DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND LEADERSHIP

Edward Janak, chair

The mission of the department of educational foundations and leadership (EDFL) is to prepare and develop educational leaders and scholars to be agents of transformation on all levels of educational systems. A learning paradigm informs our graduate programs, which are student-centered, inquiry-based, and integrated in terms of theory and practice, and grounded in the mission of the Judith Herb College of Education. We offer graduate degrees (Master’s, Ed.S., Ed.D., and Ph.D.) in educational administration and supervision, educational psychology, research and measurement, and social foundations of education (including philosophy, sociology, and history of education).

The department is also the home of the Center for Nonviolence and Democratic Education (CNDE).

The Educational Administration and Supervision Program is accredited by the Council of Accreditation of Educator Preparation (CAEP).

Doctoral Degree Programs

The department offers several doctoral degrees: the doctor of education (Ed.D.) in education administration and supervision, and the doctor of philosophy (Ph.D.) in the foundations of education majors of educational psychology, educational research and measurement, educational sociology, and foundations of education. Most doctoral programs are available as minor areas of study for other doctoral programs that require a minor. Additional areas of study for the minor are available within the college, as well as areas from other colleges at The University of Toledo. Students should discuss these alternatives with their advisors.

Degrees Offered

- Higher Education Administration Certificate (http://utoledo-public.courseleaf.com/graduate/judith-herb-education/departments/educational-foundations-leadership/higher-education-administration-certificate)
- ME in Educational Administration and Supervision (http://utoledo-public.courseleaf.com/graduate/judith-herb-education/departments/educational-foundations-leadership/me-educational-administration-supervision)
- ME in Educational Psychology (http://utoledo-public.courseleaf.com/graduate/judith-herb-education/departments/educational-foundations-leadership/me-educational-psychology)
- ME in Educational Research and Measurement (http://utoledo-public.courseleaf.com/graduate/judith-herb-education/departments/educational-foundations-leadership/me-educational-research-measurement)
- PhD in Foundations of Education (http://utoledo-public.courseleaf.com/graduate/judith-herb-education/departments/educational-foundations-leadership/phd-foundations-education)
- PhD in Foundations of Education: Educational Psychology (http://utoledo-public.courseleaf.com/graduate/judith-herb-education/departments/educational-foundations-leadership/phd-educational-psychology)
- PhD in Foundations of Education: Educational Sociology (http://utoledo-public.courseleaf.com/graduate/judith-herb-education/departments/educational-foundations-leadership/phd-educational-sociology)
- PhD in Foundations of Education: Philosophy of Education (http://utoledo-public.courseleaf.com/graduate/judith-herb-education/departments/educational-foundations-leadership/phd-philosophy-education)
- PhD in Foundations of Education: Research and Measurement (http://utoledo-public.courseleaf.com/graduate/judith-herb-education/departments/educational-foundations-leadership/phd-research-measurement)

EDAS 5950 Workshop In Educational Administration
[3 credit hours (3, 0, 0)]
Topical workshops, based on practical application of skills and knowledge, are intended for in-service educational professionals. Credit may be applied to doctoral degrees upon approval of the committee.

EDAS 5980 Special Topics In Educational Administration
[3 credit hours (3, 0, 0)]
Courses, based on issues, topics and concerns of educational administrators for the real world. Credit may be applied to degree programs upon approval of the adviser or committee.

Term Offered: Fall
EDAS 6000 The Individual In Organizations
[3 credit hours (3, 0, 0)]
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 (3, 0, 0)]
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.

EDAS 6020 Instructional Leadership and Supervision
[3 credit hours (3, 0, 0)]
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: Fall

EDAS 6030 Developing Effective Learning Environments
[3 credit hours (3, 0, 0)]
An exploration of group dynamics/processes and the intrapersonal and principles of high performing teams and being an effective leader. Development of effective action plans to improve school climate/culture and the learning environment is explored using problem-based learning.

EDAS 6110 Legal Aspects Of School Administration
[3 credit hours (3, 0, 0)]
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 (3, 0, 0)]
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: Practicum
[3 credit hours (3, 0, 0)]
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 6200 Continuous Improvement Of Schools
[3 credit hours (3, 0, 0)]
Course addresses current Pre K-16 national and regional reform agendas, relating them to systemic changes in policies, governance and articulation of learner outcomes in local settings.

