

EDF: Education: Foundations and Policy Studies Courses

Courses

EDF 1005 Introduction to Education

School of Education, Department of Teaching, Leadership, & Res
3 sh (may not be repeated for credit)

This course is for students who are considering teaching as a profession in the k-12 public education setting. The course will provide students with an introduction to the field of education: the structure of schools, historical/philosophical foundations of education, current challenges and requirements of the profession, and best practices for the k-12 classroom. This course requires a minimum of 15 hours of field experience in a k-12 school setting.

EDF 2085 Teaching Diverse Populations

School of Education, Department of Teaching, Leadership, & Res
3 sh (may not be repeated for credit)

Provides students with the opportunity to explore personal values and attitudes toward cultural diversity. The theoretical component will examine the issues of education in a culturally diverse society. Attention will be given to skills necessary to deal with people from various cultural, economic, and philosophical backgrounds. In our global society, it is imperative that students in various fields understand multiculturalism and the impact of exceptionalities, culture, family, gender, sexual identity, socioeconomic status, religion, language of origin and ethnicity on human interactions especially as this applies to an educational setting. Meets Multicultural Requirement.

EDF 3234 Applied Foundations of Education

School of Education, Department of Teaching, Leadership, & Res
3 sh (may not be repeated for credit)

The course focuses on principles of growth and development from birth through adolescence. Students examine personal, social and moral development as well as cognitive learning and motivation. The course contains an emphasis on learners from diverse backgrounds and with special needs.

EDF 3905 Directed Study

School of Education, Department of Teaching, Leadership, & Res
1-12 sh (may be repeated indefinitely for credit)

EDF 5905 Directed Study

School of Education, Department of Teaching, Leadership, & Res
1-12 sh (may be repeated indefinitely for credit)

EDF 6220 Behavior Analysis of Performance

School of Education, Department of Teaching, Leadership, & Res
2 sh (may not be repeated for credit)
Prerequisite: EDF 6225 AND EDF 6226

This course utilizes behavior analytic principles and applies them to the field of Performance Management. Completion of this course will enable students to evaluate existing organizations based on their environmental arrangements and apply these assessment tools and intervention strategies for sustainable behavior change across industries. The content is based on behavior analytic principles and serves as only one in a series of courses that prepare students for a foundation in Organizational Behavior Management. A final grade of 82% (B) is the minimum passing score for this course.

EDF 6221 Intensive Intervention in Autism and Related Disabilities

School of Education, Department of Teaching, Leadership, & Res
2 sh (may not be repeated for credit)
Prerequisite: EDF 6225*

This course serves as a basic introduction to autism and related disorders and the assessment and behavior change procedures used for skill acquisition. The content is related to concepts outlined by the Behavior Analyst Certification Board (BACB) 5th edition Task List and covers the Qualified Applied Behavior Analysis Credentialing Board (QABA) Qualified Behavior Analyst (QBA) Competency Standards for Autism Core Knowledge. This course serves as only one in a series of courses that prepares students to apply for the Board Certified Behavior Analyst (BCBA) exam or the Board Certified Associate Behavior Analyst (BCaBA) exam or the Qualified Behavior Analyst (QBA) exam.

EDF 6222 Concepts of Applied Behavior Analysis

School of Education, Department of Teaching, Leadership, & Res
3 sh (may not be repeated for credit)
Prerequisite: EDF 6223 AND EDF 6224 AND EDF 6225 AND EDF 6226 AND EDF 6437 AND EDF 6557

This course examines the philosophical underpinnings of applied behavior analysis, via BF Skinner's writings, as well as other historical contributors to the field. Underlying assumptions of science are stressed, including determinism, selectionism, empiricism, parsimony, and pragmatism. These concepts are then related to applied activities, both clinically and in the real-world. The content is based on the Behavior Analyst Certification Board (BACB) 5th edition Task List. This course serves as the first in a series of courses that prepares students to apply for the Board Certified Behavior Analyst (BCBA) exam or the Board Certified Associate Behavior Analyst (BCaBA) exam. A final grade of 82% (B) is the minimum passing score for this course.

