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 Nell 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.

ACREDITATION
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).
Preparation) July 2013. To contact CAEP: 1140 19th 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 "Curatio 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 workforce.

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

Careers 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:
+ Arts and education program coordinator
+ 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)

<table>
<thead>
<tr>
<th>Level I</th>
<th>PHIL 1050 Intro to Philosophy: Self and Reality 3</th>
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</thead>
<tbody>
<tr>
<td>Level I</td>
<td>THEO 1000 Theological Foundations 3</td>
</tr>
</tbody>
</table>

Leadership and Service (9 credits)

| Level II | EDF 3840 Professional Ethics 3 |

Inquiry (10-11 credits)

<table>
<thead>
<tr>
<th>Level I</th>
<th>MATH See course listing under each Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level II</td>
<td>Science with a lab (BIOL 2800 recommended) 4</td>
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</table>
Concentration in Early Childhood Education: Birth to Grade 3
In addition to the Education Program Core Requirements, the following courses must be successfully completed.

<table>
<thead>
<tr>
<th>Block 1 (9 credits) (Fall and Spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 2010 Foundations of Early Childhood 3</td>
</tr>
<tr>
<td>EDI 2000 Children's Literature and Media 3</td>
</tr>
<tr>
<td>EDF 2240 Growth, Development, and Learning 3</td>
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<tr>
<td>EDF 2940 Portfolio Development I 3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Block 2 (12 credits) (Fall)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 3001 English Language Learners 3</td>
</tr>
<tr>
<td>EDF 3820 Multicultural Issues in the Classroom 3</td>
</tr>
<tr>
<td>EDF 3461 Health for Ed. Majors 3</td>
</tr>
<tr>
<td>EDSP 4310 Education of the Exceptional Individual 3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Block 3 (9 credits) (Spring)</th>
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</thead>
<tbody>
<tr>
<td>EDI 3030 Emergent Literacy 3</td>
</tr>
<tr>
<td>EDI 3550 Principles of Early Childhood 3</td>
</tr>
<tr>
<td>EDI 4720 Families as Educational Partners 3</td>
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</table>

<table>
<thead>
<tr>
<th>Block 4 (15 credits) (Fall)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 3710 Development of the Young Child 3</td>
</tr>
<tr>
<td>EDF 3000 Foundations of Literacy and Language Arts 3</td>
</tr>
<tr>
<td>EDI 3015 The Creative Arts and Play 3</td>
</tr>
<tr>
<td>EDF 4480 Integrated EC Curriculum I 3</td>
</tr>
<tr>
<td>EDSP 4400 Speech and Language Development 3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Block 5 (9 credits) (Spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 3010 Elementary School Methods of Teaching Mathematics 3</td>
</tr>
<tr>
<td>EDI 4210 Instructional Technology 3</td>
</tr>
<tr>
<td>EDSP 4470 Teaching Methods for Inclusive Classrooms 3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Block 6 (14 credits) (Fall)</th>
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</thead>
<tbody>
<tr>
<td>EDI 4440 Early Childhood Assessment 3</td>
</tr>
<tr>
<td>EDI 4540 Early Childhood Specia 3</td>
</tr>
<tr>
<td>EDI 4540 EC Field Experience 5</td>
</tr>
<tr>
<td>EDI 4240 Classroom Organization and Management 3</td>
</tr>
</tbody>
</table>

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

**Block 7 (15 credits) (Fall and Spring)**
- EDI 4870 Action Research 1
- EDSP 4810 Student Teaching: Early Childhood Education 10
- EDI 4860 Professional Development Seminar 3
- EDI 4940 Portfolio Development III 1

**Math Recommendations (3 credits)**
- MATH 1200 College Algebra 3
- MATH 1220 Finite Math 3
- MATH 1240 Mathematics and the Art of Escher 3
- MATH 1260 Statistics in Sports and Politics 3
- MATH 1300 Elementary Stats with Computers 3
- MATH 1320 Survey of Calculus 3
- MATH 1520 Discrete Mathematics 3
- MATH 1400 Pre-Calculus 3
- MATH 1520 Calculus I 4
- MATH 1300 Elementary Stats w/ Computers 3
- MATH 1810 Informal Geometry 3
- MATH 2660 Principles of Mathematics 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 3620 Multicultural Issues in the Classroom 3
- EDI 3000 Foundations of Literacy and Language Arts 3
- EDI 3001 English Language Learners 3
- EDI 4210 Instructional Technology 3
- EDI 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 3451 Health for Education Majors 2
- EDI 4100 Literature and Language Arts in an Integrated Curriculum 3
- EDI 4250 Elementary School Curriculum and Instruction 3

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

**Block 5 (15 credits) (Fall and Spring)**
- EDI 4820 Student Teaching: Elementary 10
- EDI 4860 Professional Development Seminar 3
- EDR 4940 Portfolio Development III 1
- EDR 4870 Action Research 1

**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 1260 Statistics in Sports and Politics 3
- MATH 1300 Elementary Stats with Computers 3
- MATH 1320 Survey of Calculus 3
- MATH 1660 Discrete Mathematics 3
- MATH 1400 Pre-Calculus 3
- MATH 1510 Calculus I 4
- MATH 1300 Elementary Stats w/ Computers 3
- MATH 1810 Informal Geometry 3
- MATH 2660 Principles of Mathematics 3

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

**Block 1 (6 credits) (Fall and Spring)**
- EDI 2030 Foundations of Middle 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
- EDI 4310 Education of the Exceptional Individual 3
- EDI 3001 English Language Learners 3
- EDI 4210 Methods of Technology Integration 3

