everson, Ph.D.
Beth Winfrey Freeburg, Ph.D.
John James, Ed.D.
Dennis Lea, Ed.D.
Jessica Leonard, Ph.D.
Sally-Beth Lyon, Ed.D.
Retha Meier, Ph.D.
Nikki L. Murdick, Ph.D.
Karen A. Myers, Ph.D.
Jennifer Ryan Newton, Ph.D.
Joseph Nichols, Ph.D.
Takako Nomi, Ph.D.
Ronny O'Dwyer, S.J.
Kathryn Pierce, Ph.D.
Mark Pousson, Ph.D.
William Rebore, Ph.D.
Jennifer Roberts, Ph.D.
Douglas Rush, J.D., Ph.D.
Molly A. Schaller, Ph.D.
Karen Tichy, Ed.D.
Joy Voss, Ph.D.
Maureen Wikete Lee, Ph.D.
Jaime Welborn, Ph.D.
Jo Nell Wood, Ed.D.
LEADERSHIP
Robert Cole, Ph.D.
Undergraduate Program Director

About the Faculty
Faculty members take a genuine interest in students, serve as strong role models of success and acquaint students with the challenges and joys of the profession. The faculty seek an appropriate balance between theory and practice, between action and reflection, and between intellect and affect.

BACHELOR OF ARTS IN EDUCATION

Program Highlights
The B.A. in education (without certification) program at Saint Louis University aims to develop reflective individuals educated in the liberal tradition and committed to service, inquiry and value-centered learning. It also seeks to prepare students who want an education background and have leadership qualities including risk-taking, civic responsibility and ethical character.

After a student's first semester, he or she can apply to be an education major who does not pursue a teaching certification. An education degree is a valuable asset for a number of careers related to education and schooling, and it fits well as a second major.

Curriculum Overview
The B.A. in Education degree consists of a minimum of 120 credits including education core, required coursework and electives.

Students in the School of Education are also required to complete the core curriculum required by the University, providing a well-rounded liberal arts background to enhance their educational experience and professional value.

+ Students enter into a tight-knit community of faculty and peers committed to innovative learning, diversity and the intellectual ideas of the Jesuit tradition.
+ Students will be prepared to practice "Cura Personalis" — care for the whole person — and work for social justice in their communities.
+ Students will graduate prepared to collaborate with families, build classroom communities, have high expectations for all students and advocate for social change.

Careers
Benefits of this program also include fieldwork and career opportunities. Most graduates elect to pursue a career in teaching, but many choose to continue their studies in an additional graduate programs before entering the work force.

Some careers obtainable with a degree in education (without certification) include:
+ Arts and education program coordinator
+ Educational outreach coordinator
+ Public relations specialist

Career options in early childhood education include:
+ Child care specialist
+ Educational outreach professional
+ Preschool teacher
+ Teacher, kindergarten through third grade
+ Private tutor

Career options in early childhood special education include:
+ Child care specialist
+ Early intervention specialist
+ Educational outreach professional
+ Preschool teacher
+ Teacher, kindergarten through third grade
+ Private tutor
+ Special educator

Career options in elementary education include:
+ Arts and education program coordinator
+ Educational outreach professional
+ Teacher, first through eighth grade
+ Private tutor
+ Nonprofit specialist

Career options in elementary with special education include:
+ Day care specialist
+ Educational outreach professional
+ Preschool teacher
+ Teacher, grades K–12
+ Private tutor
+ Special educator
+ Nonprofit specialist

Career options in middle school education include:
+ Educational outreach professional
+ Teacher, fifth–eighth grade
+ Private tutor
+ Nonprofit specialist

Career options in secondary education include:
+ Educational outreach professional
+ Secondary school teacher
+ Adult educator
+ Private tutor
+ Nonprofit specialist

Admission Requirements
Undergraduate students may apply to the School of Education either at the time of their admission to the
University or upon completion of at least 15 credits with a cumulative grade point average appropriate to their major area. Students may obtain the major-change application from the Dean’s Office of the School of Education.

Once accepted into the School of Education, students are assigned an academic advisor. After declaring their certification area, students are also assigned a faculty mentor.

Non-native English speakers must score a minimum of 6 on the IELTS or 80 on the iBT or 550 on the paper-based TOEFL exam AND score a 6 on the Speaking Section of the IELTS or 6 on the Speaking Section of the iBT, or pass an interview with personnel from Saint Louis University’s ESOL office.

Freshman
All applications are thoroughly and carefully reviewed. Solid academic performance in college preparatory course work is a primary criterion in reviewing a freshman applicant’s file. College admission test scores (ACT or SAT) are used as an additional indicator of the student’s ability to meet the University’s academic requirements and to qualify the student for certain University scholarship programs. To be considered for admission to any Saint Louis University undergraduate program, the applicant must be approaching graduation from an accredited high school or have an acceptable score on the General Education Development (GED) test.

Transfer
Applicants must be a graduate of an accredited high school or have an acceptable score on the GED. An official high school transcript and official test scores are required only of those students who have attempted fewer than 24 credits at a regionally accredited higher education institution. Those having completed 24 credits at a regionally accredited higher education institution need only submit a transcript from previously attended college(s). In reviewing a transfer applicant’s file, the office of admission holistically examines the student’s academic performance in college-level coursework as an indicator of the student’s ability to meet the academic rigors of Saint Louis University.

Double Majors
Double majors may be required to complete the core of the School of Education. All students should consult with their advisors to select courses that will fulfill their core and major requirements.

Scholarships and Financial Aid
There are two principal ways to help finance a Saint Louis University education:

+ Scholarships: awarded based on academic achievement, service, leadership and financial need.
+ Financial Aid: provided in the form of grants and loans, some of which require repayment.

For priority consideration for merit-based scholarships, applicants should apply for admission by Dec. 1 and complete a Free Application for Federal Student Aid (FAFSA) by March 1.

For information on other scholarships and financial aid, visit the student financial services office online at finaid.slu.edu.

Accreditation
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Program Core Requirements

Moral and Ethical Development (9 credits)

Level I
PHIL 1050 Intro to Philosophy: Self and Reality 3
THEO 1000 Theological Foundations 3

Level II
EDF 3840 Professional Ethics 3

Leadership and Service (9 credits)

Level I
EDF 3850 Leadership and Service Seminar 3

Inquiry (10-11 credits)

Level I
MATH See course listing under each Concentration Science with a lab (BIOL 2800 recommended) 4

Level II
EDR 3891 Qualitative and Quantitative Methods in Research 3

Level III
EDR 4970 Action Research 1

Multicultural Studies (9 credits)

Level I (6 credits)
EDF 3820 Multicultural Issues in the Classroom 3
EDSP 4310 Education of the Exceptional Individual 3
EDSP 4470/4480 Teach Meth for Inc Classroom 3

Level II
EDF 3890 School and Community 3
### Communication and Technology (15 credits)

**Level 1**
- **CMM** 1200 Introduction to Public Speaking 3
- **ENGL** 1900 Adv Strategies of Rhetoric and Research 3
- Fine Arts Elective (ART, ARTH, MUSC, FPA) 3
- Early Childhood, Early Childhood Special & Elementary Education 3
- **EDI** 2000 Children's Literature 3
- Middle II Secondary Education 3
- **ENGL** 2xxx Literature Elective 3

**Level II**
- **EDI** 3893 Technological Applications for Professionals 3

### Concentration in Early Childhood Education: Birth to Grade 3

In addition to the Education Program Core Requirements, the following courses must be successfully completed.

**Block 1 (9 credits) (Fall and Spring)**
- **EDF** 2010 Foundations of Early Childhood 3
- **EDI** 2000 Children’s Literature and Media 3
- **EDF** 2240 Growth, Development, and Learning 3
- **EDI** 2940 Portfolio Development I 0

**Block 2 (12 credits) (Fall)**
- **EDI** 3001 English Language Learners 3
- **EDF** 3820 Multicultural Issues in the Classroom 3
- **EDI** 3461 Health for Ed. Majors 3
- **EDSP** 4310 Education of the Exceptional Individual 3

**Block 3 (9 credits) (Spring)**
- **EDI** 3030 Emergent Literacy 3
- **EDI** 3550 Principles of Early Childhood 3
- **EDI** 4720 Families as Educational Partners 3

**Block 4 (15 credits) (Fall)**
- **EDF** 3710 Development of the Young Child 3
- **EDI** 3000 Foundations of Literacy and Language Arts 3
- **EDI** 3015 The Creative Arts and Play 3
- **EDI** 4480 Integrated EC Curriculum I 3
- **EDSP** 4400 Speech and Language Development 3

**Block 5 (8 credits) (Spring)**
- **EDI** 3010 Elementary School Methods of Teaching Mathematics 3
- **EDI** 4210 Instructional Technology 3
- **EDSP** 4470 Teaching Methods for Inclusive Classrooms 3

**Block 6 (14 credits) (Fall)**
- **EDF** 4440 Early Childhood Assessment 3
- **EDI** 4490 Integrated EC Curriculum II 3
- **EDI** 4540 EC Field Experience 5
- **EDSP** 4240 Classroom Organization and Management 3
  - Apply for Professional Semester the academic year prior to taking it.
  - Take EDI-3940, Portfolio Development II, the semester prior to student teaching.

**Math Recommendations (3 credits)**
- **MATH** 1200 College Algebra 3
- **MATH** 1220 Finite Math 3
- **MATH** 1250 Math Thinking in the Real World 3
- **MATH** 1240 Mathematics and the Art of Escher 3
- **MATH** 1260 Statistics in Sports and Politics 3

**Concentration in Early Childhood Special Education: Birth to Grade 3**

In addition to the Education Program Core Requirements, the following courses must be successfully completed.

**Block 1 (9 credits) (Fall and Spring)**
- **EDF** 2010 Foundations of Early Childhood 3
- **EDI** 2000 Children’s Literature and Media 3
- **EDI** 2940 Portfolio Development I 0

**Block 2 (12 credits) (Fall)**
- **EDF** 3620 Multicultural Issues in the Classroom 3
- **EDSP** 4310 Education of the Exceptional Individual 3
- **EDI** 3461 Health for Ed. Majors 3
- **EDI** 3001 English Language Learners 3

**Block 3 (9 credits) (Spring)**
- **EDI** 3030 Emergent Literacy 3
- **EDI** 3550 Principles of Early Childhood 3
- **EDI** 4720 Families as Educational Partners 3

**Block 4 (15 credits) (Fall)**
- **EDI** 3010 Elementary School Methods of Teaching Mathematics 3
- **EDI** 4480 Integrated EC Curriculum I 3
- **EDI** 3015 The Creative Arts and Play 3
- **EDSP** 4400 Speech and Language Development 3

**Block 5 (8 credits) (Spring)**
- **EDI** 3010 Elementary School Methods of Teaching Mathematics 3
- **EDI** 4210 Instructional Technology 3
- **EDSP** 4470 Teaching Methods for Inclusive Classrooms 3

**Block 6 (14 credits) (Fall)**
- **EDI** 4440 Early Childhood Assessment 3
- **EDI** 4480 Integrated EC Curriculum II 3
- **EDI** 4540 EC Field Experience 5
- **EDSP** 4240 Classroom Organization and Management 3
  - Apply for Professional Semester the academic year prior to taking it.
  - Take EDI-3940, Portfolio Development II, the semester prior to student teaching.

**Math Recommendations (3 credits)**
- **MATH** 1200 College Algebra 3
- **MATH** 1220 Finite Math 3
- **MATH** 1250 Math Thinking in the Real World 3
- **MATH** 1240 Mathematics and the Art of Escher 3
- **MATH** 1260 Statistics in Sports and Politics 3
- **MATH** 1300 Elementary Stats w/ Computers 3
Concentration in Elementary Education: Grades 1 - 6
In addition to the Education Program Core Requirements, the following courses must be successfully completed.

