

DEPARTMENT OF EDUCATIONAL STUDIES

Snejana Slantcheva-Durst, chair

The mission of the department of educational studies is to prepare and develop educational leaders and scholars to be agents of transformation on all levels of educational systems. Our graduate programs are geared towards working professionals: they are student-centered, inquiry-based, and praxis-oriented (integrating theory and practice). The department offers master's and doctoral degrees in educational administration and supervision, educational psychology, higher education, research and measurement, and social foundations of education.

The department is also the home of the Center for Education in Targeted Violence and Suicide and the Center for Nonviolence and Democratic Education.

Accreditation

The Education programs in the Judith Herb College of Arts, Social Sciences, and Education are fully accredited by the Council for Accreditation of Educator Preparation (CAEP). This accreditation status is effective between fall 2023 and fall of 2030. The next on-site visit will take place in spring 2030. Additionally, all licensure programs are approved by the Ohio Department of Higher Education.

Master's Degrees

Master of Education in Educational Administration and Supervision (<https://catalog.utoledo.edu/graduate/arts-social-sciences-education/departments/educational-studies/me-educational-administration-supervision/>)

Master of Education in Educational Theory and Social Foundations (<https://catalog.utoledo.edu/graduate/arts-social-sciences-education/departments/educational-studies/me-educational-theory-social-foundations/>)

Master of Education in Higher Education (<https://catalog.utoledo.edu/graduate/arts-social-sciences-education/departments/educational-studies/me-higher-education/>)

Doctoral Degrees

(<https://catalog.utoledo.edu/graduate/judith-herb-education/departments/educational-studies/phd-foundations-education/>) Doctor of Education in Educational Administration and Supervision (<https://catalog.utoledo.edu/graduate/arts-social-sciences-education/departments/educational-studies/de-educational-administration-supervision/>)

Doctor of Philosophy in Foundations of Education (<https://catalog.utoledo.edu/graduate/arts-social-sciences-education/departments/educational-studies/phd-foundations-education/>)

- Concentrations: Educational Psychology and Foundations of Education

Doctor of Philosophy in Higher Education (<https://catalog.utoledo.edu/graduate/arts-social-sciences-education/departments/educational-studies/phd-higher-education/>)

Graduate Certificates

Certificate in Foundations of Peace Education (<https://catalog.utoledo.edu/graduate/arts-social-sciences-education/departments/educational-studies/foundations-peace-education-certificate-program/>)

Certificate in Higher Education Administration (<https://catalog.utoledo.edu/graduate/arts-social-sciences-education/departments/educational-studies/higher-education-administration-certificate/>)

Certificate for Principal Licensure (<https://catalog.utoledo.edu/graduate/arts-social-sciences-education/departments/educational-studies/principal-licensure-graduate-certificate-program/>)

Courses

EDAS 6000 The Individual In Organizations

[3 credit hours]

An overview of the individual in educational administration, i.e., as visionary leader, organizational leader, instructional leader and policy/community leader. Opportunities for personal assessment are provided as students explore critical educational issues in schools.

Term Offered: Spring, Fall

EDAS 6010 Leadership in School Curriculum

[3 credit hours]

An in-depth analysis of curriculum leadership to improve teacher classroom performance and to ensure that the district curriculum and instructional programs are aligned and operationalized to provide full access and opportunity to all students and student groups to meet district goals.

Term Offered: Spring, Fall

EDAS 6020 Instructional Leadership and Supervision

[3 credit hours]

An in-depth analysis of instructional leadership and principles of supervision which promote improved instruction. Emphasis is on teacher performance evaluation, curriculum management and strategies for creating a philosophical shift from a special education/regular education dichotomy to a universal education paradigm.

Term Offered: Spring, Fall

EDAS 6110 Legal Aspects Of School Administration

[3 credit hours]

This course provides students an opportunity to analyze legal frameworks affecting the organization and administration of public schools, including special education law, church-state issues, pupil rights, staff-student relationships, conditions of employment, teacher organizations, tort liability, school finance, and desegregation. Participants will examine the basic legal structure for education, case and statutory law, legal principles, and provisions relevant to administration.

Term Offered: Spring, Summer

EDAS 6150 The Administrative Experience

[3 credit hours]

Emphasis is on blending current theory and practice by examining the use of data to guide school improvement for students. The collection of meaningful data for focused goal setting to be employed at the district, building and classroom levels is operationalized.

Term Offered: Spring**EDAS 6190 Integrated Experiences: Prac i**

[3 credit hours]

Working in a guided reflective practice environment, the student will apply knowledge gained in previous coursework to working in school building operations, and to developing a professional portfolio.

Term Offered: Spring, Fall**EDAS 6230 Community And Schools**

[3 credit hours]

This course explores the unique relationship between communities and schools. The democratic social structure is examined through a theoretical critique of strategies that increase citizen involvement in and build support for schools.

Term Offered: Spring, Summer, Fall**EDAS 6420 Micropolitics Of School Communities**

[3 credit hours]

Course focus is on the day to day politics of school work that increase the complexities of educating. Using case studies and problem-based learning, students will practice skills that support democratic practices in school communities.

Term Offered: Spring, Fall**EDAS 6440 Equity Issues In Educational Finance And Economics**

[3 credit hours]

Analysis of educational finance and economic issues pertinent to school districts. Analysis of various funding models at the local, state and national level are studied employing various measures of equity. Building/District level school finance and resource management strategies are examined.

Term Offered: Spring, Summer, Fall**EDAS 6920 Master's Project In Educational Administration**

[1-3 credit hours]

Open to graduate students who elect the completion of a research project in fulfilling the research requirements of the master's program.

Term Offered: Spring, Summer, Fall**EDAS 6960 Master's Thesis In Educational Administration**

[1-3 credit hours]

Open to graduate students who elect the completion of a research thesis in fulfilling the research requirements of the master's program.

Term Offered: Spring, Summer, Fall**EDAS 6990 Individual Study In Educational Administration - Master's**

[1-3 credit hours]

Open to graduate students who wish to pursue individual study on professional problems in EDAS under the direction of an EDAS faculty member.

Term Offered: Spring, Summer**EDAS 7920 Specialist Project In Educational Administration**

[1-3 credit hours]

Open to graduate students to fulfill the completion of a research project in fulfilling the research requirements of the specialist program.

Term Offered: Spring, Summer, Fall**EDAS 7990 Independent Study In Education Administration**

[1-3 credit hours]

Individual study on professional problems in EDAS under the direction of a EDAS faculty member.

Term Offered: Spring, Summer, Fall**EDAS 8000 The Individual In Organizations**

[3 credit hours]

An overview of the individual in educational administration, i.e., as visionary leader, organizational leader, instructional leader and policy/community leader. Opportunities for personal assessment are provided as students explore critical educational issues in schools.

Term Offered: Spring, Fall**EDAS 8010 Leadership in School Curriculum**

[3 credit hours]

An in-depth analysis of curriculum leadership to improve teacher classroom performance and to ensure that the district curriculum and instructional programs are aligned and operationalized to provide full access and opportunity to all students and student groups to meet district goals.

Term Offered: Spring, Fall**EDAS 8020 Instructional Leadership and Supervision**

[3 credit hours]

An in-depth analysis of instructional leadership and principles of supervision which promote improved instruction. Emphasis is on teacher performance evaluation, curriculum management and strategies for creating a philosophical shift from a special education/regular education dichotomy to a universal education paradigm.

Term Offered: Spring, Fall**EDAS 8110 Legal Aspects Of School Administration**

[3 credit hours]

This course provides students an opportunity to analyze legal frameworks affecting the organization and administration of public schools, including special education law, church-state issues, pupil rights, staff-student relationships, conditions of employment, teacher organizations, tort liability, school finance, and desegregation. Participants will examine the basic legal structure for education, case and statutory law, legal principles, and provisions relevant to administration.

Term Offered: Spring, Summer**EDAS 8150 The Administrative Experience**

[3 credit hours]

Emphasis is on blending current theory and practice by examining the use of data to guide school improvement for students. The collection of meaningful data for focused goal setting to be employed at the district, building and classroom levels is operationalized.

Term Offered: Spring

EDAS 8190 Integrated Experiences In Education Administration

[3 credit hours]

Working in a guided reflective practice environment, the student will apply knowledge gained in previous coursework to working in school building operations.

Term Offered: Spring, Fall

EDAS 8220 Administration Of Special Programs

[3 credit hours]

This course examines the administration of special programs that operate at the district and school level with particular focus on Special Education leadership issues. Title I, ESL, vocational education, guidance, and athletic programs are also explored.

Term Offered: Summer, Fall

EDAS 8230 Community And Schools

[3 credit hours]

This course explores the unique relationship between communities and schools. The democratic social structure is examined through a theoretical critique of strategies that increase citizen involvement in and build support for schools.

