

Teacher Education and Leadership

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Admission Criteria

The Department of Teacher Education and Leadership (TEAL) offers Master of Science degrees in Elementary Education, Secondary Education, Special Education, Teacher Leadership and School Administration. The Department also offers Master of Arts in Teaching–Secondary (MATS) and Master of Arts in Teaching-Special Education (MATX) degrees. The Educational Specialist degree is offered in Elementary Education, Secondary Education, Special Education, Teacher Leadership and School Administration.

Doctorate Degrees offered include a Doctor of Philosophy is offered in Curriculum and Instruction with concentrations in Elementary Education, Secondary Education, and Special Education, as well as a Doctorate of Philosophy in Educational Leadership and a Doctorate of Education in Educational Leadership. Graduate programs in the Department of Teacher Education and Leadership require applicants to hold or be eligible to obtain a Class A teaching certificate in the appropriate teaching field.

Application Deadlines

A student applying for admission to a degree program in Teacher Education and Leadership must submit a complete application packet to the Graduate School by the following deadlines:

Summer - April 1

Fall - July 1

Spring - November 1

Applications not meeting the admission deadline will be held for completion and review for up to two semesters. After that time, the applicant must reapply.

Regular Admission

A complete admission packet consists of: application to the graduate degree program; documentation of Class A teacher's certificate or eligibility for licensure (exceptions noted above); three letters of recommendation; statement of purpose (must include number of years and overview of teaching experience, if applicable); and official transcripts from each college or university attended. Applicants to an MAT degree program are required to have passing scores on the Praxis Core and appropriate specialty-area test. Doctoral-program applicants must also include in their packet two scholarly writing samples, a statement of support from a current graduate faculty member in the program, and a curriculum vitae or résumé. Applicants must also document three years of teaching experience or other relevant experience. Applicants to doctoral programs must be interviewed before an admission decision is made. Minimum grade point averages required for admission to each degree are listed below.

- Master's degree: minimum GPA 2.75 on last half of baccalaureate degree
- Educational Specialist degree: minimum GPA 3.20 on master's degree
- Doctoral degree: minimum GPA 3.40 on previous graduate degree(s)

All new students admitted into a graduate program in TEAL must attend the TEAL Graduate Student Orientation.

Contingent Admission

Contingent admission status is reserved for those students who are applying to a degree program during the semester they are graduating with another degree and the overall GPA is pending. Otherwise, the admission packet must be complete, and all admission requirements met before admission will be considered.

Provisional Admission

The Department of Curriculum, Instruction, and Special Education follows the University's Provisional Admission policy (<http://catalog.msstate.edu/archives/2024-25/graduate/academic-policies/academic-requirements/#provisionaladmissiontext>).

Admission Criteria for Educational Leadership

A student applying for admission to a degree program in the Department of Educational Leadership must submit a complete admission packet to the Graduate School and adhere to the following deadlines:

Graduate Application Deadlines for Educational Leadership

M.S. in Educational Leadership - School Administration and Teacher Leadership concentrations: Spring--N/A; Summer--May 1; Fall--N/A

Ed.S. in Education - School Administration and Teacher Leadership concentrations: Spring--N/A; Summer--May 1; Fall--N/A

Ph.D. in Educational Leadership - P-12 School Leadership concentration: Spring--October 1; Summer--March 1; Fall--March 1

Ed.D. in Education - Educational Leadership concentration: Spring - N/A, Summer - N/A, Fall - March 1

In order for applications to be evaluated for admission, the department may require additional information for each program area.

Minimum Grade Point Average for Educational Leadership

Master's degree – 2.75 on last half of bachelor's degree for the Teacher Leadership concentration; 3.00 for the School Administration

Educational Specialist degree – 3.00 on Master's degree

Doctoral degree – 3.40 on previous graduate degree(s)

Additional Admission Requirements for Educational Leadership

Master's (School Administration concentration) and Educational Specialist (School Administration concentration) degrees – copy of valid teacher's license, evidence of a minimum of three years teaching experience, résumé, and interview (one letter of recommendation must be from current school administrator)

Master's (Teacher Leadership concentration) and Educational Specialist (Teacher Leadership concentration) - copy of valid teacher's license, full-time P-12 classroom teacher experience, résumé, and interview (one letter of recommendation must be from current school administrator)

Doctoral degree – résumé and interview;

P-12 School Leadership (Ph.D.) and Educational Leadership (Ed.D.) concentration applicants must have evidence of current and continuing school administration work experience and an administrative license.

Master of Science in Educational Leadership with a concentration in School Administration

The M.S. in Educational Leadership with a concentration in School Administration is offered through the Online and Meridian campuses. Program candidates in the School Administration concentration learn to analyze data, evaluate instruction, improve student achievement, make strategic decisions, creatively solve problems, involve families in their children's education, empower others, supervise staff, promote change, establish positive school culture, understand budgets, and manage resources. The program is nationally accredited by the Educational Leadership Constituent Council (ELCC) and approved for administrative licensure by the Mississippi Department of Education. Graduates are prepared for a wide range of professional positions in education, including principal, assistant principal, coordinator, and director.

Admission Criteria for the M.S. in Educational Leadership with a concentration in School Administration

To be eligible for admission to the program, the applicant must hold a bachelor's degree from an accredited institution, meet the basic requirements specified for graduate students at Mississippi State University, demonstrate interest in the mission of P-12 schools, and demonstrate academic proficiency based on the following indicators:

1. A minimum grade point average (GPA) of 3.00 on a 4.00 scale on the last half of the bachelor's degree;
2. Letter of endorsement from current school administrator and two other letters of reference;
3. Statement of purpose*;
4. Copy of valid teacher's license;
5. Evidence of three years of teaching experience;
6. Current résumé; and
7. Interview.

*We encourage applicants to follow the guidance below when preparing a Statement of Purpose. In no more than two pages, please respond to the following items:

- Describe your interest and purpose for applying to the program, including your short- and long-term career goals.
- Describe your experience in P-12 education, including the variation of your experience and why you believe the experience prepares you for a leadership role.
- Describe your demonstrated competencies in increasing student achievement citing specific data examples. Provide explanation of instructional expertise leading to increases.
- Describe your demonstrated competency in creating a classroom culture of equity and high expectations. Provide explanation of evidence-based strategies to establish such a culture and at least one specific example.
- Describe your vision for leadership including the skills and behaviors you believe contribute to productive and effective educational leadership.

Master of Science in Educational Leadership with a concentration in Teacher Leadership

The M.S. in Educational Leadership with a concentration in Teacher Leadership is offered through the Online and Meridian campuses. Program candidates in the Teacher Leadership concentration area learn to analyze data, evaluate instruction, improve student achievement, make strategic decisions, creatively solve problems, promote collaborative learning, empower others, supervise staff, and promote change. Teacher Leadership candidates also focus on developing positive school culture by supporting and improving pedagogy among P-12 instructors. Following the degree, graduates will be skilled at helping other teachers better understand their subject matter, how they teach it, how to monitor student learning, how to think systematically about curriculum and pedagogy, and how to develop healthy learning communities. Graduates are prepared for a wide range of professional positions in education, including curriculum coordinator, lead teacher, instructional coach, and teacher-mentor.

Admission Criteria for the M.S. in Educational Leadership with a concentration in Teacher Leadership

To be eligible for admission to the program, the applicant must hold a bachelor's degree from an accredited institution, meet the basic requirements specified for graduate students at Mississippi State University, and demonstrate academic proficiency based on the following indicators:

1. Grade point average (GPA) of 2.75 on a 4.00 scale on the last half of the bachelor's degree;
2. Letter of endorsement from current school administrator and two additional letters of reference;
3. Statement of purpose;
4. Valid teacher's license;
5. Evidence of full-time P-12 classroom teaching experience;
6. Current résumé; and
7. Interview.

Educational Specialist in Education with a concentration in School Administration

The Ed.S. in Education with a concentration in School Administration is offered through the Online and Meridian campuses. The Educational Specialist degree with a major in Education and concentration in School Administration requires a minimum of 30 hours of coursework above the Master's degree including EPY 6214 (<http://catalog.msstate.edu/archives/2024-25/search/?P=EPY%206214>) and EDL 7000 (<http://catalog.msstate.edu/archives/2024-25/search/?P=EDL%207000>) and a comprehensive examination for individuals. The program has two tracks. One is a 30-hour track designed for individuals who hold a Master's degree in School Administration and administrator license. Graduates are prepared for professional positions in education including school district level positions. The second track is intended for students who do not hold administrator licensure. The program of study for this track requires a minimum of 37 credit hours of coursework above the Master's degree including EPY 6214 (<http://catalog.msstate.edu/archives/2024-25/search/?P=EPY%206214>) and EDL 7000 (<http://catalog.msstate.edu/archives/2024-25/search/?P=EDL%207000>). The program is designed to provide administrative licensure by the Mississippi Department of Education. Graduates are prepared for a wide range of professional positions in education, including principal, assistant principal, coordinator, and director.

Educational Specialist in Education with a concentration in Teacher Leadership

The Ed.S. in Education with a concentration in Teacher Leadership is offered through the Online and Meridian campuses. The Educational Specialist degree in Education with a concentration in Teacher Leadership is designed to prepare graduates for professional positions in education including school and district-level positions. For individuals who hold a Master's degree in School Administration and an administrator license, the program requires a minimum of 30 hours of coursework above the Master's degree. If the student holds a Master's degree in an area other than School Administration, the program of study requires a minimum of 37 credit hours of coursework above the Master's degree. Graduates are prepared for a wide range of professional positions in education, including curriculum coordinator, lead teacher, instructional coach, and teacher-mentor.

Program candidates in the Teacher Leadership concentration area learn to analyze data, evaluate instruction, improve student achievement, make strategic decisions, creatively solve problems, promote collaborative learning, empower others, supervise staff, promote change, and establish a positive school culture. Teacher leadership candidates also focus on developing positive school culture by supporting and improving pedagogy among P-12 instructors. Graduates will be skilled at helping other teachers better understand their subject matter, how they teach it, how to monitor student learning, how to think systematically about curriculum and pedagogy, and how to develop healthy learning communities.

Admission Criteria

To be eligible for admission to the program, the applicant must hold a master's degree from an accredited institution, meet the basic requirements specified for graduate students at Mississippi State University, demonstrate interest in the mission of P-12 schools, and demonstrate academic proficiency based on the following indicators:

1. Grade point average (GPA) of 3.00 on master's degree
2. Letter of endorsement from current school administrator and two other letters of reference
3. Statement of purpose
4. Copy of valid teacher's license
5. Evidence of three years of teaching experience (School Administration); evidence of full-time P-12 classroom teaching experience (Teacher Leadership)
6. Current résumé
7. Interview

Doctor of Philosophy in Educational Leadership

The program for Doctor of Philosophy in Educational Leadership with a concentration in P-12 School Leadership is designed for experienced professional educators interested in leading and managing schools, school districts, educational associations, foundations, and state departments of education. Program candidates learn state-of-the-art executive skills, applied theory, ethical decision making and problem solving, organizational structure and function, systems analysis, strategic planning, curriculum assessment and improvement, human resource management, school law, school finance, facility design, and public relations.

The program prepares licensed school leaders for executive level leadership roles and opportunities while also advancing their knowledge as scholars and educational researchers.

To be eligible for admission to the program, the applicant must hold a master's degree from an accredited institution, meet the basic requirements specified for graduate students at Mississippi State University, demonstrate interest in the mission of P-12 schools, and demonstrate academic proficiency based on the following indicators:

- Grade point average (GPA) of 3.40 on a 4.00 scale on previous graduate degree(s);
- Letter of endorsement from superintendent and two other letters of reference;
- Statement of purpose;
- Administrator's license and evidence of current and continuing school administration experience;
- Résumé; and
- Interview

Doctor of Education (Ed.D.) in Educational Leadership

The Doctor of Education (Ed.D.) program offers a terminal degree designed to prepare scholar-practitioners serving in P-12 leadership positions. By combining educational theory with action research, students learn how to critically examine problems and provide solutions to needs at the building and district levels. Graduates will possess the content knowledge and research skills to improve schools in the P-12 education system. Admission Criteria

To be eligible for admission to the program, the applicant must hold a master's degree from an accredited institution, meet the basic requirements specified for graduate students at Mississippi State University, demonstrate interest in the mission of P-12 schools, and demonstrate academic proficiency based on the following indicators:

- Grade point average (GPA) of 3.40 on a 4.00 scale on previous graduate degree(s);
- Letter of endorsement from superintendent and two other letters of reference;
- Statement of purpose;
- Administrator's license and evidence of current and continuing school administration experience;
- Résumé; and
- Interview

Residency Requirement

There is no general residency requirement for the master's degree. Residency for the specialist degree is a minimum of 30 weeks. A degree cannot be completed in two summer sessions or equivalent, neither in one regular semester and one summer session. For doctoral students there is no specific on-campus residence requirement. However, students are required to complete one-half of required coursework and all dissertation credits from Mississippi State University.

Academic Performance for All Programs

The Department of Curriculum, Instruction, and Special Education defines satisfactory performance in graduate level coursework as a grade of S on thesis/dissertation hours and a GPA of at least 3.00 on all coursework attempted. TEAL follows Graduate School policies relating to academic

performance. In the event a student's performance warrants dismissal from a graduate program, the TEAL Graduate Coordinator will petition the Dean of the College of Education to dismiss the student from the graduate program. The student will be notified of the action by certified mail. If a student earns a grade below a B in a course on his or her plan of study, the course cannot be dropped from the plan of study.

Master of Science in Elementary Education

EDF 8363	Function and Methods of Research in Education	3
EDE 8313	Theory and Development of Early Childhood Education	3
or		
EDE 8713	Educating Young Adolescents	
EDE 8623	Content Area Literacy and Disciplinary Literacy Instruction	3
EDE 8633	The Teaching of Writing	3
EDE 8733	Teaching Physical, Life, and Earth Science in the Elementary and Middle School Classroom	3
EDE 8763	Elementary and Middle Level Mathematics Education	3
EDE 8473	The Elementary Social Studies Curriculum	3
RDG 8713	Teaching Struggling Readers and Writers	3
Three electives chosen from either education or content area approved by advisor		9
Total Hours		33

This program requires a minimum of 33 semester hours of coursework beyond the bachelor's degree, which includes 9 semester hours of electives and a written comprehensive exam. The focus of the program is on Elementary Education with coursework addressing the core content areas, Literacy, Mathematics, Science, and Social Studies in the elementary classroom. The program is offered on both Starkville and Meridian campuses.

Master of Science in Secondary Education

EDS 8613	Middle and Secondary School Curriculum	3
EDS 8653	Issues of Accountability in Schools	3
EDS 8663	Improving Instruction in Secondary Schools	3
EDS 8683	Dispositions and Reflective Practice in Teaching	3
EDF 8363	Function and Methods of Research in Education	3
RDG 8000-level elective		3
Two content courses mathematics, science, English, foreign language, social studies, reading, etc. as approved by advisor)		6
Three electives chosen from either education or content area approved by advisor		9
Total Hours		33

This program requires a minimum of 33 semester hours of coursework beyond the bachelor's degree and a written comprehensive exam. The focus of the program is on secondary education with supporting coursework from related fields and the teaching discipline. It is offered on both the Starkville and Meridian campuses.

Master of Science in Special Education

EDX 6173	Introduction to Contingency Management	3
EDX 8173	Special Education in the Regular Classroom	3
EDX 6193	Advanced Planning in Special Education	3
EDX 6813	Introduction to Assessment Issues in Special Education	3
EDX 8013	Fundamentals of Teaching Individuals with Intellectual and Developmental Disorders	3
EDX 8023	Fundamentals of Teaching Individuals with Learning Disabilities	3
EDX 8053	Fundamentals of Teaching Individuals with Emotional and Behavioral Disorders	3
EDX 8233	Special Education Internship I	3
EDX 8243	Special Education Internship II	3
EDE 8163	Teaching Middle Level Mathematics Content	3
or		
EDS 6633	Mathematics Education Pedagogy	
Select one from the following		3
RDG 8133	Middle Level Content Area Literacy Instruction	
RDG 8153	Psychology of Reading	

RDG 8653	Teaching Reading in the Secondary Schools	
RDG 8713	Teaching Struggling Readers and Writers	
Total Hours		33

The Master of Science in Special Education requires a minimum of 33 hours of coursework beyond the bachelor's degree. Students must also pass a written comprehensive examination. The program is specifically intended to prepare classroom and resource teachers for public schools and institutions for students with disabilities. The program is offered on the Starkville campus. Additional endorsements in working with students who are gifted and talented or those who have severe/multiple disabilities are available. Programs can be combined to include multiple endorsements.

