EDF: Education: Foundations And Policy Studies Courses

**Courses**

**EDF 1005**  Introduction to Education  
3 sh (may not be repeated for credit)  
Consideration of career opportunities in the field of education, including clinical experiences in selected agencies / institutions.

**EDF 2085**  Teaching Diverse Populations  
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  
3 sh (may not be repeated for credit)  
The course focuses on principles of growth, development and learning in the context of teaching in contemporary schools, and may include observation/participation in educational settings. Methods of formal and informal assessment, measurement, and evaluation are addressed, as is the analysis of educational phenomena in America and other countries from interpretive, normative and critical perspectives.

**EDF 3905**  Directed Study  
1-12 sh (may be repeated indefinitely for credit)

**EDF 5905**  Directed Study  
1-12 sh (may be repeated indefinitely for credit)

**EDF 6218**  Psychological Foundations for Education: Learning and Instruction  
3 sh (may not be repeated for credit)  
Examines current theories of learning, behavior, cognitive development, and instruction and their practical application in educational practice. Beyond theories and their application will explore current issues in human development and learning. Develops knowledge and skills for determining an appropriate theoretical framework from which to investigate and solve education problems. Students complete a review of research in their area of emphasis to examine an issue in depth and apply their findings to educational practice.

**EDF 6222**  Concepts of Applied Behavior Analysis  
3 sh (may not be repeated for credit)  
Prerequisite: EDF 6223 AND EDF 6225 AND EDF 6226  
Concepts of Applied Behavior Analysis using B.F. Skinner's writings as a primary source in addition to other historical contributors to the field. The course may be organized around a given theme.

**EDF 6223**  Positive Behavioral Change and System Support in Educational Settings  
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) Fourth Edition Task List. This course serves as the third in a series of six courses that prepares students to apply for the Board Certified Behavior Analyst (BCBA) exam or the third in a series of four courses that prepares students to apply for the Board Certified Associate Behavior Analyst (BCaBA).

**EDF 6225**  Foundations of Applied Behavior Analysis in Education  
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) Foundational Knowledge Companion to the BACB Fourth Edition Task List in its entirety. This course serves as the first in a series of six courses that prepares students to apply for the Board Certified Behavior Analyst (BCBA) exam or the first in a series of four courses that prepares students to apply for the Board Certified Associate Behavior Analyst (BCaBA).

**EDF 6226**  Behavioral Assessments, Interventions, and Outcomes in Education  
3 sh (may not be repeated for credit)  
Prerequisite: EDF 6225  
Participants learn to identify behaviors appropriate for change using behavioral assessment, selecting behavioral outcomes, selecting behavioral strategies, and ethical and professional issues relevant to the practice of behavioral assessment and choosing behaviors to change. Content is drawn from the Behavior Analyst Certification Board (BACB) Fourth Edition Task List. This course serves as the second in a series of courses that prepares students to apply for the Board Certified Behavior Analyst (BCBA) exam.

**EDF 6227**  Experimental Analysis of Behavior  
3 sh (may not be repeated for credit)  
Prerequisite: EDF 6223 AND EDF 6225 AND EDF 6226 AND EDF 7437 AND EDF 7944  
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/motivating operations.

**EDF 6404**  Educational Statistics I  
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.
EDF 6460  Foundations of Measurement  
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 6464  Applied Program Evaluation  
3 sh (may not be repeated for credit)  
Provides an introduction to program evaluation design, development, and implementation. Students will become familiar with a wide range of evaluation strategies, as well as how to interpret, use and communicate formative and summative evaluation results. These skills will be practiced through an applied research focus on using qualitative and quantitative data collection and analysis strategies to develop organizational accountability systems.

EDF 6481  Educational Research  
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  
3 sh (may not be repeated for credit)  
Prerequisite: EDF 6223 AND EDF 6225 AND EDF 6226  
In this course, participants learn the issues relevant to ethical and professional conduct in applied behavior analysis including consent, conflict of interest, assessment, behavior change, monitoring, reporting, and applicable law. The content is based on specific topics via the Behavior Analyst Certification Board (BACB) Professional and Ethical Compliance Code for Behavior Analysts. This course serves as one of the final courses in a series of six courses that prepares students to apply for the Board Certified Behavior Analyst (BCBA) exam. Students requiring additional hours in ethics for the Board Certified Associate Behavior Analyst (BCaBA) exam are also welcome to take this course.

EDF 6602  Trends and Issues in Education: Social, Multicultural, Historical and Philosophical Analysis  
3 sh (may not be repeated for credit)  
Enables students to develop skills as empowered persons and professionals and use critical and analytical thinking skills to demonstrate an understanding of the history and philosophy of education and an increased awareness of multicultural and other critical issues in education.

EDF 6691  Issues in Teacher Education: A Bio-Psycho-Social Perspective  
3 sh (may not be repeated for credit)  
A holistic approach to understanding and educating children will be developed through the perspectives of various theories of learning and development. A focus on understanding the biological, psychological and social factors that affect child development and learning will be emphasized and inform one’s understanding of various issues in education and best practices in the classroom.

EDF 6725  Critical Issues in American Education  
3 sh (may not be repeated for credit)  
Major issues in American education which confront educational leaders. Problems growing from these issues are considered.

EDF 6905  Directed Study  
1-12 sh (may be repeated indefinitely for credit)  
EDF 6943  Supervised Experience in Single Case Design  
1-3 sh (may be repeated for up to 9 sh of credit)  
Supervised field experience of positive behavioral support implementation in educational or related settings evaluated using single case designs. Topics covered will include the ethics and philosophy of positive behavioral support. Graded on satisfactory/unsatisfactory basis only.