EDF 6223 Applied Behavior Analysis and System Support

School of Education, Department of Teaching, Leadership, & Res
3 sh (may not be repeated for credit)
Prerequisite: EDF 6225 AND EDF 6226

This course provides information on the fundamental elements of behavior change and specific behavior change procedures. The content is based on specific topics via the Behavior Analyst Certification Board (BACB) Fifth Edition Task List. A final grade of 82% (B) is the minimum passing score for this course.

EDF 6224 Supervision and Management Fluency

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

Prerequisite: EDF 6225

This course provides students with the applied knowledge for personnel supervision and management when implementing Applied Behavior Analysis. Students will establish clear procedures and approaches to personnel management and improved client outcomes via precise data collection. The content is based on the Behavior Analyst Certification Board (BACB) 5th edition Task List and the Qualified Applied Behavior Analysis Credentialing Board (QABA) Qualified Behavior Analyst (QBA) Competency Standards. This course serves as only one in a series of courses that prepares students to apply for the Board Certified Behavior Analyst (BCBA) exam or the Board Certified Associate Behavior Analyst (BCaBA) exam or the Qualified Behavior Analyst (QBA) exam. A final grade of 82% (B) is the minimum passing score for this course.

EDF 6225 Foundations of Applied Behavior Analysis

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

This course serves as a basic introduction to behavior analytic principles, definitions, characteristics, processes, and concepts. The content is based on the Behavior Analyst Certification Board (BACB) 5th edition Task List and the Qualified Applied Behavior Analysis Credentialing Board (QABA) Qualified Behavior Analyst (QBA) Competency Standards. This course serves as the first in a series of courses that prepares students to apply for the Board Certified Behavior Analyst (BCBA) exam or the Board Certified Associate Behavior Analyst (BCaBA) exam or the Qualified Behavior Analyst (QBA). A final grade of 82% (B) is the minimum passing score for this course.

EDF 6226 Behavioral Assessments

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

Prerequisite: EDF 6225

This course serves to introduce assessment methodology of applied behavior analysis, including appropriate ethical considerations. Selecting and defining target behavior, as well as appropriate measurement systems, are examined. The content is based on the Behavior Analyst Certification Board (BACB) 5th edition Task List and the Qualified Applied Behavior Analysis Credentialing Board (QABA) Qualified Behavior Analyst (QBA) Competency Standards. This course serves as only one in a series of courses that prepares students to apply for the Board Certified Behavior Analyst (BCBA) exam or the Board Certified Associate Behavior Analyst (BCaBA) exam or the Qualified Behavior Analyst (QBA) exam. A final grade of 82% (B) is the minimum passing score for this course.

EDF 6227 Experimental Analysis of Behavior

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

Prerequisite: EDF 6225 AND EDF 6226

In this course, participants learn foundational knowledge and concepts of experimental analysis of behavior to include demonstrating the operations of principles of behavior in the context of basic research in multiple areas of investigation such as schedules of reinforcement, stimulus control, conditioned reinforcement choice, and establishing/motivational operations. These basic concepts are then synthesized into applied research relevant in the field of Applied Behavior Analysis. This course serves as an elective for non-degree seeking students or as part of a degree plan cognate. The content is based on the Behavior Analyst Certification Board (BACB) 5th edition Task. This course serves as one in a series of courses that prepares students to develop a foundation in research centered endeavors in behavior analysis. A final grade of 82% (B) is the minimum passing score for this course.

EDF 6229 Curriculum Design for Behavior Analysts

School of Education, Department of Teaching, Leadership, & Res

2 sh (may not be repeated for credit)

Prerequisite: EDF 6223 AND EDF 6225 AND EDF 6226

This course prepares students to create behavioral programming appropriate to meet the individual needs presented by a client when practicing as a Board Certified Behavior Analyst across medical, community, and educational settings. The content is related to concepts outlined by the Behavior Analyst Certification Board (BACB) 5th edition Task. This course serves as only one in a series of courses that prepares students to apply for the Board Certified Behavior Analyst (BCBA) exam or the Board Certified Associate Behavior Analyst (BCaBA) exam. A final grade of 82% (B) is the minimum passing score for this course.

EDF 6325 Autism and the Law

School of Education, Department of Teaching, Leadership, & Res

2 sh (may not be repeated for credit)

This course focuses on legal and ethical concerns related to behavior analytic service delivery. The content is partially based on specific topics in the Behavior Analyst Certification Board (BACB) 5th Edition Task List, the Ethics Code for Behavior Analysts and covers the Qualified Applied Behavior Analysis Credentialing Board (QABA) Qualified Behavior Analyst (QBA) Competency Standards for Legal, Ethical, and Professional Considerations and QABA Code of Ethics. In addition to these specific organizations, legal codes, mandates, and case law relevant to Applied Behavior Analysis are also covered. This course serves as only one in a series of courses that prepares students to apply for the Board Certified Behavior Analyst (BCBA) exam or the Board Certified Associate Behavior Analyst (BCaBA) exam or the Qualified Behavior Analyst (QBA) exam.

EDF 6437 Measurement and Single Case Design

School of Education, Department of Teaching, Leadership, & Res

3 sh (may be repeated for up to 6 sh of credit)

Prerequisite: EDF 6223 AND EDF 6225 AND EDF 6226

This course provides students with concepts in measurement and design of single case methodology to establish reliable intervention procedures, positive behavior change, and systems support, while adhering to management, supervision, and ethical and professional issues relevant to the practice of behavioral intervention and research design. The content is based on the Behavior Analyst Certification Board (BACB) 5th edition Task List and the Qualified Applied Behavior Analysis Credentialing Board (QABA) Qualified Behavior Analyst (QBA) Competency Standards. This course serves as only one in a series of courses that prepares students to apply for the Board Certified Behavior Analyst (BCBA) exam or the Board Certified Associate Behavior Analyst (BCaBA) exam or the Qualified Behavior Analyst (QBA) exam. A final grade of 82% (B) is the minimum passing score for this course.

EDF 6460 Foundations of Measurement

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

Provides an understanding of the nature of instrument and test development and focuses on the information and skills needed to design, develop, analyze, and interpret tests and instruments; the use of testing or instrument results in planning, monitoring, and evaluating instruction or programs; and to evaluate student or program progress. Intended to provide a foundation in testing and instrument development skills for those who work in a variety of applied settings.

EDF 6481 Educational Research

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

Develops skills for evaluating and for conducting applied research studies in an appropriate area of emphasis. Includes strategies of research appropriate for particular area of emphasis and methods appropriate for those strategies. Students are required to select a problem, perform a review of the research literature, plan a research study, and write a research proposal.

EDF 6557 Ethics in Applied Behavior Analysis

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

Prerequisite: EDF 6225*

This course serves as a basic introduction to ethical codes related to persons practicing in the field of behavior analysis and related disciplines. The content is based on the Behavior Analyst Certification Board (BACB) 5th edition Task List and the Qualified Applied Behavior Analysis Credentialing Board (QABA) Qualified Behavior Analyst (QBA) Competency Standards. This course serves as only one in a series of courses that prepares students to apply for the Board Certified Behavior Analyst (BCBA) exam or the Board Certified Associate Behavior Analyst (BCaBA) exam or the Qualified Behavior Analyst (QBA) exam. A final grade of 82% (B) is the minimum passing score for this course.

EDF 6647 Behavior Systems Analysis

School of Education, Department of Teaching, Leadership, & Res

2 sh (may not be repeated for credit)

Prerequisite: EDF 6220 AND EDF 6223 AND EDF 6225 AND EDF 6226

This course focuses on an approach to organizational design and management based on the idea that organizations are complex systems where different levels are interdependent of each other. Students will discover how to assess and analyze the entire system in order to improve the overall functioning of the organization. The content is based on behavior analytic principles and serves as only one in a series of courses that prepares students for a foundation in Organizational Behavior Management. A final grade of 82% (B) is the minimum passing score for this course.

EDF 6691 Issues of Diversity in Education: A Bio-Psycho-Social-Cultural Perspective

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

This course presents a holistic approach to the examination of various theories of learning and development of children and adolescents. The biological, psychological, social, and cultural factors that affect human development and learning are emphasized. Students explore various issues in education and best practices in the classroom underscoring the importance of diversity.