Master of Science in Educational Leadership - School Administration Concentration

EDL 8413	School Legal and Ethical Perspectives	3
EDL 8423	School Leadership	3
EDL 8433	Using Data for School Improvement	3
EDF 8443	Evaluation of School Programs	3
EDL 8523	Educating Diverse Learners	3
EDL 8623	Leading Curriculum, Instruction and Assessment	3
EDL 8633	Human Resources Leadership for Schools	3
EDL 8713	School Business and Facilities	3
EDL 8723	Leadership for Positive School Culture	3
EDL 8513	School Leadership Internship I	3
EDL 8613	School Leadership Internship II	3
A culminating assessment is also held during the second Summer term		
Total Hours		33

Master of Science in Educational Leadership - Teacher Leadership Concentration

EDL 8423	School Leadership	3
EDL 8433	Using Data for School Improvement	3
EDL 8523	Educating Diverse Learners	3
EDL 8623	Leading Curriculum, Instruction and Assessment	3
EDL 8723	Leadership for Positive School Culture	3
EDL 8313	Assessing Content Knowledge for Teacher Leadership	3
EDL 8323	Differentiation of Instruction for Teacher Leadership	3
EDL 8333	Teaching Practice and Learning Environment for Teacher Leadership	3
EDL 8343	Effective and Reflective Practitioner for Teacher Leadership	3
EDL/EDF/EDE/EDS/EPY Elective		3
Total Hours		30

Master of Arts in Teaching - Middle Level Education (MAT-M; Elementary Education)

This program is offered synchronously online through the Meridian Campus. The MAT-M is an alternate route elementary licensure program of study that consists of 36 semester hours of graduate-level coursework. It is designed for a candidate with a bachelor's degree who wishes to prepare for a career as an elementary teacher. All admitted MATM students applying for a teaching license must have taken the ACT with a minimum composite score of 21 or have a passing score on the Praxis Core or have a minimum 3.0 GPA on the last 60 hours of coursework. MATM students must also pass a certified background check prior to admission.

EDE 8113	Planning and Management for Elementary and Special Education	3
EDE 8123	Foundations for Teaching Middle Level Mathematics	3
RDG 8133	Middle Level Content Area Literacy Instruction	3
EPY 8473	Elementary Assessment and Evaluation	3
RDG 8153	Psychology of Reading	3
EDE 8133	Teaching Internship in Elementary and Special Education I	3
EDE 8143	Teaching Internship in Elementary and Special Education II	3
EDF 8553	Research in the Classroom	3
RDG 8453	Research in Reading	3

EDE 8153	Professional Roles of the Middle Level Educator	3
Select one of the following:		3
EDE 8163	Teaching Middle Level Mathematics Content	
EDE 8173	Teaching Middle Level Social Studies	
EDE 8183	Teaching Middle Level Sciences	
Select one graduate-level diversity elective		3
Total Hours		36

Master of Arts in Teaching - Secondary Education

The MATS program is an alternate route secondary licensure program of study that consists of 30 semester hours of graduate-level coursework. It is designed for a candidate with a bachelor's degree in a content discipline who wishes to prepare for a career as a teacher. The program is offered asynchronously online through the Online campus and synchronously online through the Meridian campus. All admitted MATS students applying for a teaching license must have taken the ACT with a minimum composite score of 21 or have passing Praxis Core. Passing scores, as set by MDE, on the Praxis 11-Specialty Area Test are also required for licensure. MATS students must also pass a certified background check prior to admission.