**Block 3 (9 credits) (Fall Junior Year)**
- EDI 4210 Methods of Technology Integration 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
Primary Areas of Concentration (24-28 credits)

Language Arts

CM 1200 Introduction to Public Speaking 3
EDI 3200 Reading and Writing in the Content Fields 3
ENGL 1900 Adv Strategies Rhetoric and Research 3
ENGL 2750 Film: Culture and Literature 3
ENGL 3600 Women in Literature 3
ENGL 3241 Introduction to Young Adult Literature 3
ENGL 4120 Language Studies: Rhetorical Grammar 3
ENGL 3854 Teaching the Writing Life 3

Mathematics

MATH 1200 College Algebra 3
MATH 1240 Discrete Mathematics and the Art of Escher† 3
MATH 1250 Math Thinking in the Real World† 3
MATH 1220 Finite Math 3
MATH 1660 Discrete Math 3
MATH 2660 Principles of Math) 3
MATH 1400 Pre-calculus 3
MATH 1510 Calculus I 4
MATH 1320 Survey of Calculus 3
MATH 1300 Elementary Stats 3
MATH 1260 Statistics Including Sports and Politics 3
STAT 1100 Introduction to Statistics 3
CSCI 1010 Introduction to Computer Science 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

Social Sciences

ECO 1900 Principles of Economics 3
HIST 1110 Origins of Modern World to 1600 3
HIST 1120 Origins of Modern World to the present 3
HIST 2600 American History to 1865 3
HIST 2610 American History since 1865 3
POL 1100 Introduction to American Government 3
EAS 1170 Physical Geography (or SOC 1180 World Geography) 3
HIST 2800 Historical Thinking/Historian’s Craft 3

Science

BIOL 2800 Biology for Education Majors 4
OR 1034 Principles of Biology I 4
OR 1060 Principles of Biology II 4
CHEM 1083 Principles of Chemistry I 4
CHEM 1483 Principles of Chemistry II 4
EAS 1010 Earth Systems I and EAS 1020 (lab) 4
EAS 1030 Earth Systems II and EAS 1040 (lab) 4
PHY 1010 Physics and the World Around Us 3
PHY 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

**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 3840 Portfolio Development II 0

**Block 6 (15 credits) (Fall and Spring)**
EDR 4870 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 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 with Computers 3
MATH 1320 Survey of Calculus 3
MATH 1660 Discrete Mathematics 3
MATH 1400 Pre-Calculus 3
MATH 1510 Calculus I 4
MATH 1300 Elementary Stats w/ Computers 3
MATH 1810 Informal Geometry 3
MATH 2680 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
EDI 2020 Foundations of Elementary School 3
EDF 2240 Growth Development and Learning 3
EDI 2000 Children’s Literacy and Media 3
EDSP 4310 Education of the Exceptional Individual 3
EDI 2940 Portfolio Development I 0

**Block 2 (17 credits) (Fall Sophomore Year)**
EDI 3000 Foundations of Literacy and Language Arts 3
EDF 3620 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 4250 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
EDI 4000 Literacy Assessment and Instruction for Diverse Learners 3
EDI 4420 Assessing Classroom Performance 3
EDSP 3560 Special Education Process 2
EDSP 4610 Methods in Mild/Moderate Disabilities: Elementary 3
EDSP 4660 Practicum in Mild/Moderate Disabilities: Elementary 3

**Block 4 (16 credits) (Fall Only)**
EDI 3020 Creative Arts and Movement 2
EDI 3060 Elementary Methods of Teaching Science 2
EDI 3070 Elementary Methods of Teaching Social Studies 3
EDI 4100 Literature and Language Arts in an Integrated Curriculum 3
EDI 4290 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
Include 10 or more credits of field experience.

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 6 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.

**Required (15 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDF 2240</td>
<td>Growth, Development and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDF 3820</td>
<td>Multicultural Issues in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDI 4210</td>
<td>Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 4310</td>
<td>Education of the Exceptional Individual</td>
<td>3</td>
</tr>
<tr>
<td>EDI 4880</td>
<td>Senior Inquiry: Non-Certification</td>
<td>3</td>
</tr>
</tbody>
</table>

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 6 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDI 2000</td>
<td>Children’s Literature and Media</td>
<td>3</td>
</tr>
<tr>
<td>EDI 3000</td>
<td>Foundations of Literacy and Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDI 3001</td>
<td>English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDI 3020</td>
<td>Creative Arts and Movement</td>
<td>2</td>
</tr>
<tr>
<td>EDI 3461</td>
<td>Health for Education Majors</td>
<td>2</td>
</tr>
<tr>
<td>EDI 4420</td>
<td>Assessing Classroom Performance</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 3560</td>
<td>Special Education Process</td>
<td>2</td>
</tr>
<tr>
<td>EDSP 3700</td>
<td>Introduction to Disabilities Studies: Mild/Moderate</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 4400</td>
<td>Speech and Language Development</td>
<td>2-4</td>
</tr>
<tr>
<td>EDSP 4510</td>
<td>Counseling in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 4810</td>
<td>Methods in Mild/Moderate Disabilities Elementary</td>
<td>3</td>
</tr>
</tbody>
</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 (MOCA); 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)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 2240</td>
<td>Growth, Development and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDI 4310</td>
<td>Education of the Exceptional Individual</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Course Choice (3 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTD 3020</td>
<td>American Mosaic: Literature and Diversity</td>
<td>3</td>
</tr>
<tr>
<td>EDF 3820</td>
<td>Multicultural Issues in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>SOC 1200</td>
<td>Introduction to Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 3360</td>
<td>Racial and Ethnic Relations</td>
<td>3</td>
</tr>
<tr>
<td>CSD 3000</td>
<td>Characteristics of Multicultural Populations</td>
<td>3</td>
</tr>
</tbody>
</table>