EDF 6905 Directed Study

School of Education, Department of Teaching, Leadership, & Res

1-12 sh (may be repeated indefinitely for credit)

EDF 6939 Behavior Analysis in Organizations

School of Education, Department of Teaching, Leadership, & Res

2 sh (may not be repeated for credit)

Prerequisite: EDF 6220 AND EDF 6223 AND EDF 6225 AND EDF 6226 AND EDF 6647

This course further develops the student's repertoire in Organizational Behavior Management. Special Topics include: Behavior Based Safety, Performance Pay, Leadership and Culture, and Organizational Ethics. The content is based on behavior analytic principles and serves as only one in a series of courses that prepares students for a foundation in Organizational Behavior Management. A final grade of 82% (B) is the minimum passing score for this course.

EDF 6943 Applied Single Case Design

School of Education, Department of Teaching, Leadership, & Res

1-2 sh (may be repeated for up to 6 sh of credit)

Prerequisite: EDF 6223 AND EDF 6225 AND EDF 6226 AND EDF 6437 AND EDF 6944

This course provides students with an applied environment to practice measurement and design of single case methodology using reliable intervention procedures, positive behavior change, and systems support, while adhering to management, supervision, and ethical and professional issues relevant to the practice of behavioral intervention and research design. This course serves as an elective for non-degree seeking students or as part of a degree plan cognate. The content is based on the Behavior Analyst Certification Board (BACB) 5th edition Task. This course serves as one in a series of courses that prepares students to develop a foundation in research-centered endeavors in behavior analysis. If the student's research aligns with the BACB supervision guidelines (including a signed contract with the supervised BCBA supervisor), some or all of the hours spent in this experience could count towards supervision hours (under the full discretion of the active supervisor). A final grade of 82% (B) is the minimum passing score for this course.

EDF 6944 Advanced Single Case Design

School of Education, Department of Teaching, Leadership, & Res

2-3 sh (may not be repeated for credit)

Prerequisite: EDF 6223 AND EDF 6225 AND EDF 6226 AND EDF 6437

This course provides students with an applied environment to practice measurement and design of single case methodology using reliable intervention procedures, positive behavior change, and systems support, while adhering to management, supervision, and ethical and professional issues relevant to the practice of behavioral intervention and research design. This course serves as an elective for non-degree seeking students or as part of a degree plan cognate. The content is based on the Behavior Analyst Certification Board (BACB) 5th edition Task. This course serves as one in a series of courses that prepares students to develop a foundation in research-centered endeavors in behavior analysis. A final grade of 82% (B) is the minimum passing score for this course.

EDF 7404 Quantitative Methods and Educational Statistics I

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

Designed as an entry-level course in statistics and covers both descriptive and inferential statistical techniques to solve applied research problems. Emphasis is also placed on using statistical software packages and will cover the most widely used statistical procedures in education. This course presumes an understanding of basic statistics.

EDF 7407 Quantitative Methods and Educational Statistics II

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

Prerequisite: EDF 7404

This course is designed as an intermediate statistics course for students who work in applied settings in education and the social sciences.

EDF 7442 Curriculum, Instruction, and Assessment

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

This course provides an understanding of the nature and connections of curriculum and instruction. Emphasis is on applied skills and philosophical underpinnings of the components of developing, implementing, and delivering instruction within the framework of curriculum considerations. Topics include the background and philosophy framing curriculum and development, the development of goals and objectives for curriculum and instruction, the assessment strategies for aligning curriculum and instruction and the various approaches for assessing instructional strategies including the assessment of curriculum content, and the issues associated with curriculum and instruction within educational environments.

EDF 7475 Qualitative Research I - Methods

School of Education, Department of Teaching, Leadership, & Res

3 sh (may be repeated for up to 6 sh of credit)

This course is to prepare doctoral students for the process of designing scholarly research in general and their dissertation in particular. This course will guide students in constructing a qualitative design methodology section and developing the necessary skills required for critical evaluation of published research in their area of expertise. In addition, this course will provide insight to conducting ethical research and will guide students in identifying and designing a study using qualitative methods approach. The course focuses on the design and implementation of research that utilizes qualitative data collection and analysis.

EDF 7478 Qualitative Research II-Design, Analysis, and Presentation

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

Prerequisite: EDF 7475

This course is an advanced level course in qualitative research. This advanced course in qualitative research is needed to strengthen student knowledge and competence in understanding qualitative research procedures related to participant selection procedures, data collection approaches, data sources, credibility and trustworthiness, data analyses, and data presentation. It is designed for students who intend to use qualitative research approaches in their dissertations and or for further research.