EDAS 6210 Leadership In Diverse Settings
[3 credit hours (3, 0, 0)]
Issues of multicultural, cross-cultural, race, gender, and ethnicity in school settings are examined in diverse settings in order to develop leaders who can apply theoretical frameworks and analytical skills to improve educational performance in local, urban, suburban, rural and global setting.

EDAS 6220 Administration Of Special Programs
[3 credit hours (3, 0, 0)]
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.

EDAS 6230 Community And Schools
[3 credit hours (3, 0, 0)]
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 6240 Developing Learning Organizations In Educational Settings
[3 credit hours (3, 0, 0)]
Course introduces the theories, techniques and practices of planned organizational learning. Students examine the philosophical, theoretical and practical differences of organizational development as interventionist, consultative and collaborative processes in charter schools.

EDAS 6250 School Business Management
[3 credit hours (3, 0, 0)]
The purpose of the course is to involve students in an analysis of the role and functions of school business management. Participants will analyze data in each topical area of school business management.

EDAS 6330 Collective Bargaining And Dispute Resolution
[3 credit hours (3, 0, 0)]
The purpose of the course is to examine the issues that arise before, during and after the collective bargaining process in the public sector, including resolving labor disputes and grievances.

EDAS 6350 Computers In Educational Administration Decision Making
[3 credit hours (3, 0, 0)]
This course allows the development for increased decision making based on local, state and national retrievable data concerning learning, achievement, efficiency and effectiveness of resource allocations.

EDAS 6360 Personnel Management And Contract Administration In Education
[3 credit hours (3, 0, 0)]
Course provides insight into the purposes, policies and processes of personnel administration and contract administration in public education, including recruitment, hiring, induction, evaluation, compensation and development.
EDAS 6380 Planning Educational Facilities For Learning  
[3 credit hours (3, 0, 0)]  
This course examines the issues surrounding planning, building and maintaining educational facilities appropriate for maximizing learning. Included is an examination of legal, health and safety requirements.

EDAS 6420 Micropolitics Of School Communities  
[3 credit hours (3, 0, 0)]  
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 6430 Legal Aspects Of Educational Administration  
[3 credit hours (3, 0, 0)]  
This course provides students a background in legislation and court decisions that affect the administration of public schools. Students will investigate legal problem areas in schools.

EDAS 6440 Equity Issues In Educational Finance And Economics  
[3 credit hours (3, 0, 0)]  
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

EDAS 6900 Master's Seminar In Educational Administration And Supervision  
[3 credit hours (0, 0, 3)]  
Examination and reflection on the practice of research in Educational Leadership.

EDAS 6920 Master's Project In Educational Administration  
[1-3 credit hours (0, 0, 0-1)]  
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 (0, 0, 0-1)]  
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 (0, 0, 0-1)]  
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 (0, 0, 0-1)]  
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 7950 Workshop In Educational Administration  
[3 credit hours (3, 0, 0)]  
Topical workshops, based on practical application of skills and knowledge, are intended for in-service educational professionals. Credit may be applied to doctoral degrees upon approval of the committee.

EDAS 7980 Special Topics In Educational Administration  
[3 credit hours (3, 0, 0)]  
Courses, based on issues, topics and concerns of educational administrators for the real world. Credit may be applied to degree programs upon approval of the adviser or committee.

Term Offered: Fall

EDAS 7990 Independent Study In Education Administration  
[1-3 credit hours (0, 0, 0-3)]  
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 (3, 0, 0)]  
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 Supervision For Improved Instruction  
[3 credit hours (3, 0, 0)]  
An examination of those principles of supervision which promote improved instruction. Emphasis is on teacher performance evaluation, curriculum management and strategies for staff development to improve staff performance.

Term Offered: Spring

EDAS 8020 Instructional Leadership  
[3 credit hours (3, 0, 0)]  
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: Fall

EDAS 8030 Developing Effective Learning Environments  
[3 credit hours (3, 0, 0)]  
An exploration of group dynamics/processes and the intrapersonal and interpersonal principles of high performing teams and being an effective leader. Development of effective action plans to improve school climate/culture and the learning environment is explored using problem-based learning.

EDAS 8110 Legal Aspects Of School Administration  
[3 credit hours (3, 0, 0)]  
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

Term Offered:
EDAS 8150 The Administrative Experience
[3 credit hours (3, 0, 0)]
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 (0, 0, 3)]
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 8200 Continuous Improvement Of Schools
[3 credit hours (3, 0, 0)]
Course addresses current Pre K-16 national and regional reform agendas for charter schools, relating them to systemic changes in policies, governance and articulation of learner outcomes in local settings.