Term Offered: Spring, Summer, Fall

EDAS 8300 Integrate Experiences: Policies In Action

[3 credit hours]

This course analyses policies employed by schools and school districts in providing for education of students and services to the school community. On-site fieldwork is required.

Term Offered: Spring, Fall

EDAS 8420 Micropolitics Of School Communities

[3 credit hours]

Course focus is on the day to day politics of school work that increase the complexities of educating. Using case studies and problem-based learning, students will practice skills that support democratic practices in school communities.

Term Offered: Spring, Fall

EDAS 8440 Equity Issues In Educational Finance And Economics

[3 credit hours]

Analysis of educational finance and economic issues pertinent to school districts. Analysis of various funding models at the local, state and national level are studied employing various measures of equity. Building/District level school finance and resource management strategies are examined.

Term Offered: Spring, Summer, Fall

EDAS 8600 Leadership And Organizational Theory

[3 credit hours]

An analysis of leadership and organizational theory as influences on current thinking about and approaches to educational administration. Emphasis is on understanding dominant themes that impact administrative theory.

Term Offered: Fall

EDAS 8620 Politics And Policy Analysis And Development

[3 credit hours]

This course examines the issues involved in policy formation and analysis along with the political process of public education. Local, intermediate, state and federal levels are considered.

Term Offered: Spring, Fall

EDAS 8640 Leading Systems Change

[3 credit hours]

Course explores processes and practices used by educators to redesign preK-12 educational systems to improve outcomes for students. Content examines processes of moving espoused organizational values to actionable knowledge. Organizational Development recommended.

Term Offered: Spring, Fall

EDAS 8660 Critical Analysis Of Inquiry In Schools

[3 credit hours]

Concepts in understanding and evaluating contemporary educational research, addressing both quantitative and qualitative research methods. The focus is on the knowledge base school leaders must have to evaluate, use and initiate educational research in school settings.

Term Offered: Spring, Fall

EDAS 8930 Doctoral Seminar In Educational Administration And Supervision

[3 credit hours]

The course examines research findings and research methodology in Educational Administration and Supervision as they are pertinent to development of dissertation proposals. Dissertation proposal development is encouraged.

Term Offered: Spring, Fall

EDAS 8960 Doctoral Dissertation In Educational Administration And Supervision

[1-12 credit hours]

Production of an original, scholarly product in the area Educational Administration and Supervision. Dissertation credit may total not less than 12 semester hours.

Term Offered: Spring, Summer, Fall

EDP 5110 Advanced Educational Psychology

[3 credit hours]

A graduate level introduction to the field of educational psychology. Instruction will cover fundamentals of learning, motivation, cognition, individual differences and instructional applications as well as a research-oriented approach to answering scientific questions.

Term Offered: Spring, Summer, Fall

EDP 5220 Adolescent Behavior And Development

[3 credit hours]

Current theory and research on physical, cognitive, social, emotional and personality development are examined and used as the basis for identifying and solving problems related to adolescent growth and development.

Term Offered: Spring, Summer, Fall

EDP 5240 Applied Child and Adolescent Development

[3 credit hours]

The course will address issues that impact school and mental health professionals. For example K12 teachers, school psychologists, clinical psychologists, social workers, school counselors, nurses, SROs. Theory and research on physical, cognitive, social, and emotional development are examined and used as the bases for understanding child and adolescent development. Special attention will be focused on practical application.

Term Offered: Spring, Summer, Fall

EDP 5250 Addressing Student and Educator Mental Health

[3 credit hours]

This course explores the intersection of mental health within educational environments, focusing on the mental well-being of both students and educators. Through an interdisciplinary approach, students will examine the unique stressors and challenges faced by individuals in academic settings, including anxiety, depression, burnout, and trauma. The course will cover the impact of these mental health issues on learning, teaching, and overall educational outcomes.

Term Offered: Spring, Fall**EDP 5310 Issues And Innovations In Learning And Instruction**

[3 credit hours]

Reviews emergent theory, principles and research findings on cognition and learning and applies these concepts to developing instructional experiences and conditions for optimizing classroom learning and performance.

Term Offered: Spring, Fall**EDP 5320 Instructional Psychology**

[3 credit hours]

Theory and research in psychology that contributes to effective instruction. Topics include varieties and conditions of learning, information processing, learning analysis, constructivism, mastery learning, cooperative learning, norm & criterion-referenced measurement.

Term Offered: Spring**EDP 5340 Classroom Engagement and Behavioral Supports**

[3 credit hours]

The course builds teacher candidate's knowledge of social and emotional development and needs for children. Teacher candidates develop skills to develop support positive classroom dynamics, prosocial behaviors and classroom management. The course addresses theory and practical application of current behavioral support approaches as well as the evolution of the field across time. Special attention will be paid to current best practice as it applies to the early childhood classroom.

Term Offered: Spring, Summer, Fall**EDP 5950 Workshop In Educational Psychology**

[3 credit hours]

Each workshop is developed around a topic of interest and concern to inservice teachers and other educational personnel. Practical application of workshop topics will be emphasized.

Term Offered: Summer, Fall**EDP 6120 School Violence Theory, Prevention, and Intervention**

[3 credit hours]

The seminar focuses on the assessment, management, and prevention of school violence. The role of nature and nurture will be explored, as will society's role (e.g., teachers, school administrators) in assessment, prevention and intervention. The forms of violence to be addressed are child abuse, gang activity, bullying, harassment, and targeted violence.

Term Offered: Spring, Summer, Fall**EDP 6140 Motivation Theory And Application**

[3 credit hours]

Graduate-level study of conceptions of motivation in various settings. Emphasis is on understanding major concepts and principles, as well on application to such settings as classroom, counseling and industry.

Prerequisites: EDP 5110 with a minimum grade of D- or EDP 5210 with a minimum grade of D- or EDP 5220 with a minimum grade of D- or EDP 5230 with a minimum grade of D- or EDP 7110 with a minimum grade of D- or EDP 7230 with a minimum grade of D-

Term Offered: Spring**EDP 6150 CULTURAL PERSPECTIVES IN LEARNING AND DEVELOPMENT**

[3 credit hours]

This course aims to develop a broader understanding of the role of culture in psychological processes and the implications of such psychological understanding for a culturally diverse society.

Term Offered: Spring, Fall**EDP 6160 Self and Identity**

[3 credit hours]

The Self and Identity course examines the content, structure, organization of self, self-processes, both implicit and explicit, involving cognition, evaluation, motivation, and emotional dimensions of the development of selfhood. The course also examines the meaning of personal and interpersonal identities including cultural, ethnic, and gender identity and the role of context in shaping these multiple identities. The implications of the readings for educators.

Prerequisites: EDP 5110 with a minimum grade of C or EDP 5120 with a minimum grade of C or EDP 5220 with a minimum grade of C or EDP 5230 with a minimum grade of C or PSY 4500 with a minimum grade of C or PSY 4700 with a minimum grade of C

EDP 6190 Seminar In Educational Psychology

[3 credit hours]

The collaborative study of a specific topic in educational psychology by a group of advanced students under the direction of one or more professors.

Term Offered: Spring, Summer, Fall**EDP 6250 Social Development**

[3 credit hours]

Critical examination of theory and research on social behaviors such as attachment, aggression and prosocial behavior, including their causes, how they affect the person and how they change with age.

Prerequisites: EDP 5210 with a minimum grade of D- or EDP 5220 with a minimum grade of D-

Term Offered: Spring, Fall**EDP 6270 Parenting: Theory And Research**

[3 credit hours]

Analysis and evaluation of the research on parenting across a variety of sociocultural contexts.

Prerequisites: EDP 5320 with a minimum grade of D-**EDP 6340 Theories Of Learning**

[3 credit hours]

Intensive inquiry into the study of learning with particular emphasis on more recent theories. Theory application in a wide variety of settings will also be stressed.

EDP 6360 Thinking And Reasoning In School Contexts

[3 credit hours]

Analysis of theory, research policy, and practice about thinking and reasoning in school subjects and school learning in democratic societies.

Term Offered: Spring, Fall

EDP 6370 News Media Literacy, Society, and the Mind

[3 credit hours]

The course provides students with a theoretical and empirical foundation on psychological concepts and processes (e.g., critical thinking, personal epistemology, and belief systems), to understand the role of the news media (e.g., news print/broadcast, social media, and media technology) for the public sphere, citizenship, democracy, and peace. In their area of studies, students will learn how to develop a competency based news media literacy model that enables citizens to be/come critical and effective news media consumers.

EDP 6380 Prevention Through Postvention in Targeted Violence Terrorism and Suicide

[3 credit hours]

This course provides information on key aspects of prevention, intervention, active response, and postvention applied to incidents of targeted violence such as campus shootings, terrorism, and suicide. The content is based on government reports, journal articles, and post incident analyses. Emphasis is placed on practical application of the course content. The course is relevant to those pursuing degrees in educational psychology, psychology, counselor education, educational administration, higher education, criminal justice and related fields.