EDF 7489 Mixed Methods Research Design

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

Identify a potential dissertation topic, analyze and synthesize research on the topic, and produce a concept paper for the dissertation to be presented to the dissertation committee. Study the application of both qualitative and quantitative research methodologies towards addressing a research problem. Apply concepts from educational research in synthesizing current research articles for the development of a research project. Gain expertise in educational research that will facilitate student research agendas for action research, thesis research, and dissertation research.

EDF 7573 Contemporary Curriculum Issues and Theories

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

Explores curriculum conceptions, contributions to curriculum decisions, issues and dilemmas in curriculum development, proposals for the organization of curriculum choices (both past and present), and analysis of curricular reforms. Theoretical foundations underlying curriculum considerations and implications of these for curriculum decision-makers at all levels.

EDF 7638 Social Change and Reform

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

Analyzes different perspectives on agency and the structure of social change and reform. It examines the historical, cultural, social, economic, and political factors that lead ordinary citizens to join together as a collective group to promote social change and reform. Utilizing real life case studies from organizations for social change, students will interrogate the dynamics of social and cultural change in democratic societies with a special focus on social movements and collective behavior. The two aspects of the course, social change and reform, will be analyzed to reveal the critical aspects of vibrant democracies, civic engagement, and grassroots movement.

EDF 7685 Philosophical Foundations of Education

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

This course explores the fundamental nature of education. The learner will consider what it means to educate, the purpose of education, the foundations of knowledge, the roles of educators and educational leaders, as well as the best means by which to achieve the goals of education. Students will examine problems of education through the consideration of questions of metaphysical, ontological, epistemic, and axiological import. Major historical trends in educational philosophies including Idealism, Realism, Pragmatism, and Existentialism will be incorporated through application to problems of educational authority, responsibility, curriculum and instruction. Foundational educational theorists, including Plato, Aristotle, John Locke, John Dewey, and Nel Noddings will be studied in order to understand their historical importance and the impact of their work on the conceptual structure of educational philosophy. Students will compare and contrast theories of education, specifically, Essentialism, Perennialism, Progressivism, and Social Reconstructionism. Students will investigate the major ideologies under-girding policy, curriculum and advocacy in education, including Nationalism, Liberalism, Conservatism, and Marxism.

EDF 7730 Administration and Leadership Communication Techniques

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

This course will focus on specific effective professional communication efforts of administrators and leaders from military, social agencies, educational settings, and organizational environments, including non-profit agencies and organizations. Skills emphasized in the course include: Oral and written presentations for varied audiences and technology-rich communications for leading organizations and developing communicative organizational environments.

EDF 7905 Directed Study

School of Education, Department of Teaching, Leadership, & Res

1-12 sh (may be repeated indefinitely for credit)

EDF 8289 Curriculum Design

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

This course incorporates recent general developments in curriculum theory and construction. Reviewing current specific curriculum models, plans, and guidelines provide students with the ability to analyze and interpret curriculum and instruction programs. This course further explores historical, sociological, psychological, and philosophical foundations of curriculum models, theory, and design.

EDF 8498 Improvement Science and Design Decision Making in Education

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

The course is designed to examine a disciplined approach to educational innovation. Improvement Science focuses on creating a collaborative space for teachers, leaders, and researchers to solve specific problems of practice. The course is designed to examine current research on reasoning, problem solving, and decision making as well introducing students to the fundamental techniques of using data to make informed education related decisions. Additionally, the course focuses on ways of modeling, or thinking structurally about, problems of practice in order to enhance decision making skills. The course further examines the rationales for different innovations by integration multiple perspectives.

EDF 8749 Psychological and Social Theories of Education

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

This course is designed to provide an extensive study of psychological and social theories in the field of education. The historical/social milieu that gave birth to the theories will be examined. In addition, the major tenets of the theories and their implications for educational policy, research, and practice will be critiqued. Further the strengths and weaknesses of the theories will be interrogated.