**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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEO 2110 Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>THEO 2210 Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>THEO 2510 The Christian Moral Life</td>
<td>3</td>
</tr>
<tr>
<td>EDL 3892 Leadership and Service Seminar</td>
<td>3</td>
</tr>
<tr>
<td>EDF 4835 Foundations of Catholic Education</td>
<td>3</td>
</tr>
<tr>
<td>EDF 4850 Principles and Methods of Catechesis</td>
<td>3</td>
</tr>
<tr>
<td>EDI 4880 Senior Inquiry: Non-Certification</td>
<td>3</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSP 3700 Introduction to Disabilities Study</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 4310 Education of the Exceptional Individual</td>
<td>3</td>
</tr>
</tbody>
</table>

Methods (3 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 4620 Methods in Mild-Moderate Disabilities: Middle-Secondary</td>
<td>3</td>
</tr>
<tr>
<td>EDF 4610 Methods in Mild/Moderate Disabilities: Elementary</td>
<td>3</td>
</tr>
<tr>
<td>EDF 4530 Curriculum Methods and Materials ECSE</td>
<td>3</td>
</tr>
<tr>
<td>EDF 4240/4250 Classroom Organization and Management Elementary/Middle/Secondary</td>
<td>3</td>
</tr>
<tr>
<td>EDF 4620 Methods in Mild-Moderate Disabilities: Middle-Secondary</td>
<td>3</td>
</tr>
<tr>
<td>EDF 4610 Methods in Mild-Moderate Disabilities: Elementary</td>
<td>3</td>
</tr>
<tr>
<td>EDF 4530 Curriculum Methods and Materials ECSE</td>
<td>3</td>
</tr>
<tr>
<td>EDF 3560 The Special Education Process</td>
<td>2</td>
</tr>
<tr>
<td>EDF 3620 Multicultural Issues in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDI 4420 Assessing Classroom Performance</td>
<td>3</td>
</tr>
<tr>
<td>EDF 4510 Counseling in Special Education</td>
<td>2</td>
</tr>
<tr>
<td>EDF 4400 Speech and Language Development of the Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td>EDF 4600 Medical Implications</td>
<td>3</td>
</tr>
<tr>
<td>EDI 4290 Mathematics for Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 4640 Seminar in ECSE</td>
<td>3</td>
</tr>
</tbody>
</table>

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
Curriculum and Instruction (6 credits)
EDI 6450 Curriculum Development 3
EDI 6460 Curriculum Theory 3
EDI 6310/6320 The Supervisory Process 3
The Master of Arts in Teaching degree is designed to offer classroom teachers expanded knowledge in subject-matter areas, current educational developments, and the processes of teaching and learning. The degree requires the completion of 32 credits of coursework, an oral examination and a content-focused theme paper.

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.

### Alternative Certification

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.

### Master of Arts in Teaching

**Program Highlights**

The Master of Arts in Teaching degree is designed to offer classroom teachers expanded knowledge in subject-matter areas, current educational developments, and the processes of teaching and learning. The degree requires the completion of 32 credits of coursework, an oral examination and a content-focused theme paper.

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.