**Block 1 (9 credits) (Fall and Spring)**

**EDF** 2020 Foundations of Elementary School 3
**EDI** 2000 Children's Literature and Media 3
**EDF** 2240 Growth, Development, and Learning 3
**EDI** 2940 Portfolio Development I 0

**Block 2 (15 credits) (Fall and Spring)**

**EDF** 3820 Multicultural Issues in the Classroom 3
**EDI** 3000 Foundations of Literacy and Language 3
**EDI** 3001 English Language Learners 3
**EDI** 4210 Instructional Technology 3
**EDI** 4310 Education of the Exceptional Individual 3
**EDSP** 4310 Education of the Exceptional Individual 3

**Block 3 (18 credits) (Fall)**

**EDI** 3005 Child Language Acquisition 3
**EDI** 3020 Creative Arts and Movement 2
**EDI** 3060 Elementary School Methods of Teaching Science 2
**EDI** 3070 Elementary School Methods of Teaching Social Studies 3
**EDI** 3481 Health for Education Majors 2
**EDI** 4100 Literature and Language Arts in an Integrated Curriculum 3
**EDI** 4250 Elementary School Curriculum and Instruction 3

- Apply for Professional Semester the academic year prior to taking it.
- Take EDI-3940, Portfolio Development II, the semester prior to student teaching.

**Block 4 (15 credits) (Spring)**

**EDI** 3010 Elementary School Methods of Teaching Mathematics 3
**EDI** 4000 Literacy Assessment and Instruction for Diverse Learning 3
**EDI** 4420 Assessing Classroom Performance 3
**EDSP** 4240 Classroom, Organization and Management 3
**EDSP** 4470 Teaching Methods for Inclusive Classrooms 3

Select courses in appropriate primary content area (6 credits)

**Language Arts**

**EDI** 3500 Methods in Teaching Middle School English 3
**EDI** 3505 Practicum in Teaching Middle School English 3

**Science**

**EDI** 3510 Methods in Teaching Middle School Science 3
**EDI** 3515 Practicum in Teaching Middle School Science 3

**Mathematics**

**EDI** 3520 Methods in Teaching Middle School Mathematics 3
**EDI** 3525 Practicum in Teaching Middle School Mathematics 3

**Social Sciences**

**EDI** 3540 Methods in Teaching Middle School Social Studies 3
**EDI** 3545 Practicum in Teaching Middle School Social Studies 3

**Block 4 (6 credits) (Spring Junior Year)**

**EDI** 4420 Assessing Classroom Performance 3
**EDI** 4320 Reading and Writing in the Content Fields 3

**Block 5 (9 credits) (Fall Senior Year)**

**EDSP** 4480 Teaching Methods for Inclusive Classrooms 3
**EDSP** 4250 Classroom Organization and Management 3
**EDI** 4200 Disciplinary Literacy Assessment 3

- Apply for Professional Semester the academic year prior to taking it.
- Take EDI-3940, Portfolio Development II, the semester prior to student teaching.
- Take the Missouri Content Assessment in primary content area prior to student teaching.

**Block 6 (15 credits) (Fall and Spring)**

**EDR** 4970 Action Research 1
**EDI** 4830 Student Teaching: Middle School 10
**EDI** 4870 Prof Develop Seminar Mid/Sec 3
**EDI** 4940 Portfolio Development III 1

Math Recommendations (3 credit minimum)

**MATH** 1200 College Algebra 3
**MATH** 1220 Finite Math 3
**MATH** 1250 Math Thinking in the Real World 3
**MATH** 1240 Mathematics and the Art of Escher 3
**MATH** 1280 Statistics in Sports and Politics 3
**MATH** 1300 Elementary Stats w/ Computers 3
**MATH** 1320 Survey of Calculus 3
**MATH** 1360 Discrete Mathematics 3
**MATH** 1400 Pre-Calculus 3
**MATH** 1510 Calculus I 4
**MATH** 1680 Discrete Mathematics 3
**MATH** 1400 Pre-Calculus 3
**MATH** 1510 Calculus I 4
**MATH** 1300 Elementary Stats w/ Computers 3

Concentration in Middle School Education: Grades 5 - 9
In addition to the Education Program Core Requirements, the following courses must be successfully completed.

**Math Recommendations (6 credits)**

**MATH** 1200 College Algebra 3
**MATH** 1220 Finite Math 3
**MATH** 1250 Math Thinking in the Real World 3
**MATH** 1240 Mathematics and the Art of Escher 3
**MATH** 1280 Statistics in Sports and Politics 3
**MATH** 1300 Elementary Stats w/ Computers 3
**MATH** 1320 Survey of Calculus 3
**MATH** 1360 Discrete Mathematics 3
**MATH** 1400 Pre-Calculus 3
Primary Areas of Concentration (24-28 credits)

Language Arts

MATH 1210 College Algebra 3
MATH 1240 Mathematics and the Art of Escher† 3
MATH 1250 Math Thinking in the Real World† 3
MATH 1220 Finite Math OR
MATH 1660 Discrete Math OR
MATH 2680 Principles of Math) 3

Mathematics

MATH 1300 Elementary Stats 3
MATH 1260 Statistics including Sports and Politics OR
STAT 1100 Introduction to Statistics 3

CSCI 1010 Introduction to Computer Science 3
EDI 4290 Mathematics for Diverse Learners 3

Social Sciences

ECON 1000 Principles of Economics 3
HIST 1110 Origins of Modern World to 1800 3
HIST 1120 Origins of Modern World to the present 3
HIST 2600 American History to 1865 OR
HIST 2610 American History since 1865 3

Science

BIOL 2800 Biology for Education Majors OR
BIOL 1040 Principles of Biology I 4

CHEM 1083 General Chemistry I 4
EAS 1010 Earth Systems I and EAS1020 (lab) 3

PHYS 1130 Introduction to Astronomy 3

Concentration in Secondary School Education: Grades 9-12

Available areas of certification for secondary education include: Biology, English, Foreign Language (French, German, Spanish), General Science, Mathematics, and/or Social Studies. Where possible, it is recommended that students double major in education and their content areas.

In addition to the Education Program Core Requirements, the following courses must be successfully completed.

Block 1 (6 credits) (Fall and Spring)

EDF 2040 Foundations of Secondary School 3
EDF 2240 Growth, Development and Learning 3
EDI 2940 Portfolio Development I 0

Block 2 (9 credits) (Fall and Spring)

EDF 3620 Multicultural Issues in the Classroom 3
EDSP 4310 Education of the Exceptional Individual 3
EDI 3001 English Language Learners 3

Block 3 (9 credits) (Fall Junior Year)

EDI 4210 Methods of Technology Integration 3

Select courses in appropriate content area (6 credits)

English

EDI 3300 Methods in Teaching Secondary English 3
EDI 3305 Practicum in Teaching Secondary English 3

Biology and General Science

EDI 3310 Methods in Teaching Secondary Science 3
EDI 3315 Practicum in Teaching Secondary Science 3

Foreign Language

EDI 3350 Methods in Teaching Foreign Language 3
EDI 3355 Practicum in Teaching Foreign Language 3

Mathematics

EDI 3320 Methods in Teaching Secondary Math 3
EDI 3325 Practicum in Teaching Secondary Math 3

Second Area of Concentration (12-15 credits)

Language Arts

ENGL 1900 Adv Strategies Rhetoric and Research 3
ENGL 3421 Introduction to Young Adult Literature 3
CMM 1200 Introduction to Public Speaking 3
EDI 3200 Reading and Writing in the Content Fields 3

Mathematics

EDI 4290 Mathematics for Diverse Learners 3
MATH 1240 Math and the Art of Escher 3
MATH 1320 Survey of Calculus 3
Social Studies
EDI 3340 Methods in Teaching Secondary Social Studies 3
EDI 3345 Practicum in Teaching Secondary Social Studies 3

Block 4 (6 credits) (Spring Junior Year)
EDI 4420 Assessing Classroom Performance 3
EDI 3200 Reading and Writing in the Content Fields 3
+ Apply for Professional Semester the academic year prior to taking it.
+ Take EDI-3940, Portfolio Development II, the semester prior to student teaching.
+ Take the Missouri Content Assessment in primary content area prior to student teaching.

Block 5 (9 credits) (Fall Senior Year)
EDSP 4480 Teaching Methods for Inclusive Classrooms 3
EDSP 4250 Classroom Organization and Management 3
EDI 4200 Disciplinary Literacy Assessment 3
EDI 3940 Portfolio Development II 0

Math Recommendations (3 credits)
MATH 1200 College Algebra 3
MATH 1220 Finite Math 3
MATH 1250 Math Thinking in the Real World 3
MATH 1240 Mathematics and the Art of Escher 3
MATH 1280 Statistics in Sports and Politics 3
MATH 1300 Elementary Stats with Computers 3
MATH 1320 Survey of Calculus 3
MATH 1800 Discrete Mathematics 3
MATH 1400 Pre-Calculus 3
MATH 1610 Calculus I 4
MATH 1300 Elementary Stats w/ Computers 3
MATH 1810 Informal Geometry 3
MATH 2600 Principles of Mathematics 3

Dual Certification: Elementary (1-6) with Mild/Moderate Disabilities (K-12)
In addition to the Education Program Core Requirements, the following courses must be successfully completed.

Block 1 (12 credits) (Fall and Spring)
Should be taken by 2nd semester Freshman Year
EDF 2020 Foundations of Elementary School 3
EDF 2240 Growth and Development and Learning 3
EDI 2000 Children's Literacy and Media 3
EDSP 4310 Education of the Exceptional Individual 3
EDI 2940 Portfolio Development II 0

Block 2 (17 credits) (Fall Sophomore Year)
EDI 3000 Foundations of Literacy and Language Arts 3
EDF 3820 Multicultural Issues in the Classroom 3
EDSP 3700 Introduction to Disability Studies: Mild/Moderate 3
EDSP 4400 Speech and Language Development for the Exceptional Child 2
EDI 4260 Elementary School Curriculum and Instruction 3
EDI 3001 English Language Learners 3

Block 3 (17 credits) (Spring Only)
EDI 3010 Elementary School Methods of Teaching Mathematics 3
EDF 4000 Literacy Assessment and Instruction for Diverse Learners 3
EDI 4420 Assessing Classroom Performance 3
EDSP 3560 Special Education Process 2
EDSP 4810 Methods in Mild/Moderate Disabilities: Elementary 3
EDSP 4880 Practicum in Mild/Moderate Disabilities: Elementary 3

Block 4 (16 credits) (Fall Only)
EDI 3100 Literature and Language Arts in an Integrated Curriculum 3
EDI 4280 Mathematics for Diverse Learners 3
EDSP 4600 Medical Implications in Special Education 3

Block 5 (17 credits) (Spring Only)
EDI 4210 Instructional Technology 3
EDI 4250 Classroom Organization and Management 3
EDSP 4510 Counseling in Special Education 2
EDSP 4620 Methods in Mild/Moderate Disabilities: Middle Secondary 3
EDSP 4870 Practicum in Mild/Moderate Disabilities: Middle-Secondary 3
EDI 4000 Literacy Assessment and Instruction 3
+ Apply for Professional Semester the academic year prior to taking it.
+ Take EDI-3940, Portfolio Development II, the semester prior to student teaching.

Block 6 (15 credits) (Fall and Spring)
EDR 4970 Action Research 1
EDI 4840 Student Teaching: Secondary 10
EDI 4870 Prof Develop Seminar Mid/Sec 3
EDI 4940 Portfolio Development III 1

Math Recommendations (3 credit minimum)
MATH 1200 College Algebra 3
MATH 1220 Finite Math 3
MATH 1250 Math Thinking in the Real World 3
MATH 1240 Mathematics and the Art of Escher 3
MATH 1280 Statistics in Sports and Politics 3
MATH 1300 Elementary Stats with Computers 3
MATH 1320 Survey of Calculus 3
MATH 1800 Discrete Mathematics 3
MATH 1400 Pre-Calculus 3
MATH 1610 Calculus I 4
MATH 1300 Elementary Stats w/ Computers 3
MATH 1810 Informal Geometry 3
MATH 2600 Principles of Mathematics 3

Major in Education (Non-Certification)
In addition to the Education Program Core Requirements, the following courses must be successfully completed.

Required (15 credits)
EDF 2240 Growth, Development and Learning 3
EDF 3900 Multicultural Issues in the Classroom 3
EDI 4210 Instructional Technology 3
EDSP 4310 Education of the Exceptional Individual 3
EDI 4880 Senior Inquiry: Non-Certification 3
Senior Inquiry will be a special project designed by the student and mentor that will reflect the student's particular area of emphasis. This project should be scheduled during the last semester of the senior year.

Electives (minimum of 17 credits)
Since field credits are required for many of the education courses, the following courses are
recommended for the non-certification major because they have no field experience credits or a maximum of 8 required field credits. Other courses in the School of Education may be taken to fulfill the 17 credits of electives; however, if not listed below, the courses will include 10 or more credits of field experience.

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<td>EDI 3000</td>
<td>Foundations of Literacy and Language Arts</td>
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<td>EDI 3001</td>
<td>English Language Learners</td>
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<td>EDI 3020</td>
<td>Creative Arts and Movement</td>
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<td>EDI 3481</td>
<td>Health for Education Majors</td>
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<td>EDI 4420</td>
<td>Assessing Classroom Performance</td>
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<td>EDSP 3680</td>
<td>Special Education Process</td>
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<td>Methods in Mild/Moderate Disabilities</td>
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</table>

**Related Credits in Major (12-18 credits)**

The related credits (cognate) component will contain at least 12 credits as follows:

- At least 12 upper division (3000-4000 level) credits of course work in related disciplinary fields including education; or
- Minimum of 12 credits beyond core requirement(s) or introductory course(s) in one department
- The following courses are core courses in the School of Education and do not count toward the major: EDI 3893, EDF 3840, EDL 3892, EDR 3891, EDF 3890 and EDR 4970.

**Non-Course Requirements**

All students in the teacher certification program are required by the State of Missouri to take and pass the following: Missouri Educator Profile (MEP); Missouri General Education Assessment (MoGEA); the appropriate Missouri Content Test (MCAT); and the Missouri Pre-Service Teacher Assessment (MoPTA).

**Continuation Standards**

Minimum 2.0 GPA for acceptance and retention. Earn a C or better in all prerequisites for upper division courses in Education. A grade of "C-" does not satisfy the requirement. All University requirements in Education and the core areas for the degree in the School of Education must be met.

Minimum grade point average of 3.00 is required in all Professional Education course, with no grade less than C. A grade of "C-" does not satisfy the requirement. Minimum cumulative grade point average of 3.00 is required for certification. Students must complete all the blocks in the program sequence. Blocks should be taken in total.

---

**MINOR IN EDUCATION**

**Program Requirements**

**Required Courses (6 credits)**

- EDF 2240 Growth, Development and Learning 3
- EDF 4310 Education of the Exceptional Individual 3

**Elective Course Choice (3 credits)**

- ASTD 3020 American Mosaic: Literature and Diversity 3
- EDF 3620 Multicultural Issues in the Classroom 3
- SOC 1200 Introduction to Anthropology 3
- SOC 3390 Racial and Ethnic Relations 3
- CSD 3000 Characteristics of Multicultural Populations 3

**Electives (9 credits)**

Choose from among any 3000 or 4000 level education courses (cannot include EDI 3893, EDF 3840, EDL 3892, EDR 3891, EDF 3890, EDI 4210, EDI 4880 or EDR 4970).

**TOTAL CREDITS: 18**

**Continuation Standards**

Minimum grade point average of 2.00 for acceptance and continuation. Courses must be completed with no grade lower than a C. A grade of "C-" does not satisfy the requirement.

---

**MINOR IN CATHOLIC EDUCATION**

**Overview**

The Minor in Catholic Education provides elementary education majors with the requisite coursework to be eligible for elementary religious education certification in the Archdiocese of St. Louis and most, if not all, other (arch)dioceses in the United States. The 21-credit curriculum draws from both the Saint Louis University Theology Department and the School of Education Educational Studies program. Theology majors who wish to teach in Catholic high schools are welcome and encouraged to enroll in EDF 4835 and EDI 4360 and to plan their theology coursework to include courses in systematic theology, scripture, moral theology, and sacramental theology.

**Program Requirements**

**Required Courses (21 credits)**

- THEO 2110 Old Testament 3
- OR
- THEO 2210 New Testament 3
- THEO 2510 The Christian Moral Life 3
- THEO 2610 The Christian Sacraments 3
- EDF 3892 Leadership and Service Seminar 3
- EDF 4835 Principles and Methods of Catechesis 3
- EDI 4880 Senior Inquiry: Non-Certification 3

**TOTAL CREDITS: 21**

**Continuation Standards**

Minimum grade point average of 2.00 for acceptance and continuation. Courses must be completed with no grade lower than a C. A grade of "C-" does not satisfy the requirement.
**MINOR IN SPECIAL EDUCATION**

**Program Requirements**
The minor in Special Education does not qualify for state certification.

**Required Courses (12 credits)**
- EDSP 3700 Introduction to Disabilities Study 3
- EDSP 4310 Education of the Exceptional Individual 3

**Methods (3 credits)**
- EDSP 4620 Methods in Mild-Moderate Disabilities: Middle-Secondary 3
- EDSP 4610 Methods in Mild/Moderate Disabilities: Elementary 3
- EDSP 4530 Curriculum Methods and Materials ECSE 3
- EDSP 4240/4250 Classroom Organization and Management Elementary/Middle/Secondary 3

**Elective Course (8-9 credits)**
- EDSP 4620 Methods in Mild-Moderate Disabilities: Middle-Secondary 3
- EDSP 4610 Methods in Mild-Moderate Disabilities: Elementary 3
- EDSP 4530 Curriculum Methods and Materials ECSE 3
- EDSP 3660 The Special Education Process 2
- EDF 3620 Multicultural Issues in the Classroom 3
- EDI 4420 Assessing Classroom Performance 3
- EDSP 4510 Counseling in Special Education 2
- EDSP 4400 Speech and Language Development of the Exceptional Child 3
- EDSP 4600 Medical Implications 3
- EDI 4290 Mathematics for Diverse Learners 3
- EDSP 4640 Seminar in ECSE 3

**TOTAL CREDITS: 23-24**

**Continuation Standards**
Minimum grade point average of 2.00 for acceptance and continuation. Courses must be completed with no grade lower than a C. A grade of "C-" does not satisfy the requirement.
CURRICULUM AND INSTRUCTION
www.slu.edu/education/degrees/curriculum-and-instruction-ma-mat-edd-phd.php

Leadership
Jennifer Buehler, Ph.D.
Program Director

Department Overview
The programs in Curriculum and Instruction are ideal for those interested in writing curriculum and/or improving instruction in a variety of fields such as education, physical therapy, and business. Students accepted into this specialty focus on curriculum and related instructional processes and tools, including technology. Students may select an area of emphasis outside the School of Education.

About the Faculty
Faculty members take a genuine interest in students, serve as strong role models of success and acquaint students with the challenges and joys of the profession. The faculty seek an appropriate balance between theory and practice, between action and reflection, and between intellect and affect.

MASTER OF ARTS IN CURRICULUM AND INSTRUCTION

Program Highlights
The Master of Arts degree in Curriculum and Instruction is a non-thesis program that prepares individuals for positions in educational settings where students can focus on issues related to curriculum and instruction.

In the spirit of the Jesuit tradition of education, this program is committed to providing students with:
+ Individualized academic experiences that focus on their specific content area of intellectual interest.
+ In-depth preparation in both pedagogical and research skills to apply theory to practice.
+ Opportunities to address social and moral issues related to education, especially in urban settings.

Curriculum Overview
The degree requires completion of 32 credits of coursework, an oral examination, and a content-focused theme paper.

Careers
Possible career paths for someone with a graduate degree in curriculum and instruction include curriculum coordinator, teacher educator, educational outreach coordinator, nonprofit specialist, special educator and adult educator.

Admission Requirements
Applicants must have completed 18 credits of upper-division undergraduate coursework in education or related areas approved by the School of Education.

Application Requirements
+ Application form and fee
+ Transcript(s)
+ Three letters of recommendation
+ GRE or other applicable graduate entry exam scores
+ Résumé
+ Professional goal statement

Requirements for International Students
+ A completed Declaration of Financial Support packet with all accompanying documents
+ TOEFL or PTE Academic score
+ Writing exam, upon admission.

Please note that application deadlines for this program differ for international students.

Application Deadlines
Domestic students should apply for the fall semester by July 1, for the spring semester by November 1 and for the summer semester by April 1. International students should apply by May 1 for the fall semester, Oct. 1 for the spring semester and February 1 for the summer semester.

Review Process
A committee reviews each application wholly.

Scholarships and Financial Aid
For more information, visit the student financial services office online at finaid.slu.edu.

Accreditation
The School of Education at Saint Louis University is accredited by the National Council for Accreditation of Teacher Education (NCATE). NCATE and TEAC (Teacher Education Accreditation Council) consolidated to form CAEP (Council for the Accreditation of Educator Preparation) July 2013. To contact CAEP: 1140 19th St NW #400, Washington, DC 20036; phone (202) 223-0077.

Program Requirements

<table>
<thead>
<tr>
<th>Curriculum and Instruction (6 credits)</th>
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</thead>
<tbody>
<tr>
<td>EDI 6450 Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>EDI 6460 Curriculum Theory</td>
<td>3</td>
</tr>
<tr>
<td>EDI 6310/8320 The Supervisory Process</td>
<td>3</td>
</tr>
<tr>
<td>EDI 8410/8420/8430/8440 School Curriculum</td>
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<tr>
<td>EDI 6230 Seminar in Instruction</td>
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</table>

<table>
<thead>
<tr>
<th>Educational Psychology (3 credits)</th>
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<tbody>
<tr>
<td>EDF 5300 Advanced Educational Psychology</td>
<td>3</td>
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<tr>
<td>EDF 5700 Advanced Growth and Development</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Educational Philosophy or History (3 credits)</th>
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<tbody>
<tr>
<td>EDF 6100 Studies in Educational Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6480 History of American Education Since 1865</td>
<td>3</td>
</tr>
</tbody>
</table>
The Master of Arts in Teaching degree with Alternative Certification is designed to enable students who have undergraduate degrees in subject areas and were not education majors to seek Missouri Department of Elementary and Secondary Education certification via an alternative route.

Billiken Teacher Corps
The Billiken Teacher Corps combines service and teaching to offer a unique opportunity for faith-driven college graduates to have a transformative impact on Catholic schools in the St. Louis metro area. Participants earn a Master of Arts in Teaching and complete their Missouri teaching certification while receiving full tuition remission.

Curriculum Overview
The degree requires completion of a minimum of 32-34 credits of coursework, an oral examination, and a content-focused theme paper (content area focus only). Students may choose from the traditional track or the alternative certification track.

The Master of Arts in Teaching degree with Alternative Certification requires the completion of 34 credits, successfully completing the required Missouri Educator Assessments, teaching for two years in an accredited Missouri public or non-public school having obtained Missouri provisional certification, and participating in the school or district's professional development programs and performance-based teacher evaluation program.

For members of the Billiken Teacher Corps and other students teaching in Catholic schools, the program requires completion of 37 credits.

Careers
Possible careers include teaching in an elementary self-contained classroom; teaching middle school language arts, mathematics, science, or social studies; and, teaching secondary English, mathematics, general science, biology, chemistry, social studies, art, music, or world languages.

Admission Requirements
Applicants must have completed 18 credits of upper-division undergraduate coursework in education or related areas approved by the School of Education.

Master of Arts in Teaching with Alternative Certification applicants must have completed a bachelor's degree or higher in the area of emphasis or a related field of the desired certificate from a regionally accredited institution.

Application Requirements
+ Application form and fee
+ Transcript(s)
+ Three letters of recommendation
+ GRE or other applicable graduate entry exam scores
+ Résumé
+ Professional goal statement

Requirements for International Students
+ A completed Declaration of Financial Support packet with all accompanying documents
+ TOEFL or PTE Academic score
+ Writing exam, upon admission.

Please note that application deadlines for this program differ for international students.

Application Deadlines
Domestic students should apply for the fall semester by July 1, for the spring semester by November 1 and for the summer semester by April 1. International students should apply by May 1 for the fall semester, Oct. 1 for the spring semester and February 1 for the summer semester.