Concentrations Include:

English Education (ENED)
 Mathematics Education (MAED)
 Social Studies Education (SSED)
 Biology Education (BIED)
 Chemistry Education (CHED)
 Physics Education (PHED)
 Physical Education & Coaching (PECO)
 Computer Science Education (EDCS)
 Foreign Language Education-French (FLFE)
 Foreign Language Education-German (FLGE)
 Foreign Language Education-Spanish (FLSE)

Students in the MATS will complete the comprehensive examination in the final semester or final 6 hours of enrollment by registering for and passing the Praxis Principles of Learning and Teaching (PLT) examination through ETS.

EDS 6403	Evaluation in Learning in Secondary Schools	3
EDS 8243	Advanced Planning and Managing of Learning	3
EDS 8623	Principles of Effective Instruction in Secondary Schools	3
EDS 8103	Advanced Methodologies in Middle and Secondary Education	3
EDS 8886	Dimensions of Learning I	6
EDS 8613	Middle and Secondary School Curriculum	3
EDX 8173	Special Education in the Regular Classroom	3
RDG 8653	Teaching Reading in the Secondary Schools	3
EDS 66X3 Methods in Secondary Teaching		3
Total Hours		30

Master of Arts in Teaching - Special Education

The Master of Arts in Special Education (M.A.T.X.) is an alternate route licensure program of study that consists of 33 semester hours of graduate-level coursework and is designed for a person seeking a career as a special education teacher. The program is offered online. In addition to the criteria for admission to a Master of Science degree program in TEAL (with the exception of a teaching license), M.A.T.X. candidates must pass the Praxis CORE and Praxis II Specialty Area Test required for special education licensure by the Mississippi Department of Education and pass a certified background check.

EDX 6173	Introduction to Contingency Management	3
EDX 6193	Advanced Planning in Special Education	3
EDX 6813	Introduction to Assessment Issues in Special Education	3
EDX 8023	Fundamentals of Teaching Individuals with Learning Disabilities	3
EDX 8053	Fundamentals of Teaching Individuals with Emotional and Behavioral Disorders	3
EDX 8173	Special Education in the Regular Classroom	3
EDX 8233	Special Education Internship I	3

EDX 8243	Special Education Internship II	3
EDE 8163	Teaching Middle Level Mathematics Content	3
or		
EDS 6633	Mathematics Education Pedagogy	
or		
RDG 8XXX		6
Total Hours		33

Educational Specialist with Major in Education and Concentration in Elementary or Secondary Education

The Ed.S. degree in elementary and secondary education is offered on both the Starkville and Meridian campuses. The degree focuses on advanced coursework to improve teaching in the classroom.

EPY 6214	Educational and Psychological Statistics	4
EDE/EDS 7000	Directed Individual Study in Elementary/Secondary Education	3
Approved graduate-level coursework		23
Total Hours		30

Educational Specialist with Major in Education and Concentration in Special Education

The Ed.S. with a concentration in Special Education is designed to provide students advanced coursework in the field, to allow them to add additional endorsements, or to be better prepared to take on a wide range of positions within their school districts. A student must hold an AA licensure in Special Education.

EPY 6214	Educational and Psychological Statistics	4
EDX 7000	Directed Individual Study in Special Education	3
EDX 8123	Organization and Supervision of Special Education	3
EDX 8133	Readings and Research in Exceptional Education	3
Electives 50% of coursework must be at 8000-level or above		18
Total Hours		31

Educational Specialist in Education with a concentration in School Administration Individuals holding a Master's degree in School Administration and Administrator License

EPY 6214	Educational and Psychological Statistics	4
EDL 7000	Directed Individual Study in Educational Leadership	6
Graduate-level coursework with at least 15 hours at the 8000-level or above		20
A comprehensive examination is required		
Total Hours		30

Educational Specialist in Education with a concentration in School Administration Individuals without Administrator License

EPY 6214	Educational and Psychological Statistics	4
EDL 7000	Directed Individual Study in Educational Leadership	6
Graduate-level coursework with at least 15 hours at the 8000-level or above		30
A comprehensive examination is required		
Total Hours		40

Educational Specialist in Education with a concentration in Teacher Leadership

EPY 6214	Educational and Psychological Statistics	4
EDL 7000	Directed Individual Study in Educational Leadership ¹	3 or 6
or		

EDL 8353	Teacher Leadership Internship	3
Graduate-level coursework (a program minimum of 15 hours at the 8000-level is required)		11-18
EDL 8313	Assessing Content Knowledge for Teacher Leadership	3
EDL 8323	Differentiation of Instruction for Teacher Leadership	3
EDL 8333	Teaching Practice and Learning Environment for Teacher Leadership	3
EDL 8343	Effective and Reflective Practitioner for Teacher Leadership	3
Total Hours		30/37/40

1 Students may take 3 or 6 hours of EDL 7000

Individuals holding a Master's degree in School Administration and an administrator license are required to complete a minimum of 30 credit hours of coursework above the Master's degree.