EDP 6960 Master's Thesis In Educational Psychology

[1-3 credit hours]

A formal, independent study culminating in a written discourse that advances our understanding of educational psychology.

Term Offered: Spring, Summer, Fall

EDP 6980 Master's Project In Educational Psychology

[1-3 credit hours]

A formal, independent project applying principles of educational psychology to solve a particular problem and culminating in a written discourse.

Term Offered: Spring, Summer, Fall

EDP 6990 Independent Study In Educational Psychology

[1-3 credit hours]

Directed study of a current topic in educational psychology. The student meets with the instructor at arranged intervals without formal classes.

Term Offered: Spring, Fall

EDP 7110 Advanced Educational Psychology

[3 credit hours]

A graduate level introduction to the field of educational psychology. Instruction will cover fundamentals of learning, motivation, cognition, individual differences and instructional applications as well as a research-oriented approach to answering scientific questions.

Term Offered: Spring, Summer, Fall

EDP 7240 Applied Child and Adolescent Development

[3 credit hours]

The course will address issues that impact school and mental health professionals. For example K12 teachers, school psychologists, clinical psychologists, social workers, school counselors, nurses, SROs. Theory and research on physical, cognitive, social, and emotional development are examined and used as the bases for understanding child and adolescent development. Special attention will be focused on practical application.

Term Offered: Spring, Summer, Fall

EDP 7250 Addressing Student and Educator Mental Health

[3 credit hours]

This course explores the intersection of mental health within educational environments, focusing on the mental well-being of both students and educators. Through an interdisciplinary approach, students will examine the unique stressors and challenges faced by individuals in academic settings, including anxiety, depression, burnout, and trauma. The course will cover the impact of these mental health issues on learning, teaching, and overall educational outcomes.

Term Offered: Spring, Fall

EDP 7310 Issues And Innovations In Learning And Instruction

[3 credit hours]

Reviews emergent theory, principles and research findings on cognition and learning and applies these concepts to developing instructional experiences and conditions for optimizing classroom learning and performance.

Term Offered: Spring, Fall

EDP 7950 Workshop In Educational Psychology

[3 credit hours]

Each workshop is developed around a topic of interest and concern to in-service teachers and other educational personnel. Practical application of workshop topics will be emphasized.

Term Offered: Summer, Fall

EDP 8120 School Violence Theory, Prevention, and Intervention

[3 credit hours]

The seminar focuses on the assessment, management, and prevention of school violence. The role of nature and nurture will be explored, as will society's role (e.g., teachers, school administrators) in assessment, prevention and intervention. The forms of violence to be addressed are child abuse, gang activity, bullying, harassment, and targeted violence.

Term Offered: Spring, Summer, Fall

EDP 8140 Motivation Theory And Application

[3 credit hours]

Graduate-level study of conceptions of motivation in various settings. Emphasis is on understanding major concepts and principles, as well on application to such settings as classroom, counseling and industry.

Prerequisites: EDP 5110 with a minimum grade of D- or EDP 5210 with a minimum grade of D- or EDP 5220 with a minimum grade of D- or EDP 5230 with a minimum grade of D- or EDP 7110 with a minimum grade of D- or EDP 7230 with a minimum grade of D-

Term Offered: Spring

EDP 8150 CULTURAL PERSPECTIVES IN LEARNING AND DEVELOPMENT

[3 credit hours]

This course aims to develop a broader understanding of the role of culture in psychological processes and the implications of such psychological understanding for a culturally diverse society.

Term Offered: Spring, Fall

EDP 8160 Self and Identity

[3 credit hours]

The Self and Identity course examines the content, structure, organization of self, self-processes, both implicit and explicit, involving cognition, evaluation, motivation, and emotional dimensions of the development of selfhood. The course also examines the meaning of personal and interpersonal identities including cultural, ethnic, and gender identity and the role of context in shaping these multiple identities. The implications of the readings for educators.

Prerequisites: EDP 5110 with a minimum grade of C or EDP 5120 with a minimum grade of C or EDP 5220 with a minimum grade of C or EDP 5230 with a minimum grade of C or PSY 4500 with a minimum grade of C or PSY 4700 with a minimum grade of C

EDP 8190 Seminar In Educational Psychology

[3 credit hours]

The collaborative study of a specific topic in educational psychology by a group of advanced students under the direction of one or more professors.

Term Offered: Spring, Summer, Fall

EDP 8250 Social Development

[3 credit hours]

Critical examination of theory and research on social behaviors such as attachment, aggression and prosocial behavior, including their causes, how they affect the person and how they change with age.

Prerequisites: EDP 5210 with a minimum grade of D- or EDP 5220 with a minimum grade of D-

Term Offered: Spring, Fall

EDP 8270 Parenting: Theory And Research

[3 credit hours]

Analysis and evaluation of the research on parenting across a variety of sociocultural contexts.

EDP 8340 Theories Of Learning

[3 credit hours]

Intensive inquiry into the study of learning with particular emphasis on more recent theories. Theory application in a wide variety of settings will also be stressed.

EDP 8360 Thinking And Reasoning In School Contexts

[3 credit hours]

Analysis of theory, research policy, and practice about thinking and reasoning in school subjects and school learning in democratic societies.

Term Offered: Spring, Fall

EDP 8370 News Media Literacy, Society, and the Mind

[3 credit hours]

The course provides students with a theoretical and empirical foundation on psychological concepts and processes (e.g., critical thinking, personal epistemology, and belief systems), to understand the role of the news media (e.g., news print/broadcast, social media, and media technology) for the public sphere, citizenship, democracy, and peace. In their area of studies, students will learn how to develop a competency based news media literacy model that enables citizens to be/come critical and effective news media consumers.

EDP 8380 Prevention through Postvention of Targeted Violence, Terrorism and Suicide

[3 credit hours]

This course provides information on key aspects of prevention, intervention, active response, and postvention applied to incidents of targeted violence such as campus shootings, terrorism, and suicide. The content is based on government reports, journal articles, and post incident analyses. Emphasis is placed on practical application of the course content. The course is relevant to those pursuing degrees in educational psychology, psychology, counselor education, educational administration, higher education, criminal justice, and related fields.

EDP 8960 Dissertation Research In Educational Psychology

[1-12 credit hours]

A formal, independent study culminating in a written discourse that advances our understanding of educational psychology.

Term Offered: Spring, Summer, Fall

EDP 8990 Independent Study In Educational Psychology

[1-6 credit hours]

Directed study of a current topic in educational psychology. The student meets with the instructor at arranged intervals without formal classes.

Term Offered: Spring, Summer, Fall

ETPT 5000 Introduction To Educational Technology

[3 credit hours]

Introduces the field of Educational Technology and its relevant competencies. Examines current trends in Educational Technology.

Term Offered: Spring, Summer, Fall

ETPT 5100 Instructional Systems Design Principles

[3 credit hours]

An introduction to various ISD models and approaches for designing effective systems of instruction. Students will begin to acquire experience in the actual analysis, design, development and evaluation of instruction.

Term Offered: Spring, Summer

ETPT 5210 Introduction To Multimedia And Web Design

[3 credit hours]

An introduction to the software, hardware and processes involved in the design and development of multimedia and Web-based instructional materials.

Term Offered: Fall

ETPT 5550 Using The Internet In The Classroom

[3 credit hours]

An introduction to effective use of Internet resources in instruction.

Term Offered: Spring, Summer, Fall

ETPT 5980 Special Topics In Educational Technology And Performance Technology

[1-5 credit hours]

Special offerings are of interest to graduate students in educational technology and performance technology. Students should discuss specific content for each offerings with ETPT faculty.

Term Offered: Spring, Summer, Fall

ETPT 5990 Graduate Independent Study In Educational Technology & Performance Technology

[1-5 credit hours]

Individual study designed to provide a student the opportunity to work individually on professional problems under the direction of educational technology & performance technology faculty.

Term Offered: Spring, Summer, Fall

ETPT 6150 Designing Instruction For Diverse Learner Populations

[3 credit hours]

Focuses on instructional designer's role in assessing and addressing such differences as performance environment, culture, ethnicity, physical attributes, age/experience and socioeconomic factors to maximize learning.

Prerequisites: ETPT 5100 with a minimum grade of D-

Term Offered: Spring, Summer

ETPT 6230 Developing Web-Based Instructional Materials

[3 credit hours]

Students apply previously acquired skills in multimedia and Web design to develop instructional materials for delivery via the World Wide Web.

Prerequisites: ETPT 5100 with a minimum grade of D-

Term Offered: Spring

ETPT 6300 Technology Management In K-16 Education

[3 credit hours]

Provides teachers and technology coordinators with the knowledge and skills necessary to manage instructional computer laboratories and services in K-16 settings.