EDAS 8210 Leadership In Diverse Settings
[3 credit hours (3, 0, 0)]
Issues of multicultural, cross-cultural, race, gender, and ethnicity in school settings are examined in diverse settings in order to develop leaders who can apply theoretical frameworks and analytical skills to improve educational performance in local, urban, suburban, rural and global settings.

EDAS 8220 Administration Of Special Programs
[3 credit hours (3, 0, 0)]
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

EDAS 8230 Community And Schools
[3 credit hours (3, 0, 0)]
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 8240 Developing Learning Organizations In Educational Settings
[3 credit hours (3, 0, 0)]
Course introduces the theories, techniques and practices of planned organizational learning. Students examine the philosophical, theoretical and practical differences of organizational development as interventionist, consultative and collaborative processes in charter schools.

EDAS 8300 Integrate Experiences: Policies In Action
[3 credit hours (0, 0, 3)]
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 8310 School District Leadership
[3 credit hours (0, 0, 0)]
Analysis of duties, roles and responsibilities of local school district leadership. Specific competencies of building school support, planning, curriculum development, personnel, legal, financial and planning are covered.

EDAS 8320 School Business Management
[3 credit hours (3, 0, 0)]
The purpose of the course is to involve students in an analysis of the role and functions of school business management. Participants will analyze data in each topical area of school business management.

EDAS 8330 Collective Bargaining And Dispute Resolution
[3 credit hours (3, 0, 0)]
The purpose of the course is to examine the issues that arise before, during and after the collective bargaining process in the public sector, including resolving labor disputes and grievances.

EDAS 8340 Computers In Educational Administration Decision Making
[3 credit hours (3, 0, 0)]
This course allows the development for increased decision making based on local, state and national retrievable data concerning learning, achievement, efficiency and effectiveness of resource allocations.

EDAS 8350 Personnel Management And Contract Administration In Education
[3 credit hours (3, 0, 0)]
Course provides insight into the purposes, policies and processes of personnel administration and contract administration in public education, including recruitment, hiring, induction, evaluation, compensation and development.

EDAS 8360 Planning Educational Facilities For Learning
[3 credit hours (3, 0, 0)]
This course examines the issues surrounding planning, building and maintaining educational facilities appropriate for maximizing learning. Included is an examination of legal, health and safety requirements.

EDAS 8420 Micropolitics Of School Communities
[3 credit hours (3, 0, 0)]
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 8430 Legal Aspects Of Educational Administration
[3 credit hours (3, 0, 0)]
This course provides students a background in legislation and court decisions that affect the administration of public schools. Students will investigate legal problem areas in schools.

EDAS 8440 Equity Issues In Educational Finance And Economics
[3 credit hours (3, 0, 0)]
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
EDAS 8600 Leadership And Organizational Theory  
[3 credit hours (3, 0, 0)]  
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 8610 Organizational Behavior  
[3 credit hours (3, 0, 0)]  
This course integrates the educational and management theories and knowledge bases on leadership, power, motivation and change to understand the internal and external dynamics of people in educational organizations.  
Term Offered: Spring

EDAS 8620 Politics And Policy Analysis And Development  
[3 credit hours (3, 0, 0)]  
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

EDAS 8640 Leading Systems Change  
[3 credit hours (3, 0, 0)]  
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 8650 Interdisciplinary Perspectives In Educational Administration  
[3 credit hours (0, 0, 3)]  
Seminar focused on interdisciplinary examination of critical issues in educational administration. Multiple theoretical lenses from sociology, political science, economics and science are used to address educational issues.  
Term Offered: Spring, Summer, Fall

EDAS 8660 Critical Analysis Of Inquiry In Schools  
[3 credit hours (3, 0, 0)]  
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 (0, 0, 3)]  
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 8940 Educational Administration Internship  
[3 credit hours (0, 0, 3)]  
An advanced field/seminar experience for doctoral students with fieldwork at the school system level. Fieldwork employs application of graduate coursework under supervision by the school system and the university.