EDF 8905 Directed Study

School of Education, Department of Teaching, Leadership, & Res

1-12 sh (may be repeated indefinitely for credit)

EDF 8931 Doctoral Seminar: Background Paper

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

This is the first of a series of four-sequenced doctoral seminars for students in their 33rd semester hour of coursework. The first seminar focuses on assisting students in identifying a topic, developing appropriate research questions, and stating a problem. In addition, the seminar seeks to assist students to develop an outline of a literature map for a literature review related to an identified phenomenon. In addition, the seminar will strengthen students' scholarly writing capabilities, improve synthesis skills, assist in critiquing research, reviewing literature, mastering APA citation style, examining the role of theoretical and or conceptual frameworks in framing research studies, and exploring issues of alignment between topic, problem, research questions, theoretical framework and methodology in research studies. The capstone paper for this Doctoral Seminar is an extensive Background Paper.

EDF 8933 Doctoral Seminar: Proposal

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

Prerequisite: EDF 8931 AND EDF 8932 AND EDF 8935

This is the fourth of the series of four-sequenced doctoral seminar courses for students in their doctoral journey. This fourth doctoral seminar serves as the doctoral students' dissertation proposal phase. This semester-long (16 week seminar will focus on student readiness and competence for pursuing research objectives outlined in the Doctoral Student Toolbox Structural Guidelines. Additionally, this seminar guides students in demonstrating their ability to integrate and apply the knowledge and skills developed through formal course work by designing and writing an original research proposal on a researchable topic or phenomenon in accordance with the UWF Structural Guidelines for Proposals and Dissertations. Students should successfully defend their proposals orally to their Doctoral Dissertation Committee. Obtaining two unsatisfactory grades at this level may result in the removal of the student from the doctoral program.

EDF 8935 Doctoral Seminar: Dissertation Inquiry

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

Prerequisite: EDF 8931

This is the second in a series of four-sequenced doctoral seminar courses for students in their doctoral journey. This second doctoral seminar serves as a research inquiry. Additionally, this doctoral seminar course will introduce students to the process of formulating ideas in ways directly related to critical aspects of their proposal. Students shall complete the "Pre-proposal Document," as the capstone assignment for the course. The Pre-proposal Document, is designed as a guide for committee members and students to serve the purpose of providing them with a sufficient road map about what the student intends to do. The "Pre-proposal Document" incorporates aspects of the background context to a proposed issue, problem statement, purpose of the study, research questions, significance of the issue to policy, practice, and theory, literature review, theoretical framework, methodology, ethical issues and related IRB processes. The "Pre-proposal Document" allows students to capture all these aspects in a form of a mini proposal. Students shall orally defend the "Pre-proposal Document.

EDF 8937 Research Applications

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

This course will engage Ed.D. students in applying advanced research methods in application areas specific to their specializations. The course will involve dissertation research methods and writing skills as well as field site activities and data analysis. The course will also include activities focused on presenting and publishing research findings.

EDF 8980 Dissertation

School of Education, Department of Teaching, Leadership, & Res

1-6 sh (may be repeated for up to 18 sh of credit)

Major individual research in an area of significant educational interest; designed specifically for candidates in the Ed.D. Curriculum and Instruction, Teacher Education Specialization. The dissertation reflects intensive educational research produced by the student and collaboratively developed with the student's graduate committee. Graded on a satisfactory/unsatisfactory basis only. Admission to candidacy, completion of all other doctoral program requirements and permission are required.

EDF 8981 Dissertation in Practice Problems of Practice

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

Prerequisite: ((EDF 7404 AND EDF 7442 AND EDF 7475 AND EDF 7685 AND EDF 8749)) AND (EDA 8103 OR EDG 7008) AND (PAD 7409 OR EDG 8938) AND (PAD 7004 OR EDF 7573) AND (PAD 7003 OR EDG 7256) AND (EDF 7730 OR EDG 7354)

This course is designed to introduce students to Dissertation in Practice (DIP) research. DIP research focuses on improvement of practice, a better understanding of that practice, and an improvement in the situation in which the practice is carried out. The primary objective of the course is to equip students with the knowledge-base and skill-set to be able to undertake DIP research studies. Topics include definitions, importance and applications of DIP research; identifying and refining the focus of a DIP research study; planning for action research and reviewing related literature; articulating a theory of action and determining research questions; building a data collection plan and analyzing data; and presenting findings, action plans and future cycles.

* This course may be taken prior to or during the same term.