Term Offered: Summer, Fall

ETPT 6510 Teaching And Learning At A Distance

[3 credit hours]

Investigates various applications of distance learning for education and training.

Term Offered: Spring, Summer

ETPT 6810 Research And Theory In Educational Technology And Performance Technology

[3 credit hours]

Investigates current major research trends and topics in various areas of educational technology and performance technology. Students develop and present a research proposal.

ETPT 6900 Master's Seminar In Educational Technology And Performance Technology

[3 credit hours]

This course is the culminating experience in the ETPT master's program. Students complete a project under supervision of an educational technology faculty member.

Prerequisites: (ETPT 5000 with a minimum grade of D- and ETPT 6110 with a minimum grade of D-)

Term Offered: Spring, Summer, Fall

ETPT 6940 Practicum In Educational Technology And Performance Technology

[3 credit hours]

Students apply ETPT course work to solve an instructional and/or performance problem for a client organization under the supervision of educational technology faculty.

ETPT 7000 Introduction To Educational Technology

[3 credit hours]

Introduces the field of educational technology and its relevant competencies. Examines current trends in educational technology.

Term Offered: Spring, Summer, Fall

ETPT 7100 Instructional Systems Design Principles

[3 credit hours]

An introduction to various ISD models and approaches for designing effective systems of instruction. Students will begin to acquire experience in the actual analysis, design, development and evaluation of instruction.

Term Offered: Spring, Summer

ETPT 7210 Introduction To Multimedia And Web Design

[3 credit hours]

An introduction to the software, hardware and processes involved in the design and development of multimedia and Web-based instructional materials.

Term Offered: Fall

ETPT 7550 Using The Internet In The Classroom

[3 credit hours]

An introduction to effective use of Internet resources in instruction.

Term Offered: Spring, Fall

ETPT 7980 Special Topics In Educational Technology And Performance Technology

[1-5 credit hours]

Special offerings are of interest to graduate students in educational technology and performance technology. Students should discuss specific content for each offerings with ETPT faculty.

Term Offered: Spring, Summer, Fall

ETPT 7990 Independent Study in ETPT

[1-5 credit hours]

Individual study designed to provide a student the opportunity to work individually on professional problems under the direction of Educational Technology faculty.

Term Offered: Spring, Summer, Fall

ETPT 8150 Designing Instruction For Diverse Learner Populations

[3 credit hours]

Focuses on instructional designer's role in assessing and addressing such differences as performance environment, culture, ethnicity, physical attributes, age/experience and socioeconomic factors to maximize learning.

Prerequisites: ETPT 7100 with a minimum grade of D-

Term Offered: Spring, Summer

ETPT 8230 Developing Web-Based Instructional Materials

[3 credit hours]

Students apply previously acquired skills in multimedia and Web design to develop instructional materials for delivery via the World Wide Web.

Prerequisites: (ETPT 7100 with a minimum grade of D- and ETPT 7210 with a minimum grade of D-)

Term Offered: Spring

ETPT 8300 Technology Management In K-16 Education

[3 credit hours]

Provides teachers and technology coordinators with the knowledge and skills necessary to manage instructional computer laboratories and services in K-16 settings.

Term Offered: Summer, Fall

ETPT 8510 Teaching And Learning At A Distance

[3 credit hours]

Investigates various applications of distance learning systems for education and training.

Term Offered: Spring, Summer

ETPT 8810 Research And Theory In Educational Technology And Performance Technology

[3 credit hours]

Investigates current major research trends and topics in various areas of educational technology and performance technology. Students develop and present a research proposal.

Term Offered: Summer, Fall

ETPT 8940 Practicum In Educational Technology And Performance Technology

[3 credit hours]

Students apply ETPT course work to solve an instructional and/or performance problem for a client organization under the supervision of educational technology faculty.

Term Offered: Fall

ETPT 8960 Dissertation In Educational Technology And Performance Technology

[1-12 credit hours]

Original research in an area of educational technology and performance technology.

Term Offered: Spring, Summer, Fall

HED 5900 Diversity Leadership in Higher Education

[3 credit hours]

Diversity Leadership in Higher Education explores issues of diversity on campuses through foundational and contemporary lenses. It is intended for students studying higher education as a major or area of research interest, as well as employees in institutions of higher education at all levels. The course defines diversity in higher education settings and explores diversity through student, faculty, and administrative lenses, including the components of an effective diversity office on campus.

Term Offered: Spring, Summer, Fall

HED 6010 History Of Higher Education

[3 credit hours]

Introduction to the historical development of American higher education from colonial times to the 20th century. Emphasis on the major historical events that contributed to the diversity of higher education.

Term Offered: Summer, Fall

HED 6120 International Education

[3 credit hours]

Complex interrelationships between global and educational systems will be examined. Emphasis will be on how education can be used to build a more global society. Some sections will include an international field study trip.

Term Offered: Spring, Summer, Fall

HED 6510 The American College Student

[3 credit hours]

This course explores the character and nature of student populations in contemporary American colleges and universities and considers the impact of campus environments and experiences on development, interaction and learning.

Term Offered: Spring, Fall

HED 6530 Theories Of Student Development

[3 credit hours]

Students critically examine traditional and contemporary theories of college student development, identify methods of assessing that development, and explore ways to apply the theories to everyday practice.

Term Offered: Spring, Summer, Fall

HED 6570 Research in Higher Education

[3 credit hours]

The course introduces students to research methods and techniques, along with the resources available, both within the University and nationally, for the purpose of higher education research. Introductory qualitative and quantitative research concepts are covered, as well as how to critique research articles in the field of higher education.

Term Offered: Spring, Summer, Fall

HED 6640 Governance And Administration In Higher Education

[3 credit hours]

This course introduces students to the theories and structures of the governance and administration of academic organizations, and to the sources of authority and decision-making in academic institutions.

Term Offered: Spring, Fall

HED 6700 Finance Of Higher Education

[3 credit hours]

This course discusses issues related to the expenditure of funds for higher education within institutions and systems. Issues addressed include capital funding, endowment management and budget preparation.

Term Offered: Spring, Summer, Fall

HED 6730 Legal Aspects Of Higher Education

[3 credit hours]

Law, its history, philosophy and practical application to and effect on the creation and administration of public and private higher education is examined in the context of court decisions.

Term Offered: Spring, Fall

HED 6770 Evaluation And Outcomes Assessment In Higher Education

[3 credit hours]

This course focuses on outcomes-based assessment of learning and development in student affairs.

Term Offered: Spring, Summer, Fall

HED 6850 Critical Issues In Higher Education

[3 credit hours]

This seminar exposes students to critical issues in higher education. Topics covered vary from course to course in order to stay current with ongoing and emerging critical issues.

Term Offered: Spring, Summer, Fall**HED 6940 Master's Practicum In Higher Education**

[3 credit hours]

The Practicum Seminar provides students with the opportunity to develop specialized skills working in a professional/administrative unit of a college or university. Students are expected to complete a 200 hours of work under the supervision of an experienced administrator. Seminar coursework accompanies the practicum experience.

Term Offered: Spring, Summer, Fall**HED 6960 Master's Thesis In Higher Education**

[1-3 credit hours]

Open to graduate students who elect the completion of a research thesis in fulfilling the research requirements of the master's program.

Term Offered: Spring, Summer, Fall**HED 6980 Master's Capstone Seminar**

[3 credit hours]

This seminar provides opportunities for students to strengthen their academic and professional skills and to apply them in different higher education contexts. The culminating requirements may vary.

Term Offered: Spring**HED 6990 Independent Study In Higher Education-Masters**

[1-3 credit hours]

Provides student the opportunity to work independently on a professional problem under the direction of a Higher Education Program faculty member.

Term Offered: Spring, Summer, Fall**HED 7900 Diversity Leadership in Higher Education**

[3 credit hours]

Diversity Leadership in Higher Education explores issues of diversity on campuses through foundational and contemporary lenses. It is intended for students studying higher education as a major or area of research interest, as well as employees in institutions of higher education at all levels. The course defines diversity in higher education settings and explores diversity through student, faculty, and administrative lenses, including the components of an effective diversity office on campus.

Term Offered: Spring, Summer, Fall**HED 8010 Historical Foundations of Higher Education**

[3 credit hours]

The course provides a comprehensive examination of the foundations of higher education in the United States. Special attention is given to the relationship between higher education and society over time, central philosophical assumptions, key historical and social events that shaped the field, evolving conceptualizations of education, and the higher education diversity of people, institutions, and ideas. The course also aims to equip students with knowledge about historical analysis, and skills to conduct archival research.

Term Offered: Spring, Fall**HED 8030 Federal And State Policy Analysis**

[3 credit hours]

Designed for those interested in federal and state policy as related to higher education. Students will investigate specific federal and state legislation and regulatory issues.