Individuals holding a Master's degree in an area other than School Administration are required to complete a minimum of 37 credit hours of coursework above the Master's degree.

Doctor of Philosophy in Curriculum and Instruction

The program for the Doctor of Philosophy in Curriculum and Instruction is designed for experienced professionals in higher education environments interested in leading and managing various aspects of universities, state higher education agencies, and related fields.

Core Courses

EPY 6214	Educational and Psychological Statistics	4
EPY 8214	Intermediate Educational and Psychological Statistics	4
EPY 9213	Multivariate Analysis in Educational Research	3
EDF 8363	Function and Methods of Research in Education	3
EDF 9373	Educational Research Design	3
EDF 9453	Introduction to Qualitative Research in Education	3
Select one or two of the following:		6
EDF 9463	Qualitative Data Collection in Education	
EDF 9473	Qualitative Data Analysis and Presentation in Education	
EDF 9443	Single-Subject Research Designs for Education	

Foundations Courses

Select one of the following:

EDF 8323	Comparative Education	
EDF 8383	Issues in Education	
EDF 8393	History of Education in the United States	
EDF 9313	Philosophy of Education	
EPY 8223	Psychological Foundations of Education	

Ethics Course

PHI 8101	Case Studies in Scientific Research Ethics	1
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Major Area Courses

Directed Individual Study: EDE 7000 or EDS 7000 or EDX 7000		6
EDE/EDS/EDX 9553 Teaching and Teacher Education		3
EDE /EDS /EDX 9413 Practicum in College Teaching		3
EDE /EDS /EDX 9413 Practicum in College Teaching		3
or		
EDX 8133	Readings and Research in Exceptional Education	
EDE /EDS /EDX 9221 Professional Practice in Teacher Education		1
Additional major area coursework (may include master's and educational specialist coursework)		24
Dissertation Research Hours		20
Total Hours		90

The program requires a minimum of 90 semester hours of coursework beyond the bachelor's degree.

Additional 24 hours of major-area and supporting coursework including 12 hours in the concentration and up to 12 hours in a minor area.

Concentrations include Elementary Education, Secondary Education, and Special Education. At least two-thirds of the total hours of coursework on

the plan of study, exclusive of dissertation hours, must be courses at the 8000 level or above. (Admission to concentrations in General Education; Early Childhood Education; and Reading Education has been suspended).

Other Requirements

Demonstration of competence in the application of research and statistics through the research skill requirement; written and oral comprehensive examinations; and a dissertation.

Completion Requirements for All Programs

All graduate students must attend the TEAL graduate orientation or complete the online orientation quiz. All graduate students submitting a thesis or dissertation must attend the thesis/dissertation workshops conducted by the library within the year in which they are completing the dissertation and before receiving the graduate coordinator's signature. All students seeking the Doctor of Philosophy degree must satisfy the research skills requirement before taking the written comprehensive examination.

For further information concerning the degree programs offered by Teacher Education and Leadership (TEAL), students should refer to the Department Head or Graduate Coordinator(s).