Master of Arts in Teaching with Alternative Certification students must start their program in the summer semester since the Missouri Department of Elementary and Secondary Education requires certain courses be taken before beginning to teach in the elementary, middle, or secondary school classroom. Therefore, domestic students should apply for the summer semester by April 1; and international students should apply for the summer semester by February 1.

Review Process
A committee reviews each application wholly.

Scholarships and Financial Aid
For more information, visit the student financial services office online at finaid.slu.edu.

Accreditation
The School of Education at Saint Louis University is accredited by the National Council for Accreditation of Teacher Education (NCATE), NCATE and TEAC (Teacher Education Accreditation Council) consolidated to form CAEP (Council for the Accreditation of Educator Preparation) July 2013. To contact CAEP: 1140 19th St NW #400, Washington, DC 20036; phone (202) 223-0077.

Program Requirements
MAT acceptable courses (32 credits selected from among the following in consultation with an adviser):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDI 5390</td>
<td>Teaching Reading: Contemporary Issues and Practices</td>
<td>3</td>
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<tr>
<td>EDI 5980</td>
<td>MAT Capstone</td>
<td>3</td>
</tr>
<tr>
<td>EDI 6600</td>
<td>Models of Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EDI 6230</td>
<td>Seminar: Instructional Design</td>
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<tr>
<td>EDI 6250</td>
<td>Practicum (supervised)</td>
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<td>EDI 8410/8420/8430/8440</td>
<td>School Curriculum</td>
<td>3</td>
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<td>EDI 8450</td>
<td>Curriculum Development</td>
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<td>EDI 8460</td>
<td>Curriculum Theory</td>
<td>3</td>
</tr>
<tr>
<td>EDI 6550</td>
<td>Principles of Assessment for Education Settings</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 4240/4250</td>
<td>Classroom Management and Organization</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 5310</td>
<td>Advanced Study in Psychology/Education of the Exceptional Child</td>
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<tr>
<td>EDSP 6020</td>
<td>History and Philosophy of Special Education</td>
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</tr>
<tr>
<td>EDSP 6080</td>
<td>Media and Disability Issues</td>
<td>3</td>
</tr>
<tr>
<td>EDF 5300</td>
<td>Advanced Educational Psychology</td>
<td>3</td>
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<tr>
<td>EDF 5600</td>
<td>Foundations of Urban Education</td>
<td>3</td>
</tr>
<tr>
<td>EDF 5700</td>
<td>Advanced Growth and Development</td>
<td>3</td>
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<td>EDF 5835</td>
<td>Foundations of Catholic Education</td>
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<tr>
<td>EDF 6050</td>
<td>Multicultural Issues in Public Service</td>
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<tr>
<td>EDF 6100</td>
<td>Studies in Educational Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6460</td>
<td>History of American Education Since 1866</td>
<td>3</td>
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<tr>
<td>EDF 6800</td>
<td>Education in American Culture</td>
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</tr>
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</table>

TOTAL CREDITS: 32

Alternative Certification Track

Required Courses (31 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 5600</td>
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<tr>
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<td>Advanced Growth and Development</td>
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<td>MAT Capstone</td>
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<td>EDI 6230</td>
<td>Seminar: Instructional Design</td>
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<td>EDI 6250</td>
<td>Supervised Practicum</td>
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<td>EDI 6550</td>
<td>Principles of Assessment for Education Settings</td>
<td>3</td>
</tr>
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<td>EDSP 4240/4250</td>
<td>Classroom Organization and Management</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 5310</td>
<td>Education and Psychology of the Exceptional Individual</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL CREDITS: 31

Billiken Teacher Corp
Students must complete the Missouri requirements for a Provisional Certificate, the appropriate certification content test, and participate in the assigned school district's professional development programs and Performance-Based Teacher Evaluation (PBTE) program.

Required Courses (37 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 5600</td>
<td>Foundations of Urban Education</td>
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<tr>
<td>EDF 5700</td>
<td>Advanced Growth and Development</td>
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<td>EDF 6050</td>
<td>Multicultural Issues in Public Service</td>
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</tr>
<tr>
<td>EDF 5835</td>
<td>Foundations of Catholic Education</td>
<td>3</td>
</tr>
<tr>
<td>EDI 5380</td>
<td>Principles and Methods of Catechesis</td>
<td>3</td>
</tr>
<tr>
<td>EDI 5390</td>
<td>Teaching Reading: Contemporary Issues and Practices</td>
<td>3</td>
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<tr>
<td>EDI 5980</td>
<td>MAT Capstone</td>
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<td>EDI 6550</td>
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<tr>
<td>EDSP 4240/4250</td>
<td>Classroom Organization and Management</td>
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</tr>
<tr>
<td>EDSP 5310</td>
<td>Education and Psychology of the Exceptional Individual</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL CREDITS: 37

Fieldwork and Research Opportunities
Master of Arts in Teaching with Alternative Certification students teach full-time for two years on a DESE
Provisional teaching certificate. The principal of the school assigns a mentor who teaches in the same subject area and the same or similar grade level. A university supervisor will be assigned to make classroom observations and hold follow-up conferences on a monthly basis.

Non-Course Requirements
Students must complete a theme paper on a topic related to their coursework and an oral examination.

Master of Arts in Teaching with Alternative Certification students must complete the Missouri requirements for a Provisional Certificate, the appropriate certification content test, and participate in the assigned school district's professional development programs and Performance-Based Teacher Evaluation (PBTE) program.

Continuation Standards
Students must maintain a cumulative GPA of 3.00 in all required graduate/professional courses.

DOCTOR OF PHILOSOPHY IN CURRICULUM AND INSTRUCTION

Program Highlights
In the spirit of the Jesuit tradition of education, this program is committed to providing students with:

+ Individualized academic experiences that focus on their specific content area of intellectual interest.
+ In-depth preparation in both pedagogical and research skills to apply theory to practice.
+ Opportunities to address social and moral issues related to education, especially in urban settings.

Curriculum Overview
This program emphasizes the tools of research and the interplay of theory and practice in education. The degree requires the completion of 30 credits of coursework, 12 credits of dissertation research, a comprehensive written examination, an oral examination/proposal defense, and a public presentation and defense of the dissertation.

Careers
Possible career paths for someone with a graduate degree in curriculum and instruction include curriculum coordinator, teacher educator, educational outreach coordinator, nonprofit specialist, special educator and adult educator.

Admission Requirements
Students must complete six credits of graduate research coursework as a prerequisite for the doctoral program. If the student does not have some or all of these courses, he or she may take the courses during the doctoral program in addition to the program coursework. Students are required to successfully complete two of the following three prerequisite courses prior to enrolling in advanced research courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDR 5100</td>
<td>Intro to Inferential Statistics: Ed</td>
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</tr>
<tr>
<td>EDR 5400</td>
<td>Qualitative Research in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDR 5600</td>
<td>General Research Methods for Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Application Requirements
+ Application form and fee
+ Transcript(s)
+ Three letters of recommendation
+ GRE or other applicable graduate entry exam scores
+ Résumé
+ Professional goal statement

Requirements for International Students
+ A completed Declaration of Financial Support packet with all accompanying documents
+ TOEFL or PTE Academic score
+ Writing exam, upon admission.

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Program Requirements

Curriculum and Instruction (9 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 6230</td>
<td>Seminar in Instruction</td>
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<tr>
<td>EDI 6310</td>
<td>The Supervisory Process</td>
<td>3</td>
</tr>
<tr>
<td>EDI 6450</td>
<td>Curriculum Development</td>
<td>3</td>
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<tr>
<td>EDI 6480</td>
<td>Curriculum Theory</td>
<td>3</td>
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<td>EDI 6410</td>
<td>School Curriculum</td>
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</tr>
<tr>
<td>EDF 5950</td>
<td>Special Study for Written Comprehensive Exams</td>
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</table>

Electives (9 credits)

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDF 5300</td>
<td>Advanced Educational Psychology</td>
<td>3</td>
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<td>EDF 5800</td>
<td>Foundations of Urban Education</td>
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<td>Course Code</td>
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<tr>
<td>EDF 5700</td>
<td>Advanced Growth and Development</td>
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<td>EDF 6100</td>
<td>Studies in Educational Philosophy</td>
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<td>EDF 6480</td>
<td>History of American Education Since 1865</td>
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<td>EDF 6800</td>
<td>Education in American Culture</td>
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<td>EDI 6390</td>
<td>Teaching Reading: Contemporary Issues and Practices</td>
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<td>EDI 6800</td>
<td>Models of Teaching</td>
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<td>Special Topics</td>
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<td>Graduate Readings Course</td>
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<td>Practicum Curriculum and Instruction</td>
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<td>EDI 6550</td>
<td>Principles of Assessment for Education Settings</td>
<td>3</td>
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<tr>
<td>EDI 6980</td>
<td>Project Guidance</td>
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<td>EDI 6970</td>
<td>Research Topics</td>
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<td>Practicum in Special Education</td>
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<td>Advanced Studies in Psych/Education of the Exceptional Child</td>
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<td>Fundamentals in Neurology</td>
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<td>History and Philosophy of Special Education</td>
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<td>Ethics of Special Education Leadership</td>
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<td>EDSP 6060</td>
<td>Media and Disability Issues</td>
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<tr>
<td>EDSP 6110</td>
<td>Special Education Administration</td>
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<tr>
<td>EDSP 6120</td>
<td>Comparison of International Special Education Programs</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 6500</td>
<td>Advanced Seminar in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 6930</td>
<td>Legal Issues in Disability</td>
<td>3</td>
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</tbody>
</table>

**Research Courses (18 credits including 6 prerequisite credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDR 5100</td>
<td>Intro to Inferential Statistics: Education*</td>
<td>3</td>
</tr>
<tr>
<td>EDR 5400</td>
<td>Qualitative Research in Education*</td>
<td>3</td>
</tr>
<tr>
<td>EDR 5600</td>
<td>General Research Methods for Education*</td>
<td>3</td>
</tr>
<tr>
<td>EDR 6970</td>
<td>Research Topics in Education</td>
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</table>

**Students pursuing a quantitative dissertation design must complete**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDR 6800</td>
<td>Research Design and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EDR 6100</td>
<td>Intermediate Applied Statistics for Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Students pursuing a qualitative dissertation design must complete**

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDR 6400</td>
<td>Advanced Qualitative Research in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDR 5500</td>
<td>Evaluation of Educational Programs</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDR 6930</td>
<td>Special Topics: Ethnography</td>
<td>3</td>
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**Dissertation Research (12 credits)**

<table>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDR 6990</td>
<td>Dissertation Research</td>
<td>12</td>
</tr>
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</table>

**TOTAL CREDITS: 42-48**

**Non-Course Requirements**

Students must complete a comprehensive written examination, an oral examination/proposal defense, and a public presentation and defense of the dissertation.

**Continuation Standards**

Students must maintain a cumulative GPA of 3.00 in all required graduate/professional courses.
EDUCATIONAL FOUNDATIONS
www.slu.edu/education/degrees/educational-foundations-ma-edd-phd.php

Leadership
Jennifer Buehler, Ph.D.
Program Director

Department Overview
The programs in Educational Foundations provide an ideal environment for further learning for those who are interested in educational theory, history, and philosophy with a program designed to support critical inquiry into the nature of education. Students accepted into this special area typically study the disciplines of psychology, theory, history, philosophy, and sociology to analyze issues in education.

About the Faculty
Faculty members take a genuine interest in students, serve as strong role models of success and acquaint students with the challenges and joys of the profession. The faculty seek an appropriate balance between theory and practice, between action and reflection, and between intellect and affect.

MASTER OF ARTS IN EDUCATIONAL FOUNDATIONS

Program Highlights
The Master of Arts degree in Educational Foundations is a non-thesis program that prepares individuals for positions in educational settings where students can focus on issues related to the theory, history and philosophy of education.

Curriculum Overview
The degree requires a completion of 32 credits of coursework, an oral examination, and a content-focused theme paper.

Careers
Possible career paths for someone with a graduate degree in curriculum and instruction include curriculum coordinator, teacher educator, educational outreach coordinator, nonprofit specialist, special educator and adult educator. Possible career paths for someone with a graduate degree in educational foundations include University faculty positions, educational research opportunities and positions within educational agencies at local, state and federal levels.