### Non-Course Requirements

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

### Continuation Standards

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

### Possible 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.

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**Curriculum Overview**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 6410/6420/6430/6440</td>
<td>School Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDI 6230</td>
<td>Seminar in Instruction</td>
<td>3</td>
</tr>
<tr>
<td><strong>Educational Psychology (3 credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDF 5300</td>
<td>Advanced Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDF 5700</td>
<td>Advanced Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td><strong>Educational Philosophy or History (3 credits)</strong></td>
<td></td>
<td></td>
</tr>
<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 1865</td>
<td>3</td>
</tr>
<tr>
<td><strong>Electives (14 credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDF 5300</td>
<td>Advanced Educational Psychology</td>
<td>3</td>
</tr>
<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>
</tr>
<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 1865</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6600</td>
<td>Education in American Culture</td>
<td>3</td>
</tr>
<tr>
<td>EDI 5390</td>
<td>Teaching Reading: Contemporary Issues and Practices</td>
<td>3</td>
</tr>
<tr>
<td>EDI 5600</td>
<td>Models of Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EDI 5930</td>
<td>Special Topics</td>
<td>3</td>
</tr>
<tr>
<td>EDI 5980</td>
<td>Graduate Readings Course</td>
<td>3</td>
</tr>
<tr>
<td>EDI 6250</td>
<td>Practicum C&amp;I</td>
<td>3</td>
</tr>
<tr>
<td>EDI 6550</td>
<td>Principles of Assessment for Education Settings</td>
<td>3</td>
</tr>
<tr>
<td>EDI 6870</td>
<td>Research Topics</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6860</td>
<td>Graduate Readings Course</td>
<td>2-3</td>
</tr>
<tr>
<td>EDSP 5310</td>
<td>Advanced Studies in Psych/Education of the Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 5530</td>
<td>Fundamentals in Neurology</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 6020</td>
<td>History and Philosophy of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 6030</td>
<td>Ethics of Special Education Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 6060</td>
<td>Media and Disability Issues</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 6110</td>
<td>Special Education Administration</td>
<td>3</td>
</tr>
<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>
</tr>
<tr>
<td><strong>Research Courses (6 credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDR 5400</td>
<td>Qualitative Research in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDR 5100</td>
<td>Introduction to Inferential Statistics: Ed OR</td>
<td></td>
</tr>
<tr>
<td>EDR 5600</td>
<td>General Research Methods for Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS: 32**
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
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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>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 5383</td>
<td>Teaching Reading: Contemporary Issues and Practices</td>
<td>3</td>
</tr>
<tr>
<td>EDI 5960</td>
<td>MAT Capstone</td>
<td>3</td>
</tr>
<tr>
<td>EDI 5600</td>
<td>Models of Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EDI 6230</td>
<td>Seminar: Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td>EDI 6250</td>
<td>Practicum (supervised)</td>
<td>3</td>
</tr>
<tr>
<td>EDI 6410/6420/6430/6440 School Curriculum</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDI 6450</td>
<td>Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>EDI 6460</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 Classroom Management and Organization</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDSP 5310</td>
<td>Advanced Study in Psychology/Education of the Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 6020</td>
<td>History and Philosophy of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 6060</td>
<td>Media and Disability Issues</td>
<td>3</td>
</tr>
<tr>
<td>EDF 5300</td>
<td>Advanced Educational Psychology</td>
<td>3</td>
</tr>
<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>
</tr>
<tr>
<td>EDF 5835</td>
<td>Foundations of Catholic Education</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6050</td>
<td>Multicultural Issues in Public Service</td>
<td>3</td>
</tr>
<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 1865</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6600</td>
<td>Education in American Culture</td>
<td>3</td>
</tr>
</tbody>
</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>
<td>Foundations of Urban Education</td>
<td>3</td>
</tr>
<tr>
<td>EDF 5700</td>
<td>Advanced Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6050</td>
<td>Multicultural Issues in Public Service</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6600</td>
<td>Education in American Culture</td>
<td>3</td>
</tr>
<tr>
<td>EDI 5383</td>
<td>Teaching Reading: Contemporary Issues and Practices</td>
<td>3</td>
</tr>
<tr>
<td>EDI 5960</td>
<td>MAT Capstone</td>
<td>3</td>
</tr>
<tr>
<td>EDI 6230</td>
<td>Seminar: Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td>EDI 6250</td>
<td>Practicum (supervised)</td>
<td>4</td>
</tr>
<tr>
<td>EDI 6550</td>
<td>Principles of Assessment for Education Settings</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 4240/4250 Classroom Organization and Management</td>
<td>3</td>
<td></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)
EDF 5600 Foundations of Urban Education 3
EDF 5700 Advanced Growth and Development 3
EDF 6050 Multicultural Issues in Public Service 3
EDF 5835 Foundations of Catholic Education 3
EDI 5360 Principles and Methods of Catechesis 3
EDI 5390 Teaching Reading: Contemporary Issues and Practices 3
EDI 5860 MAT Capstone 3
EDI 6230 Seminar: Instructional Design 3
EDI 6250 Supervised Practicum 4
EDI 6560 Principles of Assessment for Education Settings 3
EDSP 4240/4250 Classroom Organization and Management 3
EDSP 5310 Education and Psychology of the Exceptional Individual 3

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 makes classroom observations and holds 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 course work, 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 course, 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 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

Curriculum and Instruction (9 credits)
EDI 6230 Seminar in Instruction 3
EDI 6310/6320 The Supervisory Process 3
EDI 6450 Curriculum Development 3
EDI 6460 Curriculum Theory 3
EDI 6410/6420/6430/6440 School Curriculum 3
EDI 6950 Special Study for Written Comprehensive Exams 0

Electives (9 credits)
EDF 5300 Advanced Educational Psychology 3
EDF 5600 Foundations of Urban Education 3
EDF 5700 Advanced Growth and Development 3
EDF 6100 Studies in Educational Philosophy 3
EDF 6460 History of American Education Since 1865 3
EDF 6600 Education in American Culture 3
EDI 5390 Teaching Reading: Contemporary Issues and Practices 3
EDI 5600 Models of Teaching 3
EDI 5930 Special Topics 3
EDI 5980 Graduate Readings Course 3
EDI 6000 Foundations of Doctoral Study 3
EDI 6010 Doctoral Residency 3
EDI 6250 Practicum Curriculum and Instruction 3
EDI 6550 Principles of Assessment for Education Settings 3
EDI 6960 Project Guidance 3
EDI 6970 Research Topics 3
EDI 6980 Graduate Readings Course 2-3
EDSP 5260 Practicum in Special Education 3
EDSP 5310 Advanced Studies in Psych/Education of the Exceptional Child 3
EDSP 5530 Fundamentals in Neurology 3
EDSP 6020 History and Philosophy of Special Education 3
EDSP 6030 Ethics of Special Education Leadership 3
EDSP 6060 Media and Disability Issues 3
EDSP 6110 Special Education Administration 3
EDSP 6120 Comparison of International Special Education Programs 3
EDSP 6500 Advanced Seminar in Special Education 3
EDSP 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 qualitative dissertation design must complete
EDR 6400 Advanced Qualitative Research in Education 3
EDR 5500 Evaluation of Educational Programs 3
OR
EDR 6930 Special Topics: Ethnography 3

Dissertation Research (12 credits)
EDR 6990 Dissertation Research 12

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)
EDF 6460 History of American Education Since 1865 3

Electives (14 credits)
EDF 5600 Foundations of Urban Education 3
EDF 5930 Special Topics 3
EDF 5980 Graduate Readings Course 2-3
EDF 6550 Principles of Assessment for Education Settings 3
EDI 6460 Curriculum Theory 3
EDI 5600 Models of Teaching 3
EDSP 6020 History and Philosophy of Special Education 3
EDSP 6030 History and Philosophy of Special Education Leadership 3
EDSP 6060 Ethics of Special Education Leadership 3
EDSP 6930 Special Topics in Disability 3

Research Courses (6 credits)
EDR 5100 Intro to Inferential Statistics: Education 3
EDR 5400 Qualitative Research in Education 3
EDR 5600 General Research Methods for Education 3

TOTAL CREDITS: 42-48

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 Educational Foundations

Program Highlights
The Doctor of Philosophy degree in Educational Foundations 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.