EDAS 8960 Doctoral Dissertation In Educational Administration And Supervision  
[1-12 credit hours (0, 0, 0-1)]  
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 Basic Educational Psychology  
[3 credit hours (3, 0, 0)]  
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 5120 Alternative Approaches To Discipline  
[3 credit hours (3, 0, 0)]  
Reviews a variety of models, constructs and methodologies for addressing behavior and discipline problems, especially within school and family settings. Emphases are placed on individual and group approaches to discipline.  
Term Offered: Spring, Summer, Fall

EDP 5210 Child Behavior And Development  
[3 credit hours (0, 0, 3)]  
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 child growth and development.  
Term Offered: Spring, Summer, Fall

EDP 5220 Adolescent Behavior And Development  
[3 credit hours (3, 0, 0)]  
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 5230 Adult Development  
[3 credit hours (3, 0, 0)]  
Emphasizes classical and modern theories of adulthood from a critical perspective, as well as applications of research on cognitive, physical, personality and social development from early adulthood through old age.  
Term Offered: Summer, Fall

EDP 5240 Applied Child and Adolescent Development  
[3 credit hours (3, 0, 0)]  
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
EDP 5310 Issues And Innovations In Learning And Instruction
[3 credit hours (3, 0, 0)]
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 (3, 0, 0)]
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 5330 Behavior Management
[3 credit hours (3, 0, 0)]
Theory and research related to behavioral and cognitive approaches to behavior management. Students will carry out research-based behavior management projects requiring behavioral analyses, observation, program design, development and evaluation.
Term Offered: Fall

EDP 5950 Workshop In Educational Psychology
[3 credit hours (0, 0, 3)]
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 6120 School Violence Theory, Prevention, and Intervention
[3 credit hours (0, 0, 3)]
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 6130 Human Coping In Adulthood
[3 credit hours (3, 0, 0)]
Considers models, research methodologies and constructs on coping in relation to a range of circumstances during the adult years. Emphasis is placed on coping behavior within an ecological context.
Term Offered: Spring

EDP 6140 Motivation Theory And Application
[3 credit hours (3, 0, 0)]
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 (3, 0, 0)]
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 (0, 0, 3)]
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 (0, 0, 3)]
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 6240 Theories Of Development
[3 credit hours (3, 0, 0)]
Analysis and evaluation of theories of development with emphasis on the philosophical and psychological evolutionary history of the theories and their usefulness for individuals in the helping professions.
Prerequisites: EDP 5210 with a minimum grade of D- or EDP 5220 with a minimum grade of D-

EDP 6250 Social Development
[3 credit hours (3, 0, 0)]
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-

EDP 6260 Research Methods In Child And Adolescent Development
[3 credit hours (3, 0, 0)]
Builds upon basic understanding of development through direct experiences in child study. This course provides individual/small group experiences in the design, implementation and written/oral presentation of original research.
Prerequisites: EDP 5210 with a minimum grade of D- or EDP 5220 with a minimum grade of D-

EDP 6265 Research Methods In Child And Adolescent Development
[3 credit hours (3, 0, 0)]
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 (3, 0, 0)]  
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 6350 Advanced Topics In Cognition And Instruction  
[3 credit hours (3, 0, 0)]  
Theory and research on cognition related to learning/instruction, to include study of expertise, knowledge learned from experience, analysis of ill-structured domains, tacit knowledge, and knowledge representation.  
**Prerequisites:** EDP 5110 with a minimum grade of D- and EDP 5320 with a minimum grade of D- or (EDP 7110 with a minimum grade of D- and EDP 7320 with a minimum grade of D-)

EDP 6360 Thinking And Reasoning In School Contexts  
[3 credit hours (3, 0, 0)]  
Analysis of theory, research policy, and practice about thinking and reasoning in school subjects and school learning in democratic societies.  
**Term Offered:** Fall

EDP 6370 News Media Literacy, Society, and the Mind  
[3 credit hours (0, 0, 3)]  
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 (3, 0, 0)]  
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 (0, 0, 0-3)]  
A formal, independent study culminating in a written discourse that advances our understanding of educational psychology.  
**Term Offered:** Spring, Fall

EDP 6980 Master's Project In Educational Psychology  
[1-3 credit hours (0, 0, 0-3)]  
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 (0, 0, 0-3)]  
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 Basic Educational Psychology  
[3 credit hours (3, 0, 0)]  
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 7230 Adult Development  
[3 credit hours (3, 0, 0)]  
Emphasizes classical and modern theories of adulthood from a critical perspective, as well as applications of research on cognitive, physical, personality and social development from early adulthood through old age.  
**Term Offered:** Summer, Fall