In addition, these degree programs enable current educators (e.g., teachers and administrators) to understand more deeply the socio-cultural, political and economic contexts of the schools and communities in which students work and to become critical and reflective practitioners.

Admission Requirements
Students should possess above-average GPA, sufficient GRE or GMAT scores, and sufficient TOEFL scores (for international applicants).
Applicants must have completed 18 credits of upper-division undergraduate coursework in education or related areas approved by the School of Education.

Application Requirements
+ Application form and fee
+ Transcript(s)
+ Three letters of recommendation
+ GRE or other applicable graduate entry exam scores
+ Résumé
+ Professional goal statement

Requirements for International Students
+ A completed Declaration of Financial Support packet with all accompanying documents
+ TOEFL or PTE Academic score
+ Writing exam, upon admission.

Please note that application deadlines for this program differ for international students.

Application Deadlines
Domestic students should apply for the fall semester by July 1, for the spring semester by November 1 and for the summer semester by April 1. International students should apply by May 1 for the fall semester, Oct. 1 for the spring semester and February 1 for the summer semester.

Review Process
A committee reviews each application wholly.

Scholarships and Financial Aid
For more information, visit the student financial services office online at finaid.slu.edu.

Accreditation
The School of Education at Saint Louis University is accredited by the National Council for Accreditation of Teacher Education (NCATE). NCATE and TEAC (Teacher Education Accreditation Council) consolidated to form CAEP (Council for the Accreditation of Educator Preparation) July 2013. To contact CAEP: 1140 19th St NW #400, Washington, DC 20036; phone (202) 223-0077.

Program Requirements

Educational Psychology (6 credits)
EDF 5300 Advanced Educational Psychology 3
EDF 5700 Advanced Growth and Development 3

Educational Philosophy (3 credits)
EDF 6100 Studies in Educational Philosophy 3

History of Education (3 credits)
opportunities and positions within educational agencies. A graduate degree in educational foundations includes adult educator. Possible career paths for someone with a graduate degree in curriculum and instruction include coordinator, nonprofit specialist, special educator and coordinator, teacher educator, educational outreach specialist, and policy analyst. Possible career paths for someone with a graduate degree in educational foundations include University faculty positions, educational research opportunities, and positions within educational agencies.

Curriculum Overview

The degree requires a completion of 32 credits of coursework, an oral examination, and a content-focused theme paper.

Careers

Possible career paths for someone with a graduate degree in educational foundations include curriculum coordinator, teacher educator, educational outreach coordinator, nonprofit specialist, special educator and adult educator. Possible career paths for someone with a graduate degree in educational foundations include University faculty positions, educational research opportunities, and positions within educational agencies at local, state, and federal levels.

In addition, these degree programs enable current educators (e.g., teachers and administrators) to understand more deeply the socio-cultural, political and economic contexts of the schools and communities in which students work and to become critical and reflective practitioners.

Admission Requirements

Students must complete six credits of graduate research coursework as a prerequisite for the doctoral program. If the student does not have some or all of these courses, he or she may take the courses during the doctoral program in addition to the program coursework. Students are required to successfully complete two of the following three prerequisite courses prior to enrolling in advanced research courses:

- EDR 5100 Intro to Inferential Statistics: Education 3
- EDR 5400 Qualitative Research in Education 3
- EDR 5600 General Research Methods for Education 3

Application Requirements

+ Application form and fee
+ Transcript(s)
+ Three letters of recommendation
+ GRE or other applicable graduate entry exam scores
+ Résumé
+ Professional goal statement

Requirements for International Students

+ A completed Declaration of Financial Support packet with all accompanying documents
+ TOEFL or PTE Academic score
+ Writing exam, upon admission.

Please note that application deadlines for this program differ for international students.

Application Deadlines

Domestic students should apply for the fall semester by July 1, for the spring semester by November 1 and for the summer semester by April 1. International students should apply by May 1 for the fall semester, Oct. 1 for the spring semester and February 1 for the summer semester.

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Accreditation

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Program Requirements

Educational Foundations (9 credits)
- EDF 5300 Advanced Educational Psychology 3
- EDF 5700 Advanced Growth and Development 3
- EDF 6100 Studies in Educational Philosophy 3
- EDF 6480 History of American Education Since 1865 3
- EDF 5600 Foundations of Urban Education 3
- EDF 6600 Education in American Culture 3
- EDF 6550 Principles of Assessment for Education Settings 3

Electives (9 credits)
- EDF 5930 Special Topics 3
- EDF 5980 Graduate Reading Course 3
- EDF 5980 Graduate Reading Course 3
- EDF 6010 Doctoral Residency 3
- EDF 6950 Project Guidance 3
- EDF 6970 Research Topics 3
- EDF 6990 Graduate Readings Course 2-3
- EDF 6950 Special Study for Written Comprehensive Exams 0
- EDI 5600 Models of Teaching 3
- EDI 6840 Curriculum Theory 3
- EDI 6030 History and Philosophy of Special Education 3
- EDI 6050 Ethics of Special Education Leadership 3
- EDI 6900 Media and Disability Issues 3
- EDI 6930 Legal Issues in Disability 3

Research Courses (18 credits including 6 prerequisite credits*)
- EDR 5100 Intro to Inferential Statistics: Education* 3
- EDR 5400 Qualitative Research in Education* 3
- EDR 5600 General Research Methods for Education* 3
- EDR 6970 Research Topics in Education 3

Students pursuing a quantitative dissertation design must complete
- EDR 8050 Research Design and Analysis 3
- EDR 8100 Intermediate Applied Statistics for Education 3

Students pursuing a qualitative dissertation design must complete
- EDR 8400 Advanced Qualitative Research in Education 3
- EDR 5600 Evaluation of Educational Programs 3
- OR
- EDR 8930 Special Topics: Ethnography 3

Dissertation Research (12 credits)
- EDR 6990 Dissertation Research 12

TOTAL CREDITS: 42-48

Non-Course Requirements
Students must pass comprehensive written examination, an oral examination/proposal defense, and a public presentation and defense of their dissertation.

Continuation Standards
Students must maintain a cumulative GPA of 3.00 in all required graduate/professional courses.
EDUCATIONAL LEADERSHIP
www.slu.edu/education/degrees/educational-leadership-ma-eds-edh-phd.php

Leadership
Jo Nell Wood, Ed.D.,
Program Director

Department Overview
The Educational Leadership Program prepares students to be effective leaders in educational settings. The Program is grounded in evidence regarding excellence in leadership, integrating theory and practice, and is designed to meet the students' needs and professional aspirations. The vast majority of Educational Leadership students work in full-time positions while students are in the program.

About the Faculty
Faculty members are or have been practicing educational administrators take a genuine interest in students, serve as strong role models of success, and acquaint students with the challenges and joys of the profession. The faculty seek an appropriate balance between theory and practice, between action and reflection, and between intellect and affect.

Faculty members in the Catholic Education programs are or have been successful practicing Catholic school leaders. The faculty take a genuine interest in students, serve as strong role models of success, and acquaint students with the challenges and joys of the profession and vocation.

MASTER OF ARTS IN EDUCATIONAL LEADERSHIP

Program Overview
Program Highlights
The Master of Arts degree in Educational Leadership Program has a multi-disciplinary design, enhanced by problem-based learning, evidence-based content that connects theory and practice, and opportunities for practice. Students engage in professional learning by collaborating with peers using problem-oriented instructional strategies, studying a curriculum grounded in the literature on effective practice, engaging in professionally-guided practice in schools, and completing in-depth internships in schools under the guidance of on-site supervisors.

Besides the traditional Master of Arts in Educational Leadership a concentration in Catholic Education is offered. The Catholic Education concentration designed to prepare students for school-level leadership positions, most commonly the principalship in Catholic elementary, middle, and high schools, as well as teacher-leadership. Coursework engages students with the unique aspects of Catholic educational leadership such as including spiritual leadership and the vocation

Curriculum Overview
The degree requires a completion of 32 credits of coursework and culmination examinations, written and oral. The Catholic Education concentration requires completion of 33 credits of coursework. An additional three-credit internship is required if the student wishes to pursue Missouri internship.

Fieldwork and Research Opportunities
All courses include school-based application of concepts and processes. The practicum requires involvement in school-site leadership activities at multiple schools. Students seeking Missouri certification as a principal complete an additional site-based internship.

Careers
The educational leadership degree programs prepare students to fill a variety of leadership roles, including: superintendent, principal, program director and curriculum/teacher leader. Additionally, some doctoral students design a special individualized program to prepare for a leadership role in a nonprofit, medical or business organization.

The Catholic Education concentration prepares students to fill a variety of leadership roles, most often Catholic school principal or assistant principal positions, but also teacher-leader positions both formal, such as department chair or program director, and informal roles of mentoring, coaching, and modeling effective Catholic school teaching and faith formation.

Admission Requirements
Students should possess above-average GPA and sufficient TOEFL scores (for international applicants).

Applicants must have completed 18 credits of upper-division undergraduate coursework in education or related areas approved by the School of Education.

Application Requirements
+ Application form and fee
+ Transcript(s)
+ Three letters of recommendation
+ Résumé
+ Professional goal statement

Requirements for International Students
+ A completed Declaration of Financial Support packet with all accompanying documents
Applications are considered on a rolling basis.

Review Process
The program has a year-round, rolling application process. Applications are reviewed by committee.

Scholarships and Financial Aid
For more information, visit the student financial services office online at finaid.slu.edu.

Accreditation
The School of Education at Saint Louis University is accredited by the National Council for Accreditation of Teacher Education (NCATE). NCATE and TEAC (Teacher Education Accreditation Council) consolidated to form CAEP (Council for the Accreditation of Educator Preparation) July 2013. To contact CAEP: 1140 19th St NW #400, Washington, DC 20036; phone (202) 223-0077.

Additionally, the Catholic Education concentration offered through the Institute for Catholic Education meet the catechetical requirements for the Archdiocese of Saint Louis and the standards from the United States Conference of Catholic Bishops.

Program Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 5100</td>
<td>Foundations of Education Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDR 5100</td>
<td>Introduction to Inferential Statistics: Ed</td>
<td>3</td>
</tr>
<tr>
<td>EDL 5300</td>
<td>School Law</td>
<td>2</td>
</tr>
<tr>
<td>EDL 5450</td>
<td>Managing the Building Level Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDL 5500</td>
<td>Professional Seminar</td>
<td>2</td>
</tr>
<tr>
<td>EDR 5500</td>
<td>Evaluation of Education Programs</td>
<td>3</td>
</tr>
<tr>
<td>EDL 5630</td>
<td>The Principalship</td>
<td>3</td>
</tr>
<tr>
<td>EDL 5660</td>
<td>Principalship II</td>
<td>3</td>
</tr>
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<td>EDL 5730</td>
<td>Building Level Professional Development and Teacher Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDL 5913</td>
<td>Internship: Building Principal</td>
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<tr>
<td>EDL 5950</td>
<td>Special Study for Written Comprehensive Exams</td>
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<tr>
<td>EDL 6390</td>
<td>Gateway Leadership Institute I</td>
<td>2</td>
</tr>
<tr>
<td>EDL 6500</td>
<td>School Finance</td>
<td>2</td>
</tr>
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*Some General M.A. students are enrolled in a dual degree program (M.A. and M.B.A.) with the Richard A. Chaifetz School of Business. 2 credits of M.B.A. coursework are accepted for the M.A. degree. Usually, EDL.6390 Gateway Leadership Institute is not required for dual degree students. Schedules vary and are arranged with advisors and the Program Director.

Catholic Education Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDL 6100</td>
<td>Foundations of Educational Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDL 6150</td>
<td>Special Dimensions of Educational Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDL 6300</td>
<td>School Law</td>
<td>3</td>
</tr>
<tr>
<td>EDL 6450</td>
<td>Managing the Building Level Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDR 6550</td>
<td>Evaluation of Educational Programs</td>
<td>3</td>
</tr>
<tr>
<td>EDL 6630</td>
<td>The Principalship</td>
<td>3</td>
</tr>
<tr>
<td>EDL 6730</td>
<td>Professional Staff Development and Evaluation</td>
<td>3</td>
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<tr>
<td>EDL 6860</td>
<td>Principalship II</td>
<td>3</td>
</tr>
<tr>
<td>EDL 6913</td>
<td>Internship: Building Principal</td>
<td>3</td>
</tr>
</tbody>
</table>

If seeking Missouri Certification as a Principal

EDL 6950 Special Study for Written Comprehensive Exams 0
EDL 6500 School Finance 3
EDL 5000 Educational Leadership Non-Certification Practicum 3
EDR 6100 Introduction to Inferential Statistics: Education 3

Non-Course Requirements
Students seeking Missouri certification as a principal must take both the practicum and internship course and pass the Missouri Leaders assessment.

Students must pass program culmination examinations, oral and written.

Continuation Standards
Students must maintain a cumulative GPA of 3.00 in all required graduate/professional courses.

EDUCATION SPECIALIST IN EDUCATIONAL LEADERSHIP

Program Overview

Program Highlights
The Specialist in Educational Leadership is a degree used by the Missouri Department of Elementary and Secondary Education (DESE) to qualify students, who do not yet have a doctorate, to take the state certification test for advanced, superintendent certification. A MA plus 30 credits in Educational Leadership coursework is what Missouri DESE requires for a specialist. Educational Leadership students with a job opportunity dependent on early certification or a salary increase in a school district salary schedule may apply for the specialist degree while completing doctoral coursework.

Curriculum Overview
The degree requires a completion of 32 credits of coursework, an oral examination, and a content-focused theme paper.

Fieldwork and Research Opportunities
The program includes site-based activities aligned with course work as well as the 3-credit internship.

Careers
The educational leadership degree programs prepare students to fill a variety of leadership roles, including: superintendent, principal, program director and curriculum/teacher leader. Additionally, some doctoral students design a special individualized program to prepare for a leadership role in a nonprofit, medical or business organization.

Admission Requirements
Students should possess above-average GPA, sufficient GRE or GMAT scores, and sufficient TOEFL scores (for international applicants).
Students must complete six credits of graduate level research coursework as a prerequisite to receiving the specialist degree. These do not count as part of the 30 credits required to receive a specialist degree and may be taken at other universities.

The following are examples of acceptable prerequisite courses:

- EDR 5100 Introduction to Inferential Statistics 3
- EDR 5650 Evaluation of Educational Programs 3
- EDR 6070 Evidence-Based Decision Making in Education 3
- EDR 6400 Qualitative Research in Education 3
- EDR 6600 General Research Methods for Education 3

Application Requirements
+ Application form and fee
+ Transcript(s)
+ Three letters of recommendation
+ GRE scores required (GMAT, LSAT or Miller Analogies Test scores may be substituted)
+ Résumé
+ Professional goal statement

Requirements for International Students
+ A completed Declaration of Financial Support packet with all accompanying documents
+ TOEFL or PTE Academic score
+ Writing exam, upon admission.

Application Deadlines
Applications are considered on a rolling basis.

Review Process
The program has a year-round, rolling application process. Applications are reviewed by committee.

Scholarships and Financial Aid
For more information, visit the student financial services office online at finaid.slu.edu.

Accreditation
The School of Education at Saint Louis University is accredited by the National Council for Accreditation of Teacher Education (NCATE), NCATE and TEAC (Teacher Education Accreditation Council) consolidated to form CAEP (Council for the Accreditation of Educator Preparation) July 2013. To contact CAEP: 1140 19th St NW #400, Washington, DC 20036; phone (202) 223-0077.

Program Requirements
A minimum of 30 credits beyond a master's degree is required for the Specialist Degree, as required by the Missouri DESE.

The Educational Leadership Certification Officer reviews the student's transcript, audits the courses that qualify for the 30 credits, and approves the request for the Specialist Degree.

Courses (30 credits)
- EDR 6917 Research Topics Ed.D. 3
- EDR 6110 School District Administration 3
- EDR 6400 Human Resource Administration 3
- EDR 6140 The Politics of Education 3
- EDR 6390 Gateway Leadership Institute 3
- EDR 5200 School-Community Relations 2
- EDR 6450 Managing the District Level Curriculum 3
- EDR 6200 Ethics of Educational Leadership 3
- EDR 6730 District Level Professional Development and Teacher Evaluation 3
- EDR 6300 Advanced School Law 2
- EDR 6690 School Business Administration 3
- EDR 6470 School Facilities 3
- EDR 5914 Internship: Education Administration: Superintendent 3

Project Guidance (2 credits)
- EDR 6980 Project Guidance 2

TOTAL CREDITS: 32

Continuation Standards
Students must maintain a cumulative GPA of 3.00 in all required graduate/professional courses.

Doctor of Education in Educational Leadership

Program Highlights
This Doctor of Education in Educational Leadership is designed to prepare student to become executive level educational leaders. Students enter the program with a master's or specialist degree in educational leadership or related field.

The concentration in Catholic Education is designed to prepare students to become executive-level leaders in Catholic education such as school president, (arch)diocesan superintendent, assistant superintendent, school director, curriculum director, or other central office positions, as well as strengthening the knowledge and skills of building-level leaders. Coursework engages students with the unique aspects of Catholic educational leadership such as including spiritual leadership and the vocation of a Catholic school leader, and non-public school administration such as funding mechanisms and applicable laws.

Curriculum Overview
The degree requires the completion of 38 credits of coursework, a comprehensive written examination, an oral examination, and a doctoral project. Students entering with a specialist degree complete 28 credits of coursework.

In the Catholic Education concentration the doctoral project is designed to address a problem of practice in Catholic educational leadership. The project is completed by a group of cohort members as a team. Additionally, each member prepares an individual report.

Fieldwork and Research Opportunities
The program includes site-based activities aligned with
course work as well as the 3-credit internship.

**Careers**

The educational leadership degree programs prepare students to fill a variety of leadership roles, including: superintendent, principal, program director and curriculum/teacher leader. Additionally, some doctoral students design a special individualized program to prepare for a leadership role in a nonprofit, medical or business organization.

Possible career paths for someone pursuing the concentration in Catholic Education include school president, (arch)diocesan superintendent, assistant superintendent, school director, curriculum director, or other central office positions, as well as strengthening the knowledge and skills of experienced building-level leaders.

**Admission Requirements**

Students must complete six credits of graduate research coursework as a prerequisite for the doctoral program. If the student does not have some or all of these courses, he or she may take the courses during the doctoral program in addition to the program coursework. Students are required to successfully complete two of the following three prerequisite courses prior to enrolling in advanced research courses:

- EDR 5100 Intro to Inferential Statistics: Ed 3
- EDR 5400 Qualitative Research in Education 3
- EDR 5600 General Research Methods for Education 3

**Application Requirements**

- Application form and fee
- Transcript(s)
- Three letters of recommendation
- GRE scores required (GMAT, LSAT or Miller Analogies Test scores may be substituted)
- Résumé
- Professional goal statement

**Requirements for International Students**

- A completed Declaration of Financial Support packet with all accompanying documents
- TOEFL or PTE Academic score
- Writing exam, upon admission.

**Application Deadlines**

Applications are considered on a rolling basis.

**Review Process**

The program has a year-round, rolling application process. Applications are reviewed by committee.

**Scholarships and Financial Aid**

For more information, visit the student financial services office online at finaid.slu.edu.

**Accreditation**

The School of Education at Saint Louis University is accredited by the National Council for Accreditation of Teacher Education (NCATE). NCATE and TEAC (Teacher Education Accreditation Council) consolidated to form CAEP (Council for the Accreditation of Educator Preparation) July 2013. To contact CAEP: 1140 19th St NW #400, Washington, DC 20036; phone (202) 223-0077.

Additionally, the Catholic Education concentration offered through the Institute for Catholic Education meet the catechetical requirements for the Archdiocese of Saint Louis and the standards from the United States Conference of Catholic Bishops.

**Program Requirements without Ed.S.**

**Required (6 credits)**

- EDR 5390 Gateway Leadership Institute 3
- EDR 5650 Special Study for Written Comprehensive Exams 0
- EDR 6971 Research Topics for the Ed.D. 3

**Electives (29 credits)**

- EDR 5200 School-Community Relations 3
- EDR 5814 Internship: Education Administration: Superintendent 3
- EDR 6110 School District Administration 3
- EDR 6200 Ethics of Educational Leadership 3
- EDR 6300 Advance School Law 2-3
- EDR 6400 Seminar: Human Resources Administration 2-3
- EDR 6450 Managing the District Level Curriculum 3
- EDR 6470 School Facilities 3
- EDR 6690 School Business Administration 2-3
- EDR 6730 District Level Professional Development and Teacher Evaluation 3
- EDR 6980 Project Guidance 3
- EDS 6110 Special Education Administration 3

**Prerequisite Research Courses (6 credits)**

- EDR 5100 Intro to Inferential Statistics: Ed 3
- EDR 5400 Qualitative Research in Education 3
- EDR 5500 Evaluation of Educational Programs 3
- EDR 5600 General Research Methods for Education 3
- EDR 6070 Evidence Based Decision Making 3

**TOTAL CREDITS: 41**

**Program Requirements with Ed.S.**

**Required (6 credits)**

- EDR 5390 Gateway Leadership Institute 3
- EDR 5650 Special Study for Written Comprehensive Exams 0
- EDR 6971 Research Topics for the Ed.D. 3

**Electives (19 credits)**

- EDR 5200 School-Community Relations 3
- EDR 5914 Internship: Education Administration: Superintendent 3
- EDR 6110 School District Administration 3
- EDR 6200 Ethics of Educational Leadership 3
- EDR 6300 Advance School Law 2-3
- EDR 6400 Seminar: Human Resources Administration 2-3
- EDR 6450 Managing the District Level Curriculum 3
- EDR 6470 School Facilities 3
- EDR 6690 School Business Administration 2-3
- EDR 6730 District Level Professional Development and Teacher Evaluation 3
- EDR 6980 Project Guidance 3
- EDS 6110 Special Education Administration 3

**Prerequisite Research Courses (6 credits)**

- EDR 5100 Intro to Inferential Statistics: Ed 3
- EDR 5400 Qualitative Research in Education 3
- EDR 5500 Evaluation of Educational Programs 3
- EDR 5600 General Research Methods for Education 3
- EDR 6070 Evidence Based Decision Making 3
### Program Overview

This Doctor of Philosophy in Educational Leadership is designed to prepare students to be scholars, professors, and/or organizational leaders. Students enter the program with a M.A. in education, leadership, or related field. The curriculum is based on a selection of core courses in educational leadership and courses that complement students' professional goals. The degree requires the completion of 30 credits of coursework, 12 credits of dissertation research, a comprehensive written examination, an oral examination/proposal defense, and a public defense of the dissertation.

### Curriculum Overview

The degree requires a completion of 32 credits of coursework, an oral examination, and a content-focused theme paper.

### Fieldwork and Research Opportunities

The program includes site-based activities aligned with coursework as well as the 3-credit internship.

### Careers

The educational leadership degree programs prepare students to fill a variety of leadership roles, including: superintendent, principal, program director, and curriculum/teacher leader. Additionally, some doctoral students design a special individualized program to prepare for a leadership role in a nonprofit, medical or business organization.

### Admission Requirements

Students must complete six credits of graduate research coursework as a prerequisite for the doctoral program. If the student does not have some or all of these courses, he or she may take the courses during the doctoral program in addition to the program coursework. Students are required to successfully complete two of the following three prerequisite courses prior to enrolling in advanced research courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDR 5100 Intro to Inferential Statistics: Ed</td>
<td>3</td>
</tr>
<tr>
<td>EDR 5400 Qualitative Research in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDR 5600 General Research Methods for Ed</td>
<td>3</td>
</tr>
</tbody>
</table>

**Application Requirements**

- Application form and fee
+ Transcript(s)
+ Three letters of recommendation
+ GRE scores required (GMAT, LSAT or Miller Analogies Test scores may be substituted)
+ Résumé
+ Professional goal statement

Requirements for International Students
+ A completed Declaration of Financial Support packet with all accompanying documents
+ TOEFL or PTE Academic score
+ Writing exam, upon admission.

Application Deadlines
Applications are considered on a rolling basis.

Review Process
The program has a year-round, rolling application process. Applications are reviewed by committee.

Scholarships and Financial Aid
For more information, visit the student financial services office online at finaid.slu.edu.

Accreditation
The School of Education at Saint Louis University is accredited by the National Council for Accreditation of Teacher Education (NCATE). NCATE and TEAC (Teacher Education Accreditation Council) consolidated to form CAEP (Council for the Accreditation of Educator Preparation) July 2013. To contact CAEP: 1140 18th St NW #400, Washington, DC 20036; phone (202) 223-0077.

Program Requirements

### Education Leadership (18 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 5200</td>
<td>School-Community Relations</td>
<td>2</td>
</tr>
<tr>
<td>EDL 5914</td>
<td>Internship: Educational Administration-Superintendent</td>
<td>3</td>
</tr>
<tr>
<td>EDL 6110</td>
<td>School District Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDL 6140</td>
<td>The Politics of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDL 6200</td>
<td>Ethics of Educational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDL 6300</td>
<td>Advanced School Law</td>
<td>2</td>
</tr>
<tr>
<td>EDL 6390</td>
<td>Gateway Leadership Institute</td>
<td>3</td>
</tr>
<tr>
<td>EDL 6400</td>
<td>Seminar: Human Resources Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDL 6450</td>
<td>Managing the District Level Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDL 6470</td>
<td>School Facilities</td>
<td>3</td>
</tr>
<tr>
<td>EDL 6690</td>
<td>School Business Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDL 6730</td>
<td>District Level Professional Development and Teacher Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDL 8950</td>
<td>Special Study for Written Comprehensive Exams</td>
<td>3</td>
</tr>
</tbody>
</table>

### Research Courses (18 credits including 6 prerequisite credits*)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDR 5100</td>
<td>Intro to Inferential Statistics: Education*</td>
<td>3</td>
</tr>
<tr>
<td>EDR 5400</td>
<td>Qualitative Research in Education*</td>
<td>3</td>
</tr>
<tr>
<td>EDR 5800</td>
<td>General Research Methods for Education*</td>
<td>3</td>
</tr>
<tr>
<td>EDR 6870</td>
<td>Research Topics in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Students pursuing a quantitative dissertation design must complete

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDR 6980</td>
<td>Research Design and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EDR 6990</td>
<td>Intermediate Applied Statistics for Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Students pursuing a qualitative dissertation design

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDR 6400</td>
<td>Advanced Qualitative Research in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDR 5500</td>
<td>Evaluation of Educational Programs</td>
<td>3</td>
</tr>
<tr>
<td>EDR 6930</td>
<td>Special Topics: Ethnography</td>
<td>3</td>
</tr>
</tbody>
</table>

Dissertation Research (12 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDR 6990</td>
<td>Dissertation Research</td>
<td>12</td>
</tr>
</tbody>
</table>

TOTAL CREDITS: 42-48

Non-Course Requirements
Students must pass comprehensive written examination, an oral examination/proposal defense, and a public presentation and defense of their dissertation.

Continuation Standards
Students must maintain a cumulative GPA of 3.00 in all required graduate/professional courses.
HIGHER EDUCATION ADMINISTRATION

Leadership
Karen A. Myers, Ph.D.
Program Director

Department Overview
The programs in higher education administration prepare professionals to excel in their careers and give back to the greater community. Each program is individually tailored to complement unique interests and professional aspirations. These programs combine theory with practical insights provided by faculty who are both seasoned professors and administrators.

About the Faculty
Faculty members take a genuine interest in students, serve as strong role models of success and acquaint students with the challenges and joys of the profession. The faculty seek an appropriate balance between theory and practice, between action and reflection, and between intellect and affect.

MASTER OF ARTS IN STUDENT PERSONNEL ADMINISTRATION

Program Highlights
The Master of Arts degree in Student Personnel Administration (SPA) is a non-thesis program that prepares individuals for professional, entry level, and middle management positions in academic, administrative, institutional, public policy, and student affairs offices of two- and four-year colleges and universities, multi-campus systems, foundations and government agencies. The degree requires the completion of 32 credits of coursework and a comprehensive written examination. Students may choose one of three tracks for the Master of Arts in student personnel administration: general, disability education, Catholic higher education.

The Disability Education track is designed to prepare individuals for professional management positions in the field of Catholic higher education with focus on leadership and student development at Catholic colleges and universities, including the areas of academic and student affairs, enrollment management, administration, and institutional policy. All courses will include projects focused on Catholic higher education.

Curriculum Overview
This is a non-thesis program that prepares individuals for professional, entry level and middle management positions in academic, administrative, institutional, public policy and student affairs offices of two- and four-year colleges and universities, multicampus systems, foundations and government agencies. The degree requires the completion of 32 credits of coursework and a comprehensive written examination. Students may choose one of three tracks for the Master of Arts in student personnel administration: general, disability education, Catholic higher education.

Fieldwork and Research Opportunities
The program includes site-based activities aligned with course work as well as the 2-credit internship.

Careers
Graduates work in many areas of student affairs including enrollment management, advising and student development at two- and four-year institutions.

Admission Requirements
Students should possess above-average GPA and sufficient TOEFL scores (for international applicants).

Requirements for International Students
+ A completed Declaration of Financial Support packet with all accompanying documents
+ TOEFL or PTE Academic score
+ Writing exam, upon admission.

Please note that application deadlines for this program differ for international students.

Application and Assistantship Deadline
Domestic students should apply for the fall semester by July 1, the spring semester by November 1 and the summer semester by April 1. International students should apply for the fall semester by May 1, the spring semester by Oct. 1 and the summer semester by February 1.
Students who want to be considered for an assistantship for the fall semester must submit their application by February 1.

### Review Process
Applications are reviewed upon completion by a committee.

### Scholarships and Financial Aid
For more information, visit the student financial services office online at finaid.slu.edu.

### Accreditation
The School of Education at Saint Louis University is accredited by the National Council for Accreditation of Teacher Education (NCATE). NCATE and TEAC (Teacher Education Accreditation Council) consolidated to form CAEP (Council for the Accreditation of Educator Preparation) July 2013. To contact CAEP: 1140 19th St NW #400, Washington, DC 20036; phone (202) 223-0077.

### General Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDR 6100 Intro to Inferential Statistics: Ed</td>
<td>3</td>
</tr>
<tr>
<td>EDH 5350 Student Development Theory I</td>
<td>3</td>
</tr>
<tr>
<td>EDH 5360 Student Development Theory II</td>
<td>3</td>
</tr>
<tr>
<td>EDH 5470 Legal and Ethical Issues</td>
<td>3</td>
</tr>
<tr>
<td>EDH 5600 Student Personnel Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDR 5600 General Research Methods for Education</td>
<td>3</td>
</tr>
<tr>
<td>EDH 5640 Student in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDR 5650 Intervention Skills</td>
<td>3</td>
</tr>
<tr>
<td>EDH 5915 Internship: Student Personnel Admin in Higher Education</td>
<td>2</td>
</tr>
<tr>
<td>EDH 5960 Special Study for Written Comprehensive Exams</td>
<td>0</td>
</tr>
<tr>
<td>EDH 5600 Disability in Higher Education and Society</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS: 32**

### Elective (3 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDR 6750 Current Issues in Higher Education相对应的课程</td>
<td>3</td>
</tr>
<tr>
<td>EDR 5910 Internship in Higher Education Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDH 5918 Internship in College Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EDR 5980 Graduate Readings Course</td>
<td>3</td>
</tr>
<tr>
<td>EDR 6800 Curriculum in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDH 6070 College Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS: 32**

### Disability Education Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDH 6350 Student Development Theory I</td>
<td>3</td>
</tr>
<tr>
<td>EDH 5360 Student Development Theory II</td>
<td>3</td>
</tr>
<tr>
<td>EDH 5470 Legal and Ethical Issues</td>
<td>3</td>
</tr>
<tr>
<td>EDR 6600 Student Personnel Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDR 6640 Student in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDR 5650 Intervention Skills</td>
<td>3</td>
</tr>
<tr>
<td>EDH 5915 Internship: Student Personnel Admin in Higher Education</td>
<td>2</td>
</tr>
<tr>
<td>EDH 6050 Disability in Higher Education and Society</td>
<td>3</td>
</tr>
<tr>
<td>EDR 6100 Intro to Inferential Statistics: Ed</td>
<td>3</td>
</tr>
<tr>
<td>EDR 5600 General Research Methods for Education</td>
<td>3</td>
</tr>
<tr>
<td>EDH 5960 Special Study for Written Comprehensive Exams</td>
<td>0</td>
</tr>
<tr>
<td>EDH 6080 Disability Administration in Higher Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS: 32**

### Catholic Higher Education Track

**Required Courses (32 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDH 5350 Student Development Theory I</td>
<td>3</td>
</tr>
<tr>
<td>EDH 5360 Student Development Theory II</td>
<td>3</td>
</tr>
<tr>
<td>EDH 5470 Legal and Ethical Issues</td>
<td>3</td>
</tr>
<tr>
<td>EDR 5600 Student Personnel Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDR 5640 Student in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDR 5650 Intervention Skills</td>
<td>3</td>
</tr>
<tr>
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<td>2</td>
</tr>
<tr>
<td>EDR 6050 Disability in Higher Education and Society</td>
<td>3</td>
</tr>
<tr>
<td>EDR 6100 Intro to Inferential Statistics: Ed</td>
<td>3</td>
</tr>
<tr>
<td>EDR 5600 General Research Methods for Education</td>
<td>3</td>
</tr>
<tr>
<td>EDH 5960 Special Study for Written Comprehensive Exams</td>
<td>0</td>
</tr>
<tr>
<td>EDH 6080 Disability Administration in Higher Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS: 32**

### Non-Course Requirements

Students must pass a written comprehensive exam and complete an exit interview.

### Continuation Standards

Students must maintain a cumulative GPA of 3.00 in all required graduate/professional courses.

### Doctor of Philosophy in Higher Education Administration

**Program Highlights**

The Doctor of Philosophy in Higher Education Administration emphasizes the interplay of theory and practice in higher education.

**Curriculum Overview**

The curriculum is based on the combination of core courses in higher education and the independent needs of the students. This program is intended for those students interested in pursuing careers in higher education teaching and/or administration and will be individually tailored to complement students' interests and professional aspirations. The degree requires the completion of 30 credits of coursework, 12 credits of dissertation research, a comprehensive written examination, an oral examination/proposal defense, and a public presentation and defense of the dissertation.

**Careers**

The PhD in Higher Education Administration program is intended for those students interested in pursuing careers in higher education teaching and/or administration.

**Admission Requirements**

Students must complete six credits of graduate research coursework as a prerequisite for the doctoral program. If the student does not have some or all of these courses, he or she may take the courses during the doctoral program in addition to the program.
coursework. Students are required to successfully complete two of the following three prerequisite courses prior to enrolling in advanced research courses:

- **EDR 5100** Intro to Inferential Statistics: Education 3
- **EDR 5400** Qualitative Research in Education 3
- **EDR 5600** General Research Methods for Education 3

### Application Requirements

+ Application form and fee
+ Transcript(s)
+ Three letters of recommendation
+ Résumé
+ Interview
+ Professional goal statement

### Requirements for International Students

+ A completed Declaration of Financial Support packet with all accompanying documents
+ TOEFL or PTE Academic score
+ Writing exam, upon admission.

Please note that application deadlines for this program differ for international students.

### Application and Assistantship Deadline

Domestic students should apply for the fall semester by July 1, the spring semester by November 1 and the summer semester by April 1. International students should apply for the fall semester by May 1, the spring semester by Oct. 1 and the summer semester by February 1.

Students who want to be considered for an assistantship for the fall semester must submit their application by February 1.

### Review Process

Applications are reviewed upon completion by a committee.

### Scholarships and Financial Aid

For more information, visit the student financial services office online at finaid.slu.edu.