Term Offered: Summer**HED 8120 International Education**

[3 credit hours]

Complex interrelationships between global issues and educational systems will be examined. Emphasis will be on how education can be used to build a more global society. Some sections of the course will include an international field study trip.

Term Offered: Summer**HED 8270 Learning and Teaching in Higher Education**

[3 credit hours]

Course facilitates application of theory to practice of teaching in higher education. Students explore diverse pedagogical approaches, professional faculty roles effective learning and teaching.

HED 8530 Research Perspectives on Student Development

[3 credit hours]

This course is designed to enhance students' understanding of the wide array of theories that inform the developmental processes of college students. Special focus falls on recent theories on student learning, growth, and development, including holistic models of development; issues of diversity in development; ways to utilize theory to understand, explain, analyze, and predict behavior; and the extent to which seminal theories and models are used to guide empirical research.

Term Offered: Spring, Summer, Fall**HED 8570 Foundational Seminar in Higher Education**

[3 credit hours]

This course provides an introduction to doctoral studies, reviews research approaches in the field of higher education, and initiates students' dissertation research planning. Students learn how to conduct and critique higher education research, what sources of research and databases are available to them, and how to develop and present a research study proposal.

Term Offered: Spring, Fall**HED 8640 Models of University Organization and Governance**

[3 credit hours]

This course provides a comprehensive examination of the governance and administration of U.S. colleges and universities, and of the diversity of models of governance available in higher education scholarship. We consider such topics as models of governance, locus of control, shared governance, leadership, community, state, and federal influences on institutional administration, and strategic environments. The course also aims to equip students with analytic skills and perspectives that guide their research and practice of leadership and management.

Term Offered: Spring, Summer, Fall**HED 8650 Community College Leadership**

[3 credit hours]

This course examines community college leadership and administration. It introduces models for leading change and explores challenges facing community college leaders.

Term Offered: Summer

HED 8700 Economics and Financing of Higher Education

[3 credit hours]

This course focuses on issues of economics and financing of higher education institutions including historical evolution of funding philosophies, sources of revenue for colleges and universities, expenditure streams and their connection to educational outcomes, institutional budgets, and how sources of funds drive educational policymaking. In addition, the course explores values and concerns of public funding, public and private sector investment in higher education, and the role of fundraising in institutional financing.

Term Offered: Spring, Summer, Fall**HED 8730 Higher Education Law and Policy**

[3 credit hours]

This course focuses on a range of constitutional, statutory, case, and common law principles that directly influence higher education policy and the operation of colleges and universities.

Term Offered: Spring, Summer, Fall**HED 8770 Research and Assessment of Student Outcomes in Higher Education**

[3 credit hours]

This course examines the philosophy and practice of assessment and evaluation in higher education. Issues to be covered include the Input-Environment-Outcomes model, and planning, implementing, and improving assessment in higher education.

Term Offered: Spring, Summer, Fall**HED 8850 Critical Issues In Higher Education**

[3 credit hours]

This seminar exposes students to critical issues in higher education. Topics covered vary from course to course in order to stay current with ongoing and emerging critical issues.

Term Offered: Summer, Fall**HED 8910 Introduction to Interpretive Inquiry**

[3 credit hours]

This course equips students with basic knowledge and abilities to conduct qualitative research. It fosters understanding of methodology and methods, and their alignment with a particular research tradition.

Term Offered: Spring, Fall**HED 8920 Advanced Seminar**

[3 credit hours]

This seminar requires students to work with a professor on the design and implementation of a research project. This project may be qualitative, quantitative, or mixed method. The seminar may be repeated once for credit when topics vary.

Term Offered: Spring, Fall**HED 8930 Doctoral Research Seminar In Higher Education**

[3 credit hours]

This course provides students the opportunity to work through the various stages of their dissertation in a seminar format. This course may be repeated once for credit as students progress through stages of the dissertation. These credits may count towards students' dissertation hours.

Term Offered: Spring, Summer, Fall**HED 8940 Doctoral Internship In Higher Education**

[1-3 credit hours]

The Internship provides students an opportunity to accumulate supervised experience in college/university administration or teaching. Areas of experience are decided upon in collaboration with a guiding higher education organization or institution, the faculty in the Higher Education Program, and the individual student.

Term Offered: Summer, Fall**HED 8960 Dissertation**

[1-12 credit hours]

Original and specific research problem of a scholarly nature, requiring the application of advanced research skills and techniques to study. Students must take a minimum of 10 dissertation credit hours.

Term Offered: Spring, Summer, Fall**HED 8990 Independent Study In Higher Education**

[1-3 credit hours]

Provides student the opportunity to work independently on a professional problem under the direction of a Higher Education Program faculty member.

Term Offered: Spring, Summer, Fall**RESM 5110 Quantitative Methods I**

[3 credit hours]

This course introduces the major concepts of statistical description, including central tendency, dispersion, and relative position and relationship. Inferential methods such as t-tests, one-way analysis of variance, and multiple group analyses are also presented.

Term Offered: Spring, Summer, Fall**RESM 5210 Educational Testing And Grading**

[3 credit hours]

This course introduces the development, administration and interpretation of teacher-made tests and other pupil assessments; basic principles underlying norm- and criterion-referenced tests; problems and issues in grading systems and assigning grades; standardized testing and Value-Added Models.

Term Offered: Spring, Summer, Fall**RESM 5310 Understanding and Consuming Research**

[3 credit hours]

This course offers an introduction to the history and foundations of research processes from the consumer's perspective. It introduces qualitative, quantitative, and mixed methods approaches for understanding research problems.

Term Offered: Spring, Summer, Fall**RESM 5330 Qualitative Research I: Introduction And Basic Methods**

[3 credit hours]

This course introduces history and theoretical underpinnings of qualitative research. Students then learn and practice fundamental methods of participant-observation, fieldnotes, interviewing, and transcription, and explore common models of qualitative research.

Term Offered: Summer, Fall

RESM 5550 Introduction to Research and Measurement (RESM) and Graduate Studies

[3 credit hours]

This course offers an introduction to the foundations of the research process and an exploration of the major program strands (research and evaluation design, data analysis and interpretation, development and validation of measures, and school-based classroom and program assessment). It also focuses on practical strategies and skills that promote successful graduate-level study.

Term Offered: Spring, Fall**RESM 5950 Workshop In Research And Measurement**

[3 credit hours]

Each workshop is developed around a topic of interest and concern to inservice teachers and other educational personnel. Practical application of workshop topics will be emphasized.

Prerequisites: RESM 4100 with a minimum grade of D- or RESM 5110 with a minimum grade of C

Term Offered: Spring, Summer, Fall**RESM 6120 Quantitative Methods II**

[3 credit hours]

This course covers the major inferential statistical techniques common to the behavioral sciences. Correlation, factorial analysis of variance, and linear regression are major topics. Computer applications are included.

Prerequisites: RESM 4100 with a minimum grade of D- or RESM 5110 with a minimum grade of C

Term Offered: Spring, Summer, Fall**RESM 6150 Structural Equation Modeling**

[3 credit hours]

This course introduces structural equation modeling as a statistical method to assess the strengths of a priori relations among variables. Topics include path analysis and confirmatory factor analysis. Computer applications with AMOS are included.

Prerequisites: RESM 6120 with a minimum grade of C or RESM 8120 with a minimum grade of C

Term Offered: Spring, Fall**RESM 6220 Measurement I**

[3 credit hours]

This course introduces psychometric theories, with emphasis on classical test theory; reliability theory, including generalizability theory; approaches to validation; practical applications such as standard setting.

Prerequisites: RESM 4100 with a minimum grade of D- or RESM 5110 with a minimum grade of C

Term Offered: Spring, Fall**RESM 6240 Mixed Methods Research: Theory & Application**

[3 credit hours]

This course introduces history and theoretical foundations of mixed methods research. Students learn the foundations and theories of mixed methods research and practice. Students will also have the practical experience of implementing mixed methods research in their field of interest from problem identification through to research design, analysis, and reporting.

Term Offered: Spring, Fall**RESM 6320 Research Design**

[3 credit hours]

This course exposes students to quantitative and mixed method research approaches that are used in theses and dissertations. Competing designs for addressing research questions are compared. The purpose is to prepare students for their dissertation experience.

Prerequisites: RESM 4100 with a minimum grade of D- or RESM 5110 with a minimum grade of C

Term Offered: Spring, Summer, Fall**RESM 6340 Qualitative Research II: Design And Analysis**

[3 credit hours]

This course takes student through the design, implementation, and write up a qualitative study. Topics include theoretical frameworks and research design; managing, analyzing and interpreting data; collaboration between researcher and researched; using computers in analysis.