EDP 7240 Applied Child and Adolescent Development  
[3 credit hours (3, 0, 0)]  
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, and SROs. Theory and research on physical, cognitive, social, and emotional development are examined and used as the basis for understanding child and adolescent development. Special attention will be focused on practical application.  
**Term Offered:** Spring, Summer

EDP 7310 Issues And Innovations In Learning And Instruction  
[3 credit hours (3, 0, 0)]  
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 7320 Instructional Psychology  
[3 credit hours (3, 0, 0)]  
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 7330 Behavior Management  
[3 credit hours (3, 0, 0)]  
Theory and research related to behavioral and cognitive approaches to behavior management. Students will carry out research-based behavior management projects requiring behavioral analyses, observation, program design, development and evaluation.  
**Term Offered:** Fall

EDP 7950 Workshop In Educational Psychology  
[3 credit hours (3, 0, 0)]  
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 (0, 0, 3)]
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 8130 Human Coping In Adulthood  
[3 credit hours (3, 0, 0)]
Considers models, research methodologies, and constructs on coping in relation to a range of circumstances during the adult years. Emphasis is placed on coping behavior within an ecological context.
Term Offered: Spring

EDP 8140 Motivation Theory And Application  
[3 credit hours (3, 0, 0)]
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 (0, 0, 3)]
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 (0, 0, 3)]
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 8180 Interdisciplinary Seminar In Foundations Of Education  
[1 credit hour (0, 0, 1)]
The proseminar will enable doctoral students to improve their understanding of the research process. Students will learn to ask research questions, choose alternative methodologies and interpret the validity of conclusions.

EDP 8190 Seminar In Educational Psychology  
[3 credit hours (0, 0, 3)]
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 8240 Theories Of Development  
[3 credit hours (3, 0, 0)]
Analysis and evaluation of theories of development with emphasis on the philosophical and psychological evolutionary history of the theories and their usefulness for individuals in the helping professions.
Prerequisites: EDP 5210 with a minimum grade of D- or EDP 5220 with a minimum grade of D-

EDP 8250 Social Development  
[3 credit hours (3, 0, 0)]
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-

EDP 8260 Research Methods In Child And Adolescent Development  
[3 credit hours (3, 0, 0)]
Builds upon basic understanding of development through direct experiences in child study. This course provides individual/small group experiences in the design, implementation and written/oral presentation of original research.
Prerequisites: EDP 5210 with a minimum grade of D- or EDP 5220 with a minimum grade of D-

EDP 8270 Parenting: Theory And Research  
[3 credit hours (3, 0, 0)]
Intensive inquiry into the study of parenting with particular emphasis on more recent theories. Theory application in a wide variety of settings will also be stressed.

EDP 8340 Theories Of Learning  
[3 credit hours (3, 0, 0)]
Theory and research on cognition related to learning/instruction, to include study of expertise, knowledge learned from experience, analysis of ill-structured domains, tacit knowledge, and knowledge representation.
Prerequisites: (EDP 5110 with a minimum grade of D- and EDP 5320 with a minimum grade of D-) or (EDP 7110 with a minimum grade of D- and EDP 7320 with a minimum grade of D-)

EDP 8350 Advanced Topics In Cognition And Instruction  
[3 credit hours (3, 0, 0)]
Analysis of theory, research policy, and practice about thinking and reasoning in school subjects and school learning in democratic societies.
Term Offered: Fall

EDP 8370 News Media Literacy, Society, and the Mind  
[3 credit hours (0, 0, 3)]
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 become critical and effective news media consumers.
EDP 8380 Prevention through Postvention of Targeted Violence, Terrorism and Suicide
[3 credit hours (3, 0, 0)]
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.

RESM 5110 Quantitative Methods I
[3 credit hours (3, 0, 0)]
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 (3, 0, 0)]
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 5220 Applied Assessment for Improved Practice
[3 credit hours (0, 0, 3)]
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 C or RESM 5210 with a minimum grade of C
Term Offered: Summer

RESM 5310 Educational Research
[3 credit hours (0, 0, 0)]
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 (3, 0, 0)]
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 5950 Workshop In Research And Measurement
[3 credit hours (0, 0, 3)]
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 6120 Quantitative Methods II
[3 credit hours (3, 0, 0)]
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 6130 Multivariate Statistics
[3 credit hours (3, 0, 0)]
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: Fall

RESM 6140 Advanced Quantitative Methods
[3 credit hours (3, 0, 0)]
This course exposes students to various experimental designs, such as complete and fractional factorial designs, repeated measures designs, and nested designs. Both the conceptual rationale and the computational procedures are covered.
Prerequisites: RESM 6120 with a minimum grade of C or RESM 8120 with a minimum grade of C