### Accreditation

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### Program Requirements

#### Higher Education Administration (18 credits)

- **EDH 6260** History of American Higher Education 3
- **EDH 6350** Student Development Theory I 3
- **EDH 6400** Law and Higher Education 3
- **EDH 6550** Disability in Higher Education and Society 3
- **EDH 6150** Organization and Administration of Higher Education 3

#### Research Courses (18 credits including 6 prerequisite credits*)

- **EDR 5100** Intro to Inferential Statistics: Education* 3
- **EDR 5400** Qualitative Research in Education* 3
- **EDR 5600** General Research Methods for Education* 3
- **EDR 6970** Research Topics in Education 3

**Students pursuing a quantitative dissertation design must complete**

- **EDR 6860** Research Design and Analysis 3
- **EDR 6100** Intermediate Applied Statistics for Education 3

**Students pursuing a qualitative dissertation design must complete**

- **EDR 6400** Advanced Qualitative Research in Education 3
- **EDR 6550** Evaluation of Educational Programs 3
- **EDR 6930** Special Topics: Ethnography 3

#### Dissertation Research (12 credits)

- **EDR 6990** Dissertation Research 12

**TOTAL CREDITS: 42-48**

### Non-Course Requirements

Students must pass comprehensive written examination, an oral examination/proposal defense, and a public presentation and defense of their dissertation.

### Continuation Standards

Students must maintain a cumulative GPA of 3.00 in all required graduate/professional courses.
SPECIAL EDUCATION

Leadership
Jennifer Buehler, Ph.D.
Program Director

Department Overview
The programs in Special Education are designed to provide individuals with skills in policy development and/or expanded knowledge in a specific disability area: early childhood special education, behavior disorders, learning disabilities, or intellectual disability. Students choosing this area will focus on developing knowledge and skills related to special educational issues at the national and international level.

About the Faculty
Faculty members take a genuine interest in students, serve as strong role models of success and acquaint students with the challenges and joys of the profession. The faculty seek an appropriate balance between theory and practice, between action and reflection, and between intellect and affect.

MASTER OF ARTS IN SPECIAL EDUCATION

Program Highlights
The Master of Arts degree in Special Education is a non-thesis program that prepares individuals for positions in educational settings where students can focus on issues related to the different areas of special education. The degree requires the completion of 33 credits of coursework, an oral examination, and a theme paper. Students may choose one of four concentrations for the Master of Arts in Special Education: Behavior Disorders, Early Childhood Special Education, Intellectual Disability, and Learning Disabilities.

Curriculum Overview
At the end of the program, students, in consultation with their advisor, will prepare a theme paper on a topic related to their coursework and complete a one-hour oral examination based on the theme paper and completed coursework.

Careers
Possible career paths for graduates with advanced degrees in special education include curriculum coordinator, teacher educator, educational outreach coordinator, nonprofit specialist, special educator and adult educator.

Admission Requirements
Students should possess above-average GPA and sufficient TOEFL scores (for international applicants). Applicants must have completed 18 credits of upper-division undergraduate coursework in education or related areas approved by the School of Education.

Application Requirements
+ Application form and fee
+ Transcript(s)
+ Three letters of recommendation
+ Résumé
+ Interview
+ Professional goal statement

Requirements for International Students
+ A completed Declaration of Financial Support packet with all accompanying documents
+ TOEFL or PTE Academic score
+ Writing exam, upon admission.

Please note that application deadlines for this program differ for international students.

Application and Assistantship Deadline
Domestic students should apply for the fall semester by July 1, the spring semester by November 1 and the summer semester by April 1. International students should apply for the fall semester by May 1, the spring semester by Oct. 1 and the summer semester by February 1.

Students who want to be considered for an assistantship for the fall semester must submit their application by February 1.

Review Process
Applications are reviewed upon completion by a committee.

Scholarships and Financial Aid
For more information, visit the student financial services office online at finaid.slu.edu.

Accreditation
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Behavior Disorders Track

Core Program Requirements (12 credits)
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSP 4800</td>
<td>Medical Implications in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>OR EDSP 5530</td>
<td>Fundamentals of Neurology</td>
<td>3</td>
</tr>
<tr>
<td>EDR 5100</td>
<td>Intro to Inferential Statistics: Education</td>
<td>3</td>
</tr>
<tr>
<td>OR EDR 5600</td>
<td>General Research Methods Education</td>
<td>3</td>
</tr>
<tr>
<td>EDR 5400</td>
<td>Qualitative Research in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 5600</td>
<td>Seminar in Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Focus Area (6 credits)

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---
EDSP 5260 Practicum in Special Education: Behavior Disorders 3
EDSP 5600 Seminar in Special Education 3
EDSP 5630 Seminar in Behavior Disorders 3

Additional Courses (8 credits)
EDI 8230 Seminar in Instruction 3
EDI 8310/8320 The Supervisory Process 3
EDI 8450 Curriculum Development 3
EDI 8410/8420/8430/8440 School Curriculum 3
EDI 8460 Curriculum Theory 3

Electives (8 credits)
EDSP 6310 Advanced Studies in Psych/Education of the Exceptional Child 3
EDSP 6530 Fundamentals in Neurology 3
EDSP 6630 Special Topics 3
EDSP 8000 Graduate Reading Course 3
EDSP 8020 History and Philosophy of Special Education 3
EDSP 8030 Ethics of Special Education Leadership 3
EDSP 8060 Media and Disability Issues 3
EDSP 8110 Special Education Administration 3
EDSP 8120 Comparison of International Special Education Programs 3
EDSP 8500 Advanced Seminar in Special Education 3
EDSP 8930 Legal Issues in Disability 3
EDSP 8980 Graduate Reading Course 2-3

Early Childhood Special Education Track
Core Program Requirements (12 credits)
EDSP 4600 Medical Implications in Special Education 3
OR
EDSP 5530 Fundamentals of Neurology 3

ECE 5100 Intro to Inferential Statistics: Education 3
OR
EDR 5600 General Research Methods for Education 3

EDR 5400 Qualitative Research in Education 3
EDSP 5600 Seminar in Special Education 3

Focus Area (6 credits)
EDSP 5540 Seminar in Early Childhood Special Education 3

EDF 5730 Advanced Educational Psychology 3
OR
EDR 5700 Advanced Growth and Development 3

Additional Courses (6 credits)
EDSP 5640 SEM: Early Childhood Special Ed 3
EDSP 5690 Special Topics in Early Childhood 3

Electives (8 credits)
EDSP 5310 Advanced Studies in Psych/Education of the Exceptional Child 3
EDSP 5630 Fundamentals in Neurology 3
EDSP 5630 Special Topics 3
EDSP 5990 Graduate Reading Course 3
EDSP 8020 History and Philosophy of Special Education 3
EDSP 8030 Ethics of Special Education Leadership 3
EDSP 8060 Media and Disability Issues 3
EDSP 8110 Special Education Administration 3
EDSP 8120 Comparison of International Special Education Programs 3
EDSP 8500 Advanced Seminar in Special Education 3
EDSP 8930 Legal Issues in Disability 3
EDSP 8980 Graduate Reading Course 2-3

Intellectual Disability Track
Core Program Requirements (12 credits)
EDSP 4600 Medical Implications in Special Education 3
OR
EDSP 5530 Fundamentals of Neurology 3

EDR 5100 Intro to Inferential Statistics: Education 3

Non-Course Requirements
Students must complete a theme paper on a topic
related to their coursework and pass an oral examination.

Continuation Standards
Students must maintain a cumulative GPA of 3.00 in all required graduate/professional courses.

DOCTOR OF PHILOSOPHY IN SPECIAL EDUCATION

Program Highlights
This program emphasizes the interplay of theory and practice in education and focuses on developing knowledge and skills in issues in special education at the national and international level and on policy development for inclusive special education programs.

Curriculum Overview
The doctorate in special education program emphasizes the tools of research and the interplay of theory and practice in education. The degree requires the completion of 30 credits of coursework, 12 credits of dissertation research, a comprehensive written examination, an oral examination/proposal defense, and a public presentation and defense of the dissertation.

Careers
Possible career paths for graduates with advanced degrees in special education include curriculum coordinator, teacher educator, educational outreach coordinator, nonprofit specialist, special educator and adult educator.

Admission Requirements
Students must complete six credits of graduate research coursework as a prerequisite for the doctoral program. If the student does not have some or all of these courses, he or she may take the credits during the doctoral program in addition to the program coursework. Students are required to successfully complete two of the following three prerequisite courses prior to enrolling in advanced research courses:

- EDR 5100 Introduction to Inferential Statistics
- EDR 5400 Qualitative Research in Education
- EDR 5600 General Research Methods for Education

Application Requirements
+ Application form and fee
+ Transcript(s)
+ Three letters of recommendation
+ Résumé
+ Interview
+ Professional goal statement

Requirements for International Students
+ A completed Declaration of Financial Support packet with all accompanying documents
+ TOEFL or PTE Academic score
+ Writing exam, upon admission.

Please note that application deadlines for this program differ for international students.

Application and Assistantship Deadline
Domestic students should apply for the fall semester by July 1, the spring semester by November 1 and the summer semester by April 1. International students should apply for the fall semester by May 1, the spring semester by Oct. 1 and the summer semester by February 1.

Students who want to be considered for an assistantship for the fall semester must submit their application by February 1.

Review Process
Applications are reviewed upon completion by a committee.

Scholarships and Financial Aid
For more information, visit the student financial services office online at finaid.slu.edu.

Accreditation
The School of Education at Saint Louis University is accredited by the National Council for Accreditation of Teacher Education (NCATE). NCATE and TEAC (Teacher Education Accreditation Council) consolidated to form CAEP (Council for the Accreditation of Educator Preparation) July 2013. To contact CAEP: 1140 19th St NW #400, Washington, DC 20036; phone (202) 223-0077.

Program Requirements

<table>
<thead>
<tr>
<th>Special Education (9 credits)</th>
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<tbody>
<tr>
<td>EDS 6530 Foundations of Neurology</td>
<td>3</td>
</tr>
<tr>
<td>EDS 6030 Ethics of Special Education Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDS 6930 Special Topics: Legal Issues in Disability</td>
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<tr>
<td>EDS 6950 Special Study for Written Comprehensive Exams</td>
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<table>
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<tr>
<th>Electives (9 credits)</th>
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<tbody>
<tr>
<td>EDS 6050 Disability in Higher Education and Society</td>
<td>3</td>
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<tr>
<td>EDS 6020 Historical and Philosophical Bases of Disability Education</td>
<td>3</td>
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<tr>
<td>EDS 6080 Media and Disability Issues</td>
<td>3</td>
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<tr>
<td>EDS 6110 Special Education Administration</td>
<td>3</td>
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<tr>
<td>EDS 6120 Comparison of International Special Education Programs</td>
<td>3</td>
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<tr>
<td>EDS 6500 Advanced Seminar in Special Education</td>
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<tr>
<td>EDS 6910 Special Education Internship</td>
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<table>
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<tr>
<th>Research Courses (18 credits including 6 prerequisite credits*)</th>
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<tbody>
<tr>
<td>EDR 5100 Introduction to Inferential Statistics: Education*</td>
<td>3</td>
</tr>
<tr>
<td>EDR 5400 Qualitative Research in Education*</td>
<td>3</td>
</tr>
<tr>
<td>EDR 6600 General Research Methods for Education*</td>
<td>3</td>
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<tr>
<td>EDR 6970 Research Topics in Education</td>
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Students pursuing a quantitative dissertation design must complete

| EDR 6060 Research Design and Analysis | 3 |
| EDR 6100 Intermediate Applied Statistics for Education | 3 |

Students pursuing a qualitative dissertation design must complete
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDR 6400</td>
<td>Advanced Qualitative Research in Education</td>
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<tr>
<td>EDR 6500</td>
<td>Evaluation of Educational Programs</td>
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<td>OR</td>
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<tr>
<td>EDR 6930</td>
<td>Special Topics: Ethnography</td>
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<td></td>
<td><strong>Dissertation Research (12 credits)</strong></td>
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<tr>
<td>EDR 6990</td>
<td>Dissertation Research</td>
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</tr>
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</table>

**TOTAL CREDITS: 42-48**

**Non-Course Requirements**

Students must pass comprehensive written examination, an oral examination/proposal defense, and a public presentation and defense of their dissertation.

**Continuation Standards**

Students must maintain a cumulative GPA of 3.00 in all required graduate/professional courses.