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 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.

Review Process
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Program Requirements

Educational Foundations (9 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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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<tr>
<td>EDF 5700</td>
<td>Advanced Growth and Development</td>
<td>3</td>
</tr>
<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 1865</td>
<td>3</td>
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<tr>
<td>EDF 5600</td>
<td>Foundations of Urban Education</td>
<td>3</td>
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<tr>
<td>EDF 6600</td>
<td>Education in American Culture</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6550</td>
<td>Principles of Assessment for Education Settings</td>
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Electives (9 credits)

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<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDF 5930</td>
<td>Special Topics</td>
<td>3</td>
</tr>
<tr>
<td>EDF 5980</td>
<td>Graduate Reading Course</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6000</td>
<td>Foundations of Doctoral Study</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6010</td>
<td>Doctoral Residency</td>
<td>3</td>
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<tr>
<td>EDF 6980</td>
<td>Project Guidance</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6970</td>
<td>Research Topics</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6980</td>
<td>Graduate Readings Course</td>
<td>2-3</td>
</tr>
<tr>
<td>EDF 6950</td>
<td>Special Study for Written Comprehensive Exams</td>
<td>0</td>
</tr>
<tr>
<td>EDI 5600</td>
<td>Models of Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EDI 6460</td>
<td>Curriculum Theory</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 6020</td>
<td>History and Philosophy of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 6030</td>
<td>Ethics of Special Education Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 6060</td>
<td>Media and Disability Issues</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 6930</td>
<td>Legal Issues in Disability</td>
<td>3</td>
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</table>

Research Courses (18 credits including 6 prerequisite credits*)

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<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>
<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>
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</thead>
<tbody>
<tr>
<td>EDR 6060</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>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</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>
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<tr>
<td>OR</td>
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</tr>
<tr>
<td>EDR 6930</td>
<td>Special Topics: Ethnography</td>
<td>3</td>
</tr>
</tbody>
</table>

Dissertation Research (12 credits)
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 of a Catholic school leader, and non-public school administration such as funding mechanisms and applicable laws, while also preparing students to take the Missouri assessments for principal certification.

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 Principal Certification.

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
Program Requirements

**EDL 5100 Foundations of Educational Administration** 3
**EDL 5150 Special Dimensions of Educational Administration** 3
**EDL 5300 School Law** 3
**EDL 5450 Managing the Building Level Curriculum** 3
**EDR 5550 Evaluation of Educational Programs** 3
**EDL 5630 The Principalship** 3
**EDL 5730 Professional Staff Development and Evaluation** 3
**EDL 5660 Principalship II** 3
**EDL 5913 Internship: Building Principal** 3

*Catholic Education Concentration*

- **EDL 5100 Foundations of Educational Administration** 3
- **EDL 5150 Special Dimensions of Educational Administration** 3
- **EDL 5300 School Law** 3
- **EDL 5450 Managing the Building Level Curriculum** 3
- **EDR 5550 Evaluation of Educational Programs** 3
- **EDL 5630 The Principalship** 3
- **EDL 5730 Professional Staff Development and Evaluation** 3
- **EDL 5660 Principalship II** 3
- **EDL 5913 Internship: Building Principal** 3

*If seeking Missouri Certification as a Principal*

- **EDL 5950 Special Study for Written Comprehensive Exams** 0
- **EDL 6500 School Finance** 3
- **EDL 5000 Educational Leadership Non-Certification Practicum** 3
- **EDR 5100 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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDR 5100</td>
<td>Introduction to Inferential Statistics</td>
<td>3</td>
</tr>
<tr>
<td>EDR 5550</td>
<td>Evaluation of Educational Programs</td>
<td>3</td>
</tr>
<tr>
<td>EDR 6070</td>
<td>Evidence-Based Decision Making in 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>
</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 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 quality for the 30 credits, and approves the request for the Specialist Degree.

Courses (30 credits)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EDR 6971</td>
<td>Research Topics Ed.D.</td>
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<tr>
<td>EDL 6110</td>
<td>School District Administration</td>
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<td>EDL 6400</td>
<td>Human Resource Administration</td>
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</tr>
<tr>
<td>EDL 6140</td>
<td>The Politics of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDL 6390</td>
<td>Gateway Leadership Institute</td>
<td>3</td>
</tr>
<tr>
<td>EDL 5200</td>
<td>School-Community Relations</td>
<td>2</td>
</tr>
<tr>
<td>EDL 6450</td>
<td>Managing the District Level Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDL 6200</td>
<td>Ethics of Educational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDL 6730</td>
<td>District Level Professional Development</td>
<td>3</td>
</tr>
<tr>
<td>EDL 6300</td>
<td>Advanced School Law</td>
<td>2</td>
</tr>
<tr>
<td>EDL 6690</td>
<td>School Business Administration</td>
<td>3</td>
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<tr>
<td>EDL 6470</td>
<td>School Facilities</td>
<td>3</td>
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<tr>
<td>EDL 5914</td>
<td>Internship: Education Administration:</td>
<td>3</td>
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<td></td>
<td>Superintendent</td>
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Project Guidance (2 credits)

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EDR 6980</td>
<td>Project Guidance</td>
<td>2</td>
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</tbody>
</table>

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 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.