RESM 6150 Structural Equation Modeling
[3 credit hours (3, 0, 0)]
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
RESM 6160 Nonparametric Statistics
[3 credit hours (3, 0, 0)]
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 6220 Measurement I
[3 credit hours (3, 0, 0)]
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: Fall

RESM 6230 Measurement II
[3 credit hours (3, 0, 0)]
This course covers advanced measurement-related topics with a focus on IRT with emphasis on 1-2- and 3-parameter logistic models, Generalizability, test equating, scaling, item/test bias detection methods and current issues.
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

RESM 6320 Research Design
[3 credit hours (3, 0, 0)]
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 (3, 0, 0)]
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 (3, 0, 0)]
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: Fall

RESM 6360 Program Evaluation
[3 credit hours (3, 0, 0)]
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, Fall

RESM 6370 Fundamentals Of Grant Writing
[3 credit hours (3, 0, 0)]
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 6940 Internships In Measurement, Evaluation, Research & Statistics
[3 credit hours (0, 0, 8)]
This is a supervised field experience in measurement, evaluation, research design, or statistics in a variety of settings.
Term Offered: Spring, Fall

RESM 6960 Master's Thesis In Educational Research
[1-3 credit hours (0, 0, 0-3)]
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 6980 Master's Project In Educational Research
[1-3 credit hours (0, 0, 0-3)]
This is a formal independent project applying principles of research and/or measurement to solve a particular problem and culminating in a written discourse.

RESM 6990 Master's Independent Study In Educational Research
[1-3 credit hours (0, 0, 0-3)]
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 (3, 0, 0)]
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 (3, 0, 0)]
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 (0, 0, 3)]
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 Educational Research
[3 credit hours (3, 0, 0)]
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 (3, 0, 0)]
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 7950 Workshop In Research And Measurement
[3 credit hours (0, 0, 3)]
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: Summer

RESM 7980 Special Topics In Research, Measurement, Statistics And Evaluation
[3 credit hours (0, 0, 3)]
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

RESM 8120 Quantitative Methods II
[3 credit hours (3, 0, 0)]
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 (3, 0, 0)]
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: Fall

RESM 8140 Advanced Quantitative Methods
[3 credit hours (3, 0, 0)]
This course exposes students to various experimental designs, such as complete and fractional factorial designs, repeated measures designs, and nested designs. Both the conceptual rationale and the computational procedures are covered.
Prerequisites: RESM 6120 with a minimum grade of C or RESM 8120 with a minimum grade of C

RESM 8150 Structural Equation Modeling
[3 credit hours (3, 0, 0)]
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

RESM 8160 Nonparametric Statistics
[3 credit hours (3, 0, 0)]
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 8180 Interdisciplinary Seminar In Educational Psychology, Research, And Social Foundations
[1 credit hour (0, 0, 1)]
This proseminar will enable doctoral students to improve their understanding of the research process. Students will learn to ask research questions, choose alternative methodologies and interpret the validity of conclusions.

RESM 8220 Measurement I
[3 credit hours (3, 0, 0)]
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: Fall
RESM 8230 Measurement II
[3 credit hours (3, 0, 0)]
This course covers advanced measurement-related topics with a focus on IRT with emphasis on 1-2- and 3-parameter logistic models, Generalizability, test equating, scaling, item/test bias detection methods and current issues.
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

RESM 8320 Research Design
[3 credit hours (3, 0, 0)]
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 (3, 0, 0)]
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 (3, 0, 0)]
This course contextualizes survey development within a broad theoretical framework and 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: Fall

RESM 8360 Program Evaluation
[3 credit hours (3, 0, 0)]
An overview of prominent human services program evaluation methods including objectives-based, experimental, statistical and economic approaches. Evaluation criteria, issues, ethics and politics are included.
Prerequisites: RESM 4100 with a minimum grade of D- or RESM 5110 with a minimum grade of C
Term Offered: Spring, Fall

RESM 8370 Fundamentals Of Grant Writing
[3 credit hours (3, 0, 0)]
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 (0, 0, 3)]
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 (0, 0, 3)]
This course explores prominent methods and approaches to Conceptual 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 8940 Internships In Measurement, Evaluation, Research & Statistics
[3 credit hours (0, 0, 8)]
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 (0, 0, 0-3)]
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 (0, 0, 0-3)]
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 5100 Group Processes In Education
[3 credit hours (3, 0, 0)]
Examines intrapersonal and interpersonal principles of high performing teams, meaningful relationships, and being an effective leader and member of groups. Real-life projects will be designed, implemented and evaluated.
Term Offered: Spring, Summer, Fall