Doctor of Philosophy in Educational Leadership with a concentration in P-12 School Leadership

Required Courses 15-17

Select a minimum of 5 of the following:

EPY 6214	Educational and Psychological Statistics	
EPY 8214	Intermediate Educational and Psychological Statistics	
EPY 9213	Multivariate Analysis in Educational Research	
EPY 9263	Applied Research Seminar	
EDF 9373	Educational Research Design	
EDF 9473	Qualitative Data Analysis and Presentation in Education	
EDA 8473	Introduction to Research in Educational Leadership	
EDA 9000	Research in Educational Leadership	20

Major Required Courses 30

EDA 8223	Seminar in Administration	
or		
HED 8223	Seminar in Administration	
EDA 8283	Educational Leadership	
or		
HED 8283	Educational Leadership	
EDA 8353	Applications of Theory to Educational Administration	
or		
HED 8353	Applications of Theory to Educational Administration	
EDA 8383	Ethical Decision Making in Educational Administration	
or		
HED 8383	Ethical Decision Making in Educational Administration	
EDA 8413	Human Resources Administration in Education	
EDA 8423	Law and Ethics in Educational Leadership	
EDA 8433	The Superintendency	
EDA 8443	Politics and Policy in Educational Leadership	
EDA 8453	Instructional Leadership	
EDA 8463	Technology and Communication in Educational Leadership	
EDA 8163	Public School Finance	
EDA 8273	Educational Administration and Supervision	
EDA 8293	Professional Development of Educational Personnel	

Select four of the following: 12

EDF 8323	Comparative Education	
EDF 8393	History of Education in the United States	
EPY 8223	Psychological Foundations of Education	

EDF 8353	Principles of Curriculum Development	
EDF 8383	Issues in Education	
EDF 9313	Philosophy of Education	
Additional Courses, if needed		3-9
EDA 8210	Internship in Supervision and Administration	
EDA 8323	Educational Facilities Design	
EDA 8190	Workshop in Educational Administration and Supervision	
Total Hours		80-88

Doctor of Philosophy in Educational Leadership with a concentration in Higher Education Leadership

Concentration Required Courses		17
Select a minimum of 5 of the following:		
EPY 6214	Educational and Psychological Statistics	
EPY 8214	Intermediate Educational and Psychological Statistics	
EPY 9213	Multivariate Analysis in Educational Research	
EPY 9263	Applied Research Seminar	
EDF 9373	Educational Research Design	
EDF 9463	Qualitative Data Collection in Education	
EDF 9473	Qualitative Data Analysis and Presentation in Education	
Dissertation Research		20
EDA 9000	Research in Educational Leadership	
or		
HED 9000	Research in HED	
Major Required Courses		24
HED 8223	Seminar in Administration	
or		
EDA 8223	Seminar in Administration	
HED 8283	Educational Leadership	
or		
EDA 8283	Educational Leadership	
HED 8353	Applications of Theory to Educational Administration	
or		
EDA 8353	Applications of Theory to Educational Administration	
HED 8383	Ethical Decision Making in Educational Administration	
or		
EDA 8383	Ethical Decision Making in Educational Administration	
HED 8123	Organization and Governance in Higher Education	
HED 8643	Advanced Legal Principles in Higher Education	
HED 8653	Finance and Higher Education	
HED 8683	Policy Issues in Higher Education	
Select 4 of the following:		12
HED 8673	Planning and Institutional Research in Higher Education	
HED 8623	Diversity, Globalization and the College Student	
HED 8133	Curriculum and Instruction in Higher Education	
HED 8633	History of American Higher Education	
HED 8523	Student Development Theory	
CCL 8113	Community College History/Philosophy	
Additional Course(s)		3-6
HED 8613	Academic Scholarship in Higher Education	
Total Hours		76-79

Doctor of Education with a concentration in P-12 School Leadership

EDA 8163	Public School Finance	3
EDA 8223	Seminar in Administration	3
EDA 8423	Law and Ethics in Educational Leadership	3
EDA 8443	Politics and Policy in Educational Leadership	3
EDA 8433	The Superintendency	3
EDA 8453	Instructional Leadership	3
EDA 8463	Technology and Communication in Educational Leadership	3
EDA 8283	Educational Leadership	3
EDA 8353	Applications of Theory to Educational Administration	3
EDA 8413	Human Resources Administration in Education	3
EDA Electives		6
EDA 8473	Introduction to Research in Educational Leadership	3
EDA 8493	Action Research	3
EDA 8483	Survey Research	3
EDA 8563	Program Evaluation	3
EDA 8623	Doctoral Capstone 1	3
EDA 8633	Doctoral Capstone 2	3
EDA 8643	Doctoral Capstone 3	3
Total Hours		57