

LINDENWOOD

LINDENWOOD UNIVERSITY ST. CHARLES, MISSOURI

Addendum to the 2013/2014 Graduate catalog

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Advanced Graduate Certificate in Applied Research Methods

The Advanced Certificate in Applied Research Methods is intended for individuals who desire to enhance their knowledge of research methods. The courses in this certificate program emphasize the practical application of research in a variety of workplace settings. Every course in the program incorporates case studies, guest speakers with experience in the field, and research ethics. Courses in the certificate program include action research, program evaluation, and institutional research. Traditional research courses such as statistics and qualitative methods emphasize the practical applications of these techniques. This certificate program emphasizes not only gathering and analyzing data but also writing for academic publication, grants, and institutional reporting. This certificate is ideal for not only current graduate students but also those already possessing a terminal degree who wish to deepen their knowledge of research and writing for publication. For those with a graduate degree, this certificate offers a possible bridge to a doctoral program.

Credit hours required: Each certificate will require at least 18 hours of graduate credit. Six hours may be transferred from or into a Lindenwood University EdD. Up to six hours may be transferred from a master's or terminal degree from Lindenwood University or another institution with advisor approval. Any transferred courses would need to closely align with one of the certificate courses.

General Education: Advanced certificate applicants must have completed a master's degree with a 3.0 GPA. Applicants must meet all requirements and follow all procedures for admission to the LU Graduate School including a Bachelor's degree from a regionally accredited U.S. university (or SOE recognized regionally accredited international university) with a GPA of 3.0 or better (or equivalent).

Admission: General Admissions process will follow the same procedures as any graduate program in Educational Leadership. Students who wish to pursue the EdD during or after completion of the certificate must follow all application procedures for that program.

Certificate Requirements:

Required Courses (9 credit hours total):

EDU 60000 Master's Project (last semester of program)

EDR 66700 Introduction to Applied Quantitative Analysis**
OR

EDA 76700 Quantitative Method Design in Educational Research*

EDR 66800 Introduction to Qualitative Methods OR

EDA 76800 Qualitative Methods in Educational Research*

*Must be admitted to EdD program to enroll in these courses.

** EDA 64500/74500 prerequisite

Select three of the following courses (9 credit hours total):

EDR 58000 Writing for Research and Publication

EDR 66000 Introduction to Institutional Research

EDR 66500 Program Evaluation

EDR 57500 Action Research

Additional Admission Requirements for the Graduate Certification Program:

- Students without EDA 64500/74500 or equivalent must complete this course as a prerequisite.
- Students must maintain a GPA of 3.0 (B average) in the program
- Certification programs must be completed within five years of entry into the first course.

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Master of Arts in Education

English for Speakers of Other Languages

Add-on certification

Lindenwood University's School of Education offers a Master of Arts in Education with an emphasis in English for Speakers of Other Languages (ESOL). Students develop an understanding of the basic principles of learning and teaching a second language, as well as the pedagogical implications of those principles for English language teaching. Graduates are prepared to meet the current demand for highly trained, competent teachers of ESOL in the K-12 teaching context. This Missouri Department of Elementary and Secondary Education approved certification program requires a valid Missouri teaching certificate. Domestic students are required to successfully complete two semesters of college level foreign language instruction or successfully complete a foreign language proficiency exam. International students are required to obtain a minimum TOEFL score of 570 and successfully complete the University administered English placement exam.

The Master of Arts in Education with an emphasis in English for speakers of other languages (ESOL) is a 33 credit hour program based on theory, research, and practice.

Prerequisite Courses

EDU 54100* Education of the Exceptional Child
EDU 50700* Reading in the Content Field

*Note: *Undergraduate level courses are accepted, but graduate replacement courses are required to meet the 33 credit hour MA requirement.*

Core Curriculum

EDU 50500 Analysis of Teaching and Learning Behavior
EDU 51000 Conceptualization of Education
or EDU 51010 Conceptualization of Education for Beginning Teachers
EDU 52000 Curriculum Analysis and Design
EDU 57000 Educational Research

TESOL Curriculum

TESOL 50400 History of the English Language
or TESOL 57200 Modern Grammar
TESOL 51000 Linguistics and English Language Teaching
TESOL 52000 Sociolinguistics

TESOL 53000	Second Language Acquisition
TESOL 54000	TESOL Methods
TESOL 55000	Assessment in TESOL
TESOL 56000	TESOL Practicum