Prerequisites: RESM 5330 with a minimum grade of C or RESM 7330 with a minimum grade of C

Term Offered: Spring**RESM 6350 Methods Of Survey Research**

[3 credit hours]

This course contextualizes survey development within a broad theoretical framework and proceeds through the literature, problem, purpose, methods, and sampling. Particular emphasis is placed on the validity implications of each.

Prerequisites: RESM 6120 with a minimum grade of C

Term Offered: Spring, Fall**RESM 6360 Program Evaluation**

[3 credit hours]

An overview of prominent human services program evaluation methods including objectives-based, experimental, statistical and economic approaches. Evaluation criteria, issues, ethics and politics are considered.

Prerequisites: RESM 5110 with a minimum grade of C or RESM 7110 with a minimum grade of C

Term Offered: Spring, Summer, Fall**RESM 6370 Fundamentals Of Grant Writing**

[3 credit hours]

This seminar teaches participants about fundamentals of grant writing.

Topics covered include: locating sources of funding, writing grants, designing evaluation instruments and administering grants.

Term Offered: Summer**RESM 6550 Statistical Analysis by Computer**

[3 credit hours]

Course covers computer applications (SPSS, Excel) of statistical analyses. Statistical tests covered include descriptive, nonparametric, tests of mean differences, tests of association, and scaling techniques. Successful students generally will have completed a basic statistics class.

Prerequisites: RESM 5110 with a minimum grade of C and RESM 7110 with a minimum grade of C

Term Offered: Spring, Fall

RESM 6900 Research and Measurement Master's Portfolio

[1 credit hour]

This course is one of the program completion options available for the Research and Measurement master's degree. This course is intended to be longitudinal with one credit hour completed each semester of the three-semester (full-time study) master's program. Upon program completion, portfolio contents should reflect samples of best works completed in each of the 9 courses comprising the master's core, the research and measurement core, and research and measurement concentration.

Term Offered: Spring, Summer, Fall**RESM 6940 Internships In Measurement, Evaluation, Research & Statistics**

[3 credit hours]

This is a supervised field experience in measurement, evaluation, research design, or statistics in a variety of settings.

Term Offered: Spring, Summer, Fall**RESM 6960 Master's Thesis In Educational Research**

[1-3 credit hours]

This option is open to a graduate student who elects the completion of a research thesis in fulfilling the research requirement of the master's degree.

Term Offered: Spring, Summer, Fall**RESM 6990 Master's Independent Study In Educational Research**

[1-3 credit hours]

This is a formal exploration of a current topic in educational research, measurement, statistics, or program evaluation. The student meets with the instructor at arranged intervals without formal classes.

Term Offered: Spring, Summer**RESM 7110 Quantitative Methods I**

[3 credit hours]

This course introduces the major concepts of statistical description, including central tendency, dispersion, and relative position and relationship. Inferential methods such as t-tests, one-way analysis of variance, and multiple group analyses are also presented.

Term Offered: Spring, Summer, Fall**RESM 7210 Educational Testing And Grading**

[3 credit hours]

This course introduces the development, administration and interpretation of teacher-made tests and other pupil assessments; basic principles underlying norm- and criterion-referenced tests; problems and issues in grading systems and assigning grades; standardized testing and Value-Added Models.

Term Offered: Spring, Summer, Fall**RESM 7220 Applied Assessment for Improved Practice**

[3 credit hours]

This is an advanced course in classroom assessment with a focus on informed and applied evidence-based decision making. Key components are the analysis and reporting of results from assessment datasets, the creation of formative and summative assessment action plans based on analysis results, and the incorporation of 21st century technology tools to support assessment planning and instructional decisions.

Prerequisites: RESM 4200 with a minimum grade of D- or RESM 5210 with a minimum grade of C or RESM 7210 with a minimum grade of C

Term Offered: Summer**RESM 7310 Understanding and Consuming Research**

[3 credit hours]

This course offers an introduction to the history and foundations of research processes from the consumer's perspective. It introduces qualitative, quantitative, and mixed methods approaches for understanding research problems.

Term Offered: Spring, Summer, Fall**RESM 7330 Qualitative Research I: Introduction And Basic Methods**

[3 credit hours]

This course introduces history and theoretical underpinnings of qualitative research. Students then learn and practice fundamental methods of participant-observation, fieldnotes, interviewing, and transcription, and explore common models of qualitative research.

Term Offered: Summer, Fall**RESM 7550 Introduction to Research and Measurement (RESM) and Graduate Studies**

[3 credit hours]

This course offers an introduction to the foundations of the research process and an exploration of the major program strands (research and evaluation design, data analysis and interpretation, development and validation of measures, and school-based classroom and program assessment). It also focuses on practical strategies and skills that promote successful graduate-level study.

Term Offered: Spring, Fall**RESM 7950 Workshop In Research And Measurement**

[3 credit hours]

Each workshop is developed around a topic of interest and concern to inservice teachers and other educational personnel. Practical application of workshop topics will be emphasized.

Prerequisites: RESM 4100 with a minimum grade of D- or RESM 5110 with a minimum grade of C

Term Offered: Spring, Summer**RESM 7980 Special Topics In Research, Measurement, Statistics And Evaluation**

[3 credit hours]

The study of a current topic or set of related topics in educational research, measurement, statistics, program evaluation and computer applications in quantitative and qualitative data analysis. The course is typically taught as a seminar.

Prerequisites: RESM 4100 with a minimum grade of D- or RESM 5110 with a minimum grade of C

Term Offered: Spring, Summer, Fall**RESM 8120 Quantitative Methods II**

[3 credit hours]

This course covers the major inferential statistical techniques common to the behavioral sciences. Correlation, factorial analysis of variance, and linear regression are major topics. Computer applications are included.

Prerequisites: RESM 4100 with a minimum grade of D- or RESM 5110 with a minimum grade of C

Term Offered: Spring, Summer, Fall

RESM 8130 Multivariate Statistics

[3 credit hours]

This course covers multivariate analysis of variance, canonical correlation, discriminant analysis, repeated measures and factor analysis. Computer applications are included.

Prerequisites: RESM 6120 with a minimum grade of C or RESM 8120 with a minimum grade of C

Term Offered: Spring, Fall

RESM 8150 Structural Equation Modeling

[3 credit hours]

This course introduces structural equation modeling as a statistical method to assess the strengths of a priori relations among variables. Topics include path analysis and confirmatory factor analysis. Computer applications with AMOS are included.

Prerequisites: (RESM 6120 with a minimum grade of C or RESM 8120 with a minimum grade of C) and RESM 5110 with a minimum grade of C

Term Offered: Spring, Fall

RESM 8160 Nonparametric Statistics

[3 credit hours]

This course introduces the most common nonparametric statistical techniques as well as recent developments in this field. Coverage includes contingency tables, binomial distribution tests, several rank tests and other distribution-free statistics.

Prerequisites: RESM 4100 with a minimum grade of D- or RESM 5110 with a minimum grade of C

Term Offered: Spring, Fall

RESM 8220 Measurement I

[3 credit hours]

This course introduces psychometric theories, with emphasis on classical test theory; reliability theory, including generalizability theory; approaches to validation; practical applications such as standard setting.

Prerequisites: RESM 4100 with a minimum grade of D- or RESM 5110 with a minimum grade of C

Term Offered: Spring, Fall

RESM 8230 Applied Measurement Research

[3 credit hours]

Applied practical experience in measurement analyses is emphasized and participants are introduced to a series of advanced measurement and research-related processes in this authentic experiential course.

Prerequisites: (RESM 6220 with a minimum grade of C or RESM 8220 with a minimum grade of C) and RESM 5110 with a minimum grade of C

Term Offered: Spring

RESM 8240 Mixed Methods Research: Theory & Application

[3 credit hours]

This course introduces history and theoretical foundations of mixed methods research. Students learn the foundations and theories of mixed methods research and practice. Students will also have the practical experience of implementing mixed methods research in their field of interest from problem identification through to research design, analysis, and reporting.

Term Offered: Spring, Fall

RESM 8320 Research Design

[3 credit hours]

This course exposes students to quantitative and mixed method research approaches that are used in theses and dissertations. Competing designs for addressing research questions are compared. The purpose is to prepare students for their dissertation experience.

Prerequisites: RESM 4100 with a minimum grade of D- or RESM 5110 with a minimum grade of C

Term Offered: Spring, Summer, Fall

RESM 8340 Qualitative Research II: Design And Analysis

[3 credit hours]

This course takes student through the design, implementation, and write up a qualitative study. Topics include theoretical frameworks and research design; managing, analyzing and interpreting data; collaboration between researcher and researched; using computers in analysis.

Prerequisites: RESM 5330 with a minimum grade of C or RESM 7330 with a minimum grade of C

Term Offered: Spring, Fall

RESM 8350 Methods Of Survey Research

[3 credit hours]

This course contextualizes survey development within a broad theoretical framework and proceeds through the literature, problem, purpose, methods, and sampling. Particular emphasis is placed on the validity implications of each.

Prerequisites: RESM 8120 with a minimum grade of C

Term Offered: Spring, Fall

RESM 8360 Program Evaluation

[3 credit hours]

An overview of prominent human services program evaluation methods including objectives-based, experimental, statistical and economic approaches. Evaluation criteria, issues, ethics and politics are considered.

Prerequisites: RESM 5110 with a minimum grade of C or RESM 7110 with a minimum grade of C

Term Offered: Spring, Summer, Fall

RESM 8370 Fundamentals Of Grant Writing

[3 credit hours]

This seminar teaches participants about fundamentals of grant writing. Topics covered include: locating sources of funding, writing grants, designing evaluation instruments and administering grants.

Term Offered: Summer

RESM 8380 Methods of Normative Theory Construction

[3 credit hours]

This course explores prominent methods and approaches to normative theory construction. The two approaches covered deontological and teleological.

Term Offered: Spring, Fall

RESM 8390 Methods of Conceptual Analysis and Textual Interpretation

[3 credit hours]

This course explores prominent methods and approaches Central Analysis and Textual Interpretation. The central goal of the course is to equip doctoral students to engage in theoretical research, the understanding and skill necessary to engage in theoretical research.

RESM 8550 Statistical Analysis by Computer

[3 credit hours]

Course covers computer applications (SPSS, Excel) of statistical analyses. Statistical tests covered include descriptive, nonparametric, tests of mean differences, tests of association, and scaling techniques. Successful students generally will have completed a basic statistics class.

Prerequisites: RESM 5110 with a minimum grade of C and RESM 7110 with a minimum grade of C

Term Offered: Spring, Fall

RESM 8940 Internships In Measurement, Evaluation, Research & Statistics

[3 credit hours]

This is a supervised field experience in measurement, evaluation, research design, or statistics in a variety of settings.

Term Offered: Spring, Summer, Fall

RESM 8960 Dissertation Research In Foundations Of Education

[1-12 credit hours]

This is a formal independent study culminating in a written discourse central to the advancement of knowledge in educational research design, statistics, measurement, or evaluation.

Term Offered: Spring, Summer, Fall

RESM 8990 Doctoral-Independent Study

[1-6 credit hours]

This is a formal exploration of a current topic in educational research, measurement, statistics, or program evaluation. The student meets with the instructor at arranged intervals without formal classes.

Term Offered: Spring, Summer, Fall

TSOC 5000 Introduction to Educational Theory and Social Foundations

[3 credit hours]

This course prepares master's students for professional activity and research in the interdisciplinary field of Social Foundations of Education. It draws on social sciences and humanities to interpret and critique the relationship between school and society.

Term Offered: Fall

TSOC 5100 Network Theory and Educational Reform

[3 credit hours]

This course examines intrapersonal and interpersonal principles of high performing teams and the impact of meaningful relationships both in real-world and virtual environments. Individual and group dynamics are explored through foundational (sociological, philosophical) and political lenses. The course explores elements of effective group membership and leadership in both theoretical and practical applications.

Term Offered: Spring, Summer, Fall

TSOC 5110 Modern Educational Controversies

[3 credit hours]

Examines controversial contemporary educational issues, the forces that perpetuate them and the socio-cultural contexts in which they exist. Teachers' work and ethical tenets shaping practice are also examined.

Term Offered: Spring, Summer

TSOC 5200 Sociology of Education

[3 credit hours]

Introduction to sociological theory and method through critical examination of the socio-cultural foundations of schooling in the United States, including purposes of schooling in a multicultural society and the resulting nature of teacher work.

Term Offered: Spring, Summer, Fall

TSOC 5210 Social Justice in American Society

[3 credit hours]

Examines through models of social justice how race, class, gender, ethnicity and disability intersect with power, culture, knowledge and ideology in American schools and other institutions to influence the lives of citizens in a multicultural society.

Term Offered: Spring

TSOC 5230 Critical Responses to Deculturalization

[3 credit hours]

In-depth history of racial and ethnic minorities in the U.S. and the ongoing tension between deculturalization and democratic pluralism in P-12 and higher education including current theories and practical applications.

Term Offered: Spring

TSOC 5300 Philosophy of Education

[3 credit hours]

The course explores the nature of philosophical inquiry as foundational to the theory and practice of education, including teaching, through the exploration of competing philosophical traditions. The course provides an opportunity for students to articulate their own philosophy of education.

Term Offered: Spring, Summer, Fall

TSOC 5400 History of Education

[3 credit hours]

This course examines the evolving role of schooling and teaching over time in the US as an instrument of education. It uses history to reflect on the relationship of schooling to other social institutions, groups of people, and the process of social change. It encourages students from across the spectrum of educational areas of study to historically contextualize their discipline and their own practice.

Term Offered: Spring, Fall

TSOC 5500 Anthropology of Education

[3 credit hours]

Examination of cross-cultural, comparative and other studies directed toward understanding processes of cultural transmission and transformation, and implications of anthropological research for contemporary issues in education.

Term Offered: Spring, Summer, Fall

TSOC 5600 Foundations of Peace Education

[3 credit hours]

The purpose of this course is to introduce the basic concepts, theories, and approaches to peace education. The course explores the theories of peace education, including pedagogical approaches to peace-learning. The course also introduces the substantive areas of peace education.

Term Offered: Summer, Fall

TSOC 6000 Women, Culture And Pedagogy

[3 credit hours]

This course surveys works of prominent feminist scholars in order to address the impact of dominant ideology upon the lives of women and girls in American schools.

TSOC 6120 International Education

[3 credit hours]

Complex interrelationships between global issues and education systems will be examined. Emphasis will be on how education can be used to build a more global society. Some sections of the course will include an international field trip.

Term Offered: Spring, Fall**TSOC 6140 School-State Relations**

[3 credit hours]

This course provides an examination of the historical, legal, and sociological interactions between state and schooling in the US. It explores the historical development of the social, political, and economic purposes of schooling and the impact on diverse populations. It offers students an opportunity to examine issues such as how schools have defined a good citizen and what they have done to create these in religious and secular means.

Term Offered: Spring, Fall**TSOC 6190 Seminar In Educational Theory/Social Foundations**

[3 credit hours]

The collaborative study of a specific topic in educational theory and social foundations by a group of advanced students under the direction of one or more professors.

Term Offered: Spring, Fall**TSOC 6240 Sociological Analyses Of Urban Education**

[3 credit hours]

Development and dynamics of schooling in urban centers across the United States, including historical and critical analyses of current problems, issues and reform initiatives.

Prerequisites: TSOC 5200 with a minimum grade of D- or TSOC 5210 with a minimum grade of D- or TSOC 7200 with a minimum grade of D- or TSOC 7210 with a minimum grade of D-

Term Offered: Spring, Summer, Fall**TSOC 6310 Major Educational Theorists**

[3 credit hours]

An examination of selected educational philosophers who have addressed themselves to the problem of the ends and means of education from Classical Hellenic Times to the present.

Term Offered: Spring, Fall**TSOC 6320 Education And The Democratic Ethic**

[3 credit hours]

Examination of the interdependence among education, democracy and ethics in the context of civic life. Applications made to the practice of schooling as cultural production in a democratic society.

Prerequisites: TSOC 5200 with a minimum grade of D- or TSOC 5300 with a minimum grade of D- or TSOC 5400 with a minimum grade of D- or TSOC 7200 with a minimum grade of D- or TSOC 7300 with a minimum grade of D- or TSOC 7400 with a minimum grade of D-

Term Offered: Spring, Fall**TSOC 6330 Corrective Justice and the Ethics of Conflict**

[3 credit hours]

This course provides an overview of theories and principles of corrective justice and the ethics of conflict as well as the application of these theories and principles to matters of justice and injustice.

Term Offered: Spring, Fall**TSOC 6340 Human Rights Education**

[3 credit hours]

The purpose of this seminar is to explore the nature of human rights and human rights education. The origin, definition, content, scope, foundation, and correlative duties of human rights, as well as, the theory of human rights education will be explored.

Term Offered: Spring, Fall**TSOC 6350 Environmental Ethics and Education**

[3 credit hours]

The purpose of this seminar is to explore the nature of environmental ethics and its implications for educational theory, in particular moral and civic education.

Term Offered: Fall**TSOC 6360 Theories of Justice and Educational Policy**

[3 credit hours]

The purpose of this class is to explore prominent theories of distributive justice in a liberal democratic republic and to analyze key educational policy issues from the perspective of those theories.

Term Offered: Spring, Fall**TSOC 6900 Master's Seminar in Educational Theory and Social Foundations**

[3 credit hours]

Students are guided step by step to propose, research, and write a Master's thesis or project. Exact format and substance of the thesis or project is highly individualized, reflecting nature of students' interests, audiences, and purposes.