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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDR 5100</td>
<td>Intro to Inferential Statistics: Ed</td>
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<tr>
<td>EDR 5400</td>
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<tr>
<td>EDR 5600</td>
<td>General Research Methods for Education</td>
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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)
- EDL 6390 Gateway Leadership Institute 3
- EDL 6950 Special Study for Written Comprehensive Exams 0
- EDR 6971 Research Topics for the Ed.D. 3

Electives (29 credits)
- EDL 5200 School-Community Relations 3
- EDL 5914 Internship: Education Administration: Superintendent 3
- EDL 6110 School District Administration 3
- EDL 6200 Ethics of Educational Leadership 3
- EDL 6300 Advance School Law 2-3
- EDL 6400 Seminar: Human Resources Administration 2-3
- EDL 6450 Managing the District Level Curriculum 3
- EDL 6470 School Facilities 3
- EDL 6690 School Business Administration 2-3
- EDL 6730 District Level Professional Development and Teacher Evaluation 3
- EDR 6980 Project Guidance 3
- EDSP 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
**Electives (18 credits)**

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<td>EDL 6200</td>
<td>Ethics of Educational Leadership</td>
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<td>EDL 6300</td>
<td>Advance School Law</td>
<td>2-3</td>
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<tr>
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<td>Seminar: Human Resources Administration</td>
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<tr>
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<td>Managing the District Level Curriculum</td>
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<td>EDL 6470</td>
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<td>EDL 6730</td>
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<td>EDS 6110</td>
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**Prerequisite Research Courses (6 credits)**

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<td>EDR 5400</td>
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<td>EDR 5500</td>
<td>Evaluation of Educational Programs</td>
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<td>EDR 5600</td>
<td>General Research Methods for Education</td>
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<tr>
<td>EDR 6070</td>
<td>Evidence Based Decision Making</td>
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**TOTAL CREDITS: 31**

**Catholic Education Concentration without Ed.S.**

**Required (6 credits)**

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<td>EDL 6950</td>
<td>Special Study for Written Comprehensive Exams</td>
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</tr>
<tr>
<td>EDR 6971</td>
<td>Research Topics for the Ed.D.</td>
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**Electives (29 credits)**

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<tr>
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<td>Studies: Catholic Education</td>
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<td>EDR 5200</td>
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<tr>
<td>EDL 6110</td>
<td>School District Administration</td>
<td>3</td>
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<tr>
<td>EDL 6200</td>
<td>Ethics of Ed Leadership</td>
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<tr>
<td>EDL 6300</td>
<td>Advance School Law</td>
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</tr>
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<td>EDL 6470</td>
<td>School Facilities</td>
<td>3</td>
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<tr>
<td>EDL 6450</td>
<td>Managing the District Level Curriculum</td>
<td>3</td>
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<td>EDL 6690</td>
<td>School Business Administration</td>
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</tr>
<tr>
<td>EDL 6730</td>
<td>District Level Professional Development and Teacher Evaluation</td>
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</tr>
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<td>EDR 6960</td>
<td>Project Guidance</td>
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**TOTAL CREDITS: 41**

**Catholic Education Concentration with Ed.S.**

**Required (6 credits)**

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<td>General Research Methods for Education</td>
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<td>EDR 6070</td>
<td>Evidence Based Decision Making</td>
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**Electives (19 credits)**

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<tr>
<td>EDF 6330</td>
<td>Studies: Catholic Education</td>
<td>3</td>
</tr>
<tr>
<td>EDR 5200</td>
<td>School-Community Relations</td>
<td>3</td>
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<td>EDL 6110</td>
<td>School District Administration</td>
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<td>EDL 6200</td>
<td>Ethics of Ed Leadership</td>
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<td>EDL 6300</td>
<td>Advance School Law</td>
<td>3</td>
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<tr>
<td>EDL 6470</td>
<td>School Facilities</td>
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</tr>
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<td>EDL 6450</td>
<td>Managing the District Level Curriculum</td>
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<td>EDL 6690</td>
<td>School Business Administration</td>
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<td>District Level Professional Development and Teacher Evaluation</td>
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<tr>
<td>EDR 6971</td>
<td>Research Topics for the Ed.D.</td>
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</tbody>
</table>

**TOTAL CREDITS: 31**

**Non-Course Requirements**

Students must pass a written comprehensive examination.

Students must complete a doctoral project focused on a problem of practice.

Students must pass an oral examination regarding their doctoral project.

**Continuation Standards**

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

**DOCTOR OF PHILOSOPHY IN EDUCATIONAL LEADERSHIP**

**Program Overview**

**Program Highlights**

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:

- 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 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

Education Leadership (18 credits)
- EDL 5200 School-Community Relations 2
- EDL 5914 Internship: Educational Administration-Superintendent 3
- EDL 6110 School District Administration 3
- EDL 6140 The Politics of Education 3
- EDL 6200 Ethics of Educational Leadership 3
- EDL 6300 Advanced School Law 2
- EDL 6390 Gateway Leadership Institute 3
- EDL 6400 Seminar: Human Resources Administration 3
- EDL 6450 Managing the District Level Curriculum 3
- EDL 6470 School Facilities 3
- EDL 6690 School Business Administration 3
- EDL 6730 District Level Professional Development and Teacher Evaluation 3
- EDL 6950 Special Study for Written Comprehensive Exams 0

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 6060 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 5500 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.
HIGHER EDUCATION ADMINISTRATION
www.slu.edu/education/degrees/higher-education-administration-ma-phd.php

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, or Catholic Higher Education.

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

The Catholic Higher 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, 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.

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).

Applicants must have a bachelor’s degree in education or a related field

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.

**General Track**

**Required Courses (29 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDH 5350</td>
<td>Student Development Theory I</td>
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<tr>
<td>EDH 5360</td>
<td>Student Development Theory II</td>
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<tr>
<td>EDH 5470</td>
<td>Legal and Ethical Issues</td>
<td>3</td>
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<tr>
<td>EDH 5600</td>
<td>Student Personnel Administration</td>
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<td>General Research Methods for Education</td>
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<td>EDH 5640</td>
<td>Student in Higher Education</td>
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<tr>
<td>EDH 5650</td>
<td>Intervention Skills</td>
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<td>EDH 5915</td>
<td>Internship: Student Personnel Admin in Higher Ed</td>
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<td>Disability Administration in Higher Ed</td>
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**Elective (3 credits)**

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<td>EDH 5750</td>
<td>Current Issues in Higher Education</td>
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<td>EDH 5910</td>
<td>Internship in Higher Education Administration</td>
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<td>EDH 5916</td>
<td>Internship in College Teaching</td>
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<td>EDH 5980</td>
<td>Graduate Readings Course</td>
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<td>EDH 6000</td>
<td>Curriculum in Higher Education</td>
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<td>EDH 6070</td>
<td>College Teaching</td>
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**TOTAL CREDITS: 32**

**Disability Education Track**

**Required Courses (32 credits)**

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<tr>
<td>EDH 5350</td>
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<tr>
<td>EDH 5360</td>
<td>Student Development Theory II</td>
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**TOTAL CREDITS: 32**

**Catholic Higher Education Track**

**Required Courses (32 credits)**

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<th>Course</th>
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<td>EDH 5470</td>
<td>Legal and Ethical Issues</td>
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<td>EDH 5600</td>
<td>Student Personnel Administration</td>
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<td>EDH 5640</td>
<td>Student in Higher Education</td>
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<td>EDH 5650</td>
<td>Intervention Skills</td>
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<td>EDH 5915</td>
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<td>EDH 5950</td>
<td>Special Study for Written Comprehensive Exams</td>
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</tr>
<tr>
<td>EDH 6050</td>
<td>Disability Administration in Higher Ed</td>
<td>3</td>
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**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.

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Program Requirements

Higher Education Administration (18 credits)

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<td>History of American Higher Education</td>
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<td>EDH 5350</td>
<td>Student Development Theory I</td>
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</tr>
<tr>
<td>EDH 5400</td>
<td>Law and Higher Education</td>
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<td>EDH 6050</td>
<td>Disability in Higher Education and Society</td>
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<tr>
<td>EDH 6150</td>
<td>Organization and Administration of Higher Education</td>
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<td>EDH 6580</td>
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<tr>
<td>EDH 6950</td>
<td>Special Study for Written Comprehensive Exams</td>
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</tr>
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</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>
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<tbody>
<tr>
<td>EDR 6060</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>
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</table>

Students pursuing a qualitative dissertation design must complete

<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 OR</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.
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.

MASTERS 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)
EDSP 4600 Medical Implications in Special Education 3
OR
EDSP 5530 Fundamentals of Neurology 3
### Focus Area (6 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSP 5280</td>
<td>Practicum in Special Education: Behavior Disorders</td>
</tr>
<tr>
<td>EDSP 5600</td>
<td>Seminar in Special Education</td>
</tr>
<tr>
<td>EDSP 5630</td>
<td>Seminar in Behavior Disorders</td>
</tr>
</tbody>
</table>

### Additional Courses (6 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 6230</td>
<td>Seminar in Instruction</td>
</tr>
<tr>
<td>EDI 5600</td>
<td>Seminar in Special Education</td>
</tr>
<tr>
<td>EDI 5630</td>
<td>Seminar in Behavior Disorders</td>
</tr>
</tbody>
</table>

### Electives (8 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSP 5310</td>
<td>Advanced Studies in Psych/Education of the Exceptional Child</td>
</tr>
<tr>
<td>EDSP 5530</td>
<td>Fundamentals in Neurology</td>
</tr>
<tr>
<td>EDSP 5930</td>
<td>Special Topics</td>
</tr>
<tr>
<td>EDI 5980</td>
<td>Graduate Reading Course</td>
</tr>
<tr>
<td>EDI 6020</td>
<td>History and Philosophy of Special Education</td>
</tr>
<tr>
<td>EDI 6030</td>
<td>Ethics of Special Education Leadership</td>
</tr>
<tr>
<td>EDI 6050</td>
<td>Media and Disability Issues</td>
</tr>
<tr>
<td>EDI 6110</td>
<td>Special Education Administration</td>
</tr>
<tr>
<td>EDI 6120</td>
<td>Comparison of International Special Education Programs</td>
</tr>
<tr>
<td>EDI 6500</td>
<td>Advanced Seminar in Special Education</td>
</tr>
<tr>
<td>EDI 6930</td>
<td>Legal Issues in Disability</td>
</tr>
<tr>
<td>EDI 6980</td>
<td>Graduate Reading Course</td>
</tr>
</tbody>
</table>