TSOC 5110 Modern Educational Controversies
[3 credit hours (3, 0, 0)]
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 5190 Summer Institute On Diversity In Education
[3 credit hours (0, 0, 3)]
School personnel collaborate with persons from higher education, the community, and scholars who have created model multicultural/urban education programs to learn new ways of teaching and learning among diverse populations.

TSOC 5200 Sociological Foundations Of Education
[3 credit hours (3, 0, 0)]
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 Multicultural Non-Sexist Education
[3 credit hours (3, 0, 0)]
Examines how race, class, gender, ethnicity and disability intersect with power, culture, knowledge and ideology in American schools to influence the lives of students and teachers in a multicultural society.
Term Offered: Spring, Summer, Fall
TSOC 5230 Intergroup And Intercultural Education  
[3 credit hours (3, 0, 0)]  
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, Summer, Fall  

TSOC 5300 Philosophy And Education  
[3 credit hours (3, 0, 0)]  
Exploring the nature of philosophic inquiry in education and examining competing traditions in the West, particularly in the United States. A distinction between education and schooling will be drawn.  
Term Offered: Spring, Summer, Fall  

TSOC 5400 History Of Schooling & Teaching In The U.s.  
[3 credit hours (3, 0, 0)]  
Evolving role of schooling and teaching in the US, using history to reflect on the relationship of schooling to other social institutions, groups of people and the process of social change.  
Term Offered: Fall  

TSOC 5500 Anthropology and Education  
[3 credit hours (3, 0, 0)]  
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 Pedagogy  
[3 credit hours (0, 0, 3)]  
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 5950 Workshop In Educational Theory And Social Foundations  
[3 credit hours (0, 0, 3)]  
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: Spring  

TSOC 6000 Women, Culture And Pedagogy  
[3 credit hours (3, 0, 0)]  
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 (3, 0, 0)]  
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 History Of Socio-Political Issues In School-state Relations  
[3 credit hours (3, 0, 0)]  
An examination of the historical, legal, sociological interaction between state and schooling in US, emphasizing both religious/non-religious issues. These concerns are compared and analyzed with respect to other countries.  
Prerequisites: TSOC 5200 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 7400 with a minimum grade of D-  

TSOC 6190 Seminar In Educational Theory/Social Foundations  
[3 credit hours (0, 0, 3)]  
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 6220 Problems And Issues In Multicultural Education  
[3 credit hours (3, 0, 0)]  
Application of theoretical assumptions presented in TSOC 5210/7210 to US schools and classrooms, with particular attention given to program and curriculum issues, teachers and teaching policies, practices and procedures.  
Prerequisites: TSOC 5210 with a minimum grade of D- or TSOC 7210 with a minimum grade of D-  

TSOC 6240 Sociological Analyses Of Urban Education  
[3 credit hours (3, 0, 0)]  
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-  

TSOC 6310 Major Educational Theorists  
[3 credit hours (3, 0, 0)]  
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.  

TSOC 6320 Education And The Democratic Ethic  
[3 credit hours (3, 0, 0)]  
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: Summer, Fall  

TSOC 6330 THE ETHICS OF WAR AND PEACE AND EDUCATION  
[3 credit hours (0, 0, 3)]  
The purpose of this seminar is to explore the ethics of war and peace and its implications for the moral and civic education of democratic citizens.  
Term Offered: Spring
TSOC 6340 Human Rights Education  
[3 credit hours (0, 0, 3)]  
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 (0, 0, 3)]  
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 (0, 0, 3)]  
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 6960 Master’s Thesis In Educational Theory and Social Foundations  
[1-3 credit hours (0, 0, 0-3)]  
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 (0, 0, 0-3)]  
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 (0, 0, 0-3)]  
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 Group Processes In Education  
[3 credit hours (3, 0, 0)]  
Examines intrapersonal and interpersonal principles of high performing teams, meaningful relationships, and being an effective leader and member of groups. Real-life projects will be designed, implemented and evaluated.  
Term Offered: Spring, Summer, Fall

TSOC 7110 Modern Educational Controversies  
[3 credit hours (3, 0, 0)]  
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 7190 Summer Institute On Diversity In Education  
[3 credit hours (0, 0, 3)]  
School personnel collaborate with persons from higher education, the community, and scholars who have created model multicultural/urban education programs to learn new ways of teaching and learning among diverse populations.  
Term Offered: Spring, Summer, Fall

TSOC 7200 Sociological Foundations Of Education  
[3 credit hours (3, 0, 0)]  
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 Multicultural Non-Sexist Education  
[3 credit hours (3, 0, 0)]  
Examines how race, class, gender, ethnicity, and disability intersect with power, culture, knowledge and ideology in American schools to influence the lives of students and teachers in a multicultural society.  
Term Offered: Spring, Summer, Fall

TSOC 7230 Intergroup And Intercultural Education  
[3 credit hours (3, 0, 0)]  
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, Summer, Fall

TSOC 7300 Philosophy And Education  
[3 credit hours (3, 0, 0)]  
Exploring the nature of philosophic inquiry in education and examining competing traditions in the West, particularly in the United States. A distinction between education and schooling will be drawn.  
Term Offered: Summer, Fall

TSOC 7400 History Of Schooling & Teaching In The U.s.  
[3 credit hours (3, 0, 0)]  
Evolving role of schooling and teaching in the US, using history to reflect on the relationship of schooling to other social institutions, groups of people and the process of social change.  
Term Offered: Fall

TSOC 7500 Anthropology and Education  
[3 credit hours (0, 0, 3)]  
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 Pedagogy  
[3 credit hours (0, 0, 3)]  
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 areas of peace education.  
Term Offered: Summer, Fall

TSOC 7950 Workshop In Educational Theory And Social Foundations  
[3 credit hours (0, 0, 3)]  
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.
**TSOC 8000 Women, Culture, And Pedagogy**  
[3 credit hours (3, 0, 0)]  
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 8120 International Education**  
[3 credit hours (3, 0, 0)]  
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 History Of Socio-Political Issues In School-state Relations**  
[3 credit hours (3, 0, 0)]  
An examination of the historical, legal, sociological interaction between state and schooling in US, emphasizing both religious/non-religious issues. These concerns are compared and analyzed with respect to other countries.  
**Prerequisites:** TSOC 5200 with a minimum grade of D- or TSOC 5400 with a minimum grade of D- or TSOC 7200 with a minimum grade of D-

**TSOC 8150 CULTURAL PERSPECTIVES IN LEARNING AND DEVELOPMENT**  
[3 credit hours (0, 0, 3)]  
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 8180 Interdisciplinary Seminar In Educational Psychology, Research, And Social Foundations**  
[1 credit hour (0, 0, 1)]  
The proseminar will enable doctoral students to improve their understanding of the research process. Students will learn to ask research questions, choose alternative methodologies and interpret the validity of conclusions.

**TSOC 8190 Seminar In Educational Theory/Social Foundations**  
[3 credit hours (0, 0, 3)]  
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 8220 Problems And Issues In Multicultural Education**  
[3 credit hours (3, 0, 0)]  
Application of theoretical assumptions presented in TSOC 5210/7210 to US schools and classrooms, with particular attention given to program and curriculum issues, teachers and teaching policies, practices and procedures.  
**Prerequisites:** TSOC 5210 with a minimum grade of D- or TSOC 7210 with a minimum grade of D-

**TSOC 8240 Sociological Analyses Of Urban Education**  
[3 credit hours (3, 0, 0)]  
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 7210 with a minimum grade of D-  
**Term Offered:** Spring, Summer

**TSOC 8310 Major Educational Theorists**  
[3 credit hours (3, 0, 0)]  
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

**TSOC 8320 Education And The Democratic Ethic**  
[3 credit hours (3, 0, 0)]  
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-

**TSOC 8330 THE ETHICS OF WAR AND PEACE AND EDUCATION**  
[3 credit hours (0, 0, 3)]  
The purpose of this seminar is to explore the ethics of war and peace and its implications for the moral and civic education of democratic citizens.  
**Term Offered:** Spring

**TSOC 8340 Human Rights Education**  
[3 credit hours (0, 0, 3)]  
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 (0, 0, 3)]  
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 Jstce and Ed Plcy**  
[3 credit hours (0, 0, 3)]  
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 (0, 0, 3)]
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 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 (0, 0, 3)]
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 (0, 0, 0-3)]
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 (0, 0, 0-6)]
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