Term Offered: Spring, Fall**TSOC 6960 Master's Thesis In Educational Theory And Social Foundations**

[1-3 credit hours]

A formal, independent study culminating in a written discourse that advances our understanding of educational theory or social foundations.

Term Offered: Spring, Summer, Fall**TSOC 6980 Master's Project In Educational Theory And Social Foundations**

[1-3 credit hours]

A formal, independent project applying principles of educational theory or social foundations to analyze a particular problem and culminating in a written discourse.

Term Offered: Spring, Summer, Fall**TSOC 6990 Independent Study In Educational Theory And Social Foundations**

[1-3 credit hours]

Directed study of a current topic in educational theory and social foundations. The student meets with the instructor at arranged intervals without formal classes.

Term Offered: Spring, Summer, Fall**TSOC 7100 Network Theory and Educational Reform**

[3 credit hours]

This course examines intrapersonal and interpersonal principles of high performing teams and the impact of meaningful relationships both in real-world and virtual environments. Individual and group dynamics are explored through foundational (sociological, philosophical) and political lenses. The course explores elements of effective group membership and leadership in both theoretical and practical applications.

Term Offered: Spring, Summer, Fall

TSOC 7110 Modern Educational Controversies

[3 credit hours]

Examines controversial contemporary educational issues, the forces that perpetuate them and the socio-cultural contexts in which they exist. Teachers' work and ethical tenets shaping practice are also examined.

Term Offered: Spring, Summer**TSOC 7200 Sociology of Education**

[3 credit hours]

Introduction to sociological theory and method through critical examination of the socio-cultural foundations of schooling in the United States, including purposes of schooling in a multicultural society and the resulting nature of teacher work.

Term Offered: Spring, Summer, Fall**TSOC 7210 Social Justice in American Society**

[3 credit hours]

Examines through models of social justice how race, class, gender, ethnicity and disability intersect with power, culture, knowledge and ideology in American schools and other institutions to influence the lives of citizens in a multicultural society.

Term Offered: Spring**TSOC 7230 Critical Responses to Deculturalization**

[3 credit hours]

In-depth history of racial and ethnic minorities in the U.S. and the ongoing tension between deculturalization and democratic pluralism in P-12 and higher education including current theories and practical applications.

Term Offered: Spring**TSOC 7300 Philosophy of Education**

[3 credit hours]

The course explores the nature of philosophical inquiry as foundational to the theory and practice of education, including teaching, through the exploration of competing philosophical traditions. The course provides an opportunity for students to articulate their own philosophy of education.

Term Offered: Spring, Summer, Fall**TSOC 7400 History of Education**

[3 credit hours]

This course examines the evolving role of schooling and teaching over time in the US as an instrument of education. It uses history to reflect on the relationship of schooling to other social institutions, groups of people, and the process of social change. It encourages students from across the spectrum of educational areas of study to historically contextualize their discipline and their own practice.

Term Offered: Spring, Fall**TSOC 7500 Anthropology of Education**

[3 credit hours]

Examination of cross-cultural, comparative and other studies directed toward understanding processes of cultural transmission and transformation, and implications of anthropological research for contemporary issues in education.

Term Offered: Spring, Summer, Fall**TSOC 7600 Foundations of Peace Education**

[3 credit hours]

The purpose of this course is to introduce the basic concepts, theories, and approaches to peace education. The course explores the theories of peace education, including pedagogical approaches to peace-learning. The course also introduces the substantive areas of peace education.

Term Offered: Summer, Fall**TSOC 8000 Women, Culture, And Pedagogy**

[3 credit hours]

This course surveys works of prominent feminist scholars in order to address the impact of dominant ideology upon the lives of women and girls in American schools.

TSOC 8100 Seminar in Social & Philosophical Foundations of Education

[3 credit hours]

This course prepares doctoral students for professional activity and research in the interdisciplinary field of Social Foundations of Education. It draws on social sciences and humanities to interpret and critique the relationship between school and society.

Term Offered: Fall**TSOC 8120 International Education**

[3 credit hours]

Complex interrelationships between global issues and education systems will be examined. Emphasis will be on how education can be used to build a more global society. Some sections of the course will include an international field trip.

Term Offered: Spring, Fall**TSOC 8140 School-State Relations**

[3 credit hours]

This course provides an examination of the historical, legal, and sociological interactions between state and schooling in the US. It explores the historical development of the social, political, and economic purposes of schooling and the impact on diverse populations. It offers students an opportunity to examine issues such as how schools have defined a good citizen and what they have done to create these in religious and secular means.

Term Offered: Spring, Fall**TSOC 8150 CULTURAL PERSPECTIVES IN LEARNING AND DEVELOPMENT**

[3 credit hours]

This course aims to develop a broader understanding of the role of culture in psychological processes and the implications of such psychological understanding for a culturally diverse society.

Term Offered: Spring**TSOC 8190 Seminar In Educational Theory/Social Foundations**

[3 credit hours]

The collaborative study of a specific topic in educational theory and social foundations by a group of advanced students under the direction of one or more professors.

Term Offered: Spring, Fall**TSOC 8240 Sociological Analyses Of Urban Education**

[3 credit hours]

Development and dynamics of schooling in urban centers across the United States, including historical and critical analyses of current problems, issues and reform initiatives.

Prerequisites: TSOC 5200 with a minimum grade of D- or TSOC 5210 with a minimum grade of D- or TSOC 7200 with a minimum grade of D- or TSOC 7210 with a minimum grade of D-

Term Offered: Spring, Summer, Fall

TSOC 8310 Major Educational Theorists

[3 credit hours]

An examination of selected educational philosophers who have addressed themselves to the problem of the ends and means of education from Classical Hellenic Times to the present.

Term Offered: Spring, Fall

TSOC 8320 Education And The Democratic Ethic

[3 credit hours]

Examination of the interdependence among education, democracy and ethics in the context of civic life. Applications made to the practice of schooling as cultural production in a democratic society.

Prerequisites: TSOC 5200 with a minimum grade of D- or TSOC 5300 with a minimum grade of D- or TSOC 5400 with a minimum grade of D- or TSOC 7200 with a minimum grade of D- or TSOC 7300 with a minimum grade of D- or TSOC 7400 with a minimum grade of D-

Term Offered: Spring, Fall

TSOC 8330 Corrective Justice and the Ethics of Conflict

[3 credit hours]

This course provides an overview of theories and principles of corrective justice and the ethics of conflict as well as the application of these theories and principles to matters of justice and injustice.

Term Offered: Spring, Fall

TSOC 8340 Human Rights Education

[3 credit hours]

The purpose of this seminar is to explore the nature of human rights and human rights education. The origin, definition, content, scope, foundation, and correlative duties of human rights, as well as, the theory of human rights education will be explored.

Term Offered: Spring, Fall

TSOC 8350 ENVIRONMENTAL ETHICS AND EDUCATION

[3 credit hours]

The purpose of this seminar is to explore the nature of environmental ethics and its implications for educational theory, in particular moral and civic education.

Term Offered: Fall

TSOC 8360 Theories of Justice and Educational Policy

[3 credit hours]

The purpose of this class is to explore prominent theories of distributive justice in a liberal democratic republic and to analyze key educational policy issues from the perspective of those theories.

Term Offered: Spring, Fall

TSOC 8380 Methods of Normative Theory Construction

[3 credit hours]

The purpose of this course is to explore methods of and approaches to normative theory construction. The central goal of the course is to equip doctoral students in the field of educational theory and social foundations, among other students whose fields engage in normative theory, the understanding and skill necessary to engage in normative theory construction. Normative theory refers to systematic moral, political, social, and educational conceptions that rationally account for adjust what ought to be (rather than empirical theory that accounts for what is). In the discipline of normative theorizing a number of methods of and approaches to theory construction have been developed as a means to the development and analysis of normative theory. There are two main approaches to theory construction in this field: deontological and teleological approaches.

Term Offered: Spring, Fall

TSOC 8390 Methods of Conceptual Analysis and Textual Interpretation

[3 credit hours]

The purpose of this research methods course is to explore prominent methods and approaches Central Analysis and Textual Interpretation. These methods and approaches constitute the research tools in the field of educational theory and social foundations, among other fields of inquiry. The central goal of the course is to equip doctoral students in field of educational theory and social foundations, among other students whose fields engage in theoretical research, the understanding and skill necessary to engage in theoretical research.

TSOC 8960 Dissertation Research In Foundations Of Education

[1-12 credit hours]

A formal, independent study culminating in a written discourse central to the advancement of knowledge in educational theory or social foundations.

Term Offered: Spring, Summer, Fall

TSOC 8990 Independent Study In Educational Theory And Social Foundations

[1-6 credit hours]

Directed study of a current topic in educational theory and social foundations. The student meets with the instructor at arranged intervals without formal classes.

Term Offered: Spring, Summer, Fall