### Early Childhood Special Education Track

#### Core Program Requirements (12 credits)

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EDSP 4600</td>
<td>Medical Implications in Special Education</td>
</tr>
<tr>
<td>OR</td>
<td>EDSP 5530</td>
</tr>
<tr>
<td>EDR 5100</td>
<td>Intro to Inferential Statistics: Education</td>
</tr>
<tr>
<td>OR</td>
<td>EDR 5600</td>
</tr>
<tr>
<td>EDR 5400</td>
<td>Qualitative Research in Education</td>
</tr>
<tr>
<td>EDSP 5600</td>
<td>Seminar in Special Education</td>
</tr>
</tbody>
</table>

### Focus Area (6 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSP 5640</td>
<td>Seminar in Early Childhood Special Education</td>
</tr>
</tbody>
</table>

### Additional Courses (6 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>EDF 5730</td>
<td>Advanced Educational Psychology</td>
</tr>
<tr>
<td>OR</td>
<td>EDF 5700</td>
</tr>
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</table>

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<td>Special Topics</td>
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<tr>
<td>EDI 5980</td>
<td>Graduate Reading Course</td>
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<tr>
<td>EDI 6020</td>
<td>History and Philosophy of Special Education</td>
</tr>
<tr>
<td>EDI 6030</td>
<td>Ethics of Special Education Leadership</td>
</tr>
<tr>
<td>EDI 6050</td>
<td>Media and Disability Issues</td>
</tr>
<tr>
<td>EDI 6110</td>
<td>Special Education Administration</td>
</tr>
<tr>
<td>EDI 6120</td>
<td>Comparison of International Special Education Programs</td>
</tr>
</tbody>
</table>

### Intellectual Disability Track

#### Core Program Requirements (12 credits)

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<th>Title</th>
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</thead>
<tbody>
<tr>
<td>EDSP 4600</td>
<td>Medical Implications in Special Education</td>
</tr>
<tr>
<td>OR</td>
<td>EDSP 5530</td>
</tr>
<tr>
<td>EDR 5100</td>
<td>Intro to Inferential Statistics: Education</td>
</tr>
<tr>
<td>OR</td>
<td>EDR 5600</td>
</tr>
<tr>
<td>EDR 5400</td>
<td>Qualitative Research in Education</td>
</tr>
<tr>
<td>EDSP 5600</td>
<td>Seminar in Special Education</td>
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### Focus Area (6 credits)

<table>
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<tr>
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<tbody>
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<td>EDSP 5640</td>
<td>Seminar in Early Childhood Special Education</td>
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### Additional Courses (6 credits)

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<th>Course</th>
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<tbody>
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<td>EDF 5730</td>
<td>Advanced Educational Psychology</td>
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<td>OR</td>
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<td>EDI 5980</td>
<td>Graduate Reading Course</td>
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<tr>
<td>EDI 6110</td>
<td>Special Education Administration</td>
</tr>
<tr>
<td>EDI 6120</td>
<td>Comparison of International Special Education Programs</td>
</tr>
</tbody>
</table>

### Learning Disabilities Track

#### Core Program Requirements (12 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSP 4600</td>
<td>Medical Implications in Special Education</td>
</tr>
<tr>
<td>OR</td>
<td>EDSP 5530</td>
</tr>
<tr>
<td>EDR 5100</td>
<td>Intro to Inferential Statistics: Education</td>
</tr>
<tr>
<td>OR</td>
<td>EDR 5600</td>
</tr>
<tr>
<td>EDR 5400</td>
<td>Qualitative Research in Education</td>
</tr>
<tr>
<td>EDSP 5600</td>
<td>Seminar in Special Education</td>
</tr>
</tbody>
</table>

### Focus Area (6 credits)

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EDSP 5640</td>
<td>Seminar in Early Childhood Special Education</td>
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</tbody>
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### Additional Courses (6 credits)

<table>
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<tbody>
<tr>
<td>EDF 5730</td>
<td>Advanced Educational Psychology</td>
</tr>
<tr>
<td>OR</td>
<td>EDF 5700</td>
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</table>

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<td>EDI 6020</td>
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<tr>
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<td>Special Education Administration</td>
</tr>
<tr>
<td>EDI 6120</td>
<td>Comparison of International Special Education Programs</td>
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</table>
the Exceptional Child  3
EDSP 5530 Fundamentals in Neurology  3
EDSP 5930 Special Topics  3
EDSP 5980 Graduate Reading Course  3
EDSP 6020 History and Philosophy of Special Education  3
EDSP 6030 Ethics of Special Education Leadership  3
EDSP 6060 Media and Disability Issues  3
EDSP 610 Special Education Administration  3
EDSP 6120 Comparison of International Special Education Programs  3
EDSP 6500 Advanced Seminar in Special Education  3
EDSP 6930 Legal Issues in Disability  3
EDSP 6980 Graduate Reading Course  2-3

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 course work, 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 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
+ 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.

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Program Requirements
Special Education (9 credits)
EDSP 5530 Foundations of Neurology  3
EDSP 6030 Ethics of Special Education Leadership  3
EDSP 6930 Special Topics: Legal Issues in Disability  3
EDSP 6950 Special Study for Written Comprehensive Exams  0

Electives (9 credits)
EDH 6050 Disability in Higher Education and Society  3
EDSP 6020  Historical and Philosophical Bases of Disability Education  3
EDSP 6060  Media and Disability Issues  3
EDSP 6110  Special Education Administration  3
EDSP 6120  Comparison of International Special Education Programs  3
EDSP 6500  Advanced Seminar in Special Education  3
EDSP 6910  Special Education Internship  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

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EDR 8060  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 5500  Evaluation of Educational Programs  3
OR
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.