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EDA 50000 Foliotek/MEP Seminar (0) This online course will orient students to the culminating assessment portfolio, the internship experience, and other state requirements for certification as a School Principal in the state of Missouri. Students will be required to purchase Foliotek, an electronic portfolio system, for the portfolio requirement portion of this course. Students will also be required to take the Missouri Educator Profile, an online self-assessment to identify strengths and weaknesses in work habits. In collaboration with the course instructor, students will reflect on their MEP results and develop a plan for improvement. Students should take this course in the first nine hours of their program. P/F grading

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EDR 58000 Writing for Research and Publication (3) This course is designed to introduce graduate students to the writing expectations in published educational research. Students will learn the organization, writing expectations, and citation style of APA. The instructor will present strategies for all aspects of the writing process, especially revision. Students will work in groups to peer review each other's work and meet individually with the instructor. This course is designed to enhance graduate students' writing skills so they are more prepared for the complex writing requirements of graduate level writing and scholarship. Locating, reading, synthesizing, and evaluating published educational research will also be reviewed. This course emphasizes writing for a specific audience. The final product of this class will be a literature review excerpt on a topic the student desires to investigate further in the certificate program or other professional writing such as a grant application.

EDR 66000 Introduction to Institutional Research (3) Introduction to Institutional Research will provide a survey of research topics helpful to educational institutions of higher learning. Adaptation of strategies to institutions of other types will also be discussed. The rationale for research, types of research, strategies for gathering qualitative and quantitative data, and analysis techniques will be reviewed, discussed, and practiced. Prerequisite: EDA 645 Educational Statistics or equivalent.

EDR 66500 Program Evaluation (3) An educational leader often assumes the responsibility to design, implement and/or evaluate a specific program at the university, district, building or classroom level to increase achievement or support learner success. This course introduces the components and process of a program evaluation within a nonprofit or other environment. Students will gain practical experience by developing an evaluation proposal utilizing a single system design including formative and summative evaluation to demonstrate the effectiveness, strengths and weaknesses of a particular program. Students will also gain knowledge of the ethical issues related to conducting a program evaluation.

EDR 66700: Introduction to Applied Quantitative Analysis

(3) Introduction to Applied Quantitative Research Methods will provide an overview of educational research methods and includes discussion and practice with parametric and non-parametric statistics appropriate for analysis. Statistical techniques include z-tests, correlation and regression, Chi Square analysis, Analysis of Variance (ANOVA), and sampling. Hypothesis testing and discussion of communication of inferential results is included. Prerequisite: EDA 645 Educational Statistics/EDA 74500 or equivalent.

EDR 66800: Introduction to Qualitative Methods (3)

This course is designed to introduce students to aspects of qualitative research methods used in educational research settings. Students will engage in a hands-on approach to learning methods. They will do background readings before class; utilize a qualitative data collection method during class, discuss the experience in seminar, and reflect on it in written form between classes. Students will produce a final narrative analyzing qualitative data collected throughout the semester.

EDR 57500: Action Research (3)

Action research is for practitioners who wish to reflect and improve upon their own practice. In this course, students will learn the cycle of action research and the steps involved in each, as well as the theoretical framework for different traditions of action research. The instructor will review different types of data collection and analysis appropriate for this type of applied research. After reading examples of different types of action research in a variety of settings, students in this course will plan an action research or scholarship of teaching and learning (SoTL) study. The instructor of this course will model by conducting an action research study with the class as participants. Note: This course can replace the core Master of Arts in Education requirement of completing EDU 57000 with advisor approval.

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EDU 50305 Methods of Teaching Reading, Writing, and Oral Communication (3)

This course is designed to provide prospective teachers with a comprehensive study of the skills required for the development of reading, writing, and oral communication. Students will be presented with a foundational knowledge of communication theory and language development including phonemic awareness, word recognition and perception, vocabulary, comprehension, and fluency. This course meets the new certification requirements for current and future Illinois educators.

EDU 50705 Methods of Teaching Reading in the Content Areas (3)

This course is designed to provide prospective teachers with a comprehensive study of the skills required for reading development, teaching of reading strategies, diagnosing reading difficulties, assessing and improving reading and study skills in the content area. Students will learn to apply reading concepts, theories, and techniques to content area material by developing model lesson plans and materials.