EDF 7191  Psychological Foundations for Education: Cognition, Curriculum, and Instruction  
3 sh (may not be repeated for credit)  
Explores the traditional and contemporary theories of cognition and merges them with educational practices. Examines the ways theories of cognition inform instructional theories. Models and informs teaching and learning in specific content areas. Provides students with an opportunity to explore multiple perspectives of learning that enhance their ability to understand educational goals and processes. Theories to be studied include Behaviorism, Cognitive Development Theory, Ecological Theory, Information Processing Theory, Motivation Theory, Psycho-social Theory, and Social-Cognitive Theory.

EDF 7407  Educational Statistics II: General Linear Model  
3 sh (may not be repeated for credit)  
This course is designed as an intermediate statistics course for students who work in applied settings. Emphasis is on the introduction of more complex topics that include but are not limited to hypothesis testing, t Tests, Correlation and Simple Regression, Point Bi-serial Correlation, Chi Square, ANCOVA, One way ANOVA, MANOVA, Repeated Measures ANOVA, Multiple Regression, Power Analysis, and skill development in the appropriate techniques and application of various statistical software packages used in education.

EDF 7437  Measurement and Single Case Design  
3 sh (may not be repeated for 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, 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 specific topics via the Behavior Analyst Certification Board (BACB) Fourth Edition Task List. This course serves as the fourth in a series of six courses that prepares students to apply for the Board Certified Behavior Analyst (BCBA) exam or the final in a series of four courses that prepares students to apply for the Board Certified Associate Behavior Analyst (BCaBA).
EDF 7468  Advanced Program Development and Evaluation
3 sh (may not be repeated for credit)

Focusing on leading evaluation approaches and providing an in-depth examination of evaluation theory, this course will encourage students to critically examine and discuss current and emerging variations in theoretical evaluation development. These relationships will be analyzed through an applied research perspective designed to illuminate and evaluate the effectiveness of organizational program strategies dealing with societal concerns. Grant funding methods will be introduced as an intervention tool in this process.

EDF 7475  Qualitative Research I - Methods
3 sh (may not be repeated for credit)

Enables graduate students to comprehend and apply new research paradigms, strategies, and techniques to better understand social change and cultural settings. Qualitative research concepts, theories, and methods offer an empirical basis to explore nonnumeric data. Students will experience and practice a variety of qualitative applied research techniques designed to enhance learning.

EDF 7476  Survey Research
3 sh (may not be repeated for credit)

Designed as an entry level course in survey research and includes design and selection of questionnaires and interviews as data collection instruments in both quantitative and qualitative research that is conducted in applied settings. Topics to be discussed include: introduction to survey research; sampling strategies in survey research; methods of data collection in survey research; survey measures and interviewing; data analysis in survey research; and ethical issues in survey research.

EDF 7478  Advanced Qualitative Research
3 sh (may not be repeated for credit)

This course includes a review of the types of qualitative research methodologies and extends these concepts to an advanced level. Also, the course establishes a baseline of advanced qualitative research skills and methodologies in preparation for moving from face-to-face toward virtual environments.

EDF 7489  Advanced Research Methods
1-3 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
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
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 7640  Nettography
3 sh (may not be repeated for credit)

This course will include opportunities for students to explore and practice the qualitative research method of ethnography within virtual environments. The course will also involve opportunities for students to design and conduct virtual ethnographic studies or netnography research efforts. Topics to be discussed include: introduction to the nature of Nettography; review of Ethnography as a qualitative research design; Ethnography and virtual research environments; and Ethnography and Nettography: Commonalities and differences.

EDF 7685  Philosophical Foundations of Education
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
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 7790 Foundations of Doctoral Research and Writing
3 sh (may not be repeated for credit)
The central purpose of this course is to provide students with the information and orientation needed to successfully navigate the doctoral program. In addition to reviewing the policies and procedures of doctoral study (choosing an advisor, engaging in coursework, forming a committee, taking preliminary/comprehensive exams, designing a research study, conducting research, and defending a prospectus and dissertation), students will also study the behaviors and dispositions needed to be an educational researcher and scholar, including what it means to read, think, and write critically. Students will explore how to develop a sense of themselves as a scholar and to take ownership over their own education, including setting goals, identifying opportunities, and developing a research agenda. In addition, the course will include an introduction to research designs.

EDF 7905 Directed Study
1-12 sh (may be repeated indefinitely for credit)

EDF 7912 Educational Specialist Degree Capstone Course
3 sh (may be repeated for up to 6 sh of credit)
The capstone course is to be taken as the last course in the Educational Specialist Degree Program in Curriculum and Instruction during the 33-36 credit hours. The capstone project provides the opportunity for the student to explore and investigate a topic of interest emerging from the cumulative knowledge of the coursework pursued. The selected topics for the capstone project should address an existing concern, problem or issue in an organization or institution of interest to the student. Through an analysis of theoretical, empirical, and conceptual literature the student will conduct research and complete a capstone project under the guidance of a faculty member within an 8-week period. The capstone project serves as a gauge of students' learning indicative of their post-graduation success as well as a dossier for employment.

EDF 7930 Virtual Survey Research for the Social Sciences
3 sh (may not be repeated for credit)
This course focuses on methods and ethics related to conducting online research interviews and surveys. Students will determine the appropriateness of online (virtual) interviews and other survey methods within virtual research environments. The course includes multiple online types of research efforts and survey methodologies. Topics to be discussed include: introduction to virtual survey research; methodologies for conducting virtual survey research; creating virtual survey interviews; and responsible conduct of research and virtual survey research.

EDF 7944 Advanced Single Case Design in Applied Settings
3 sh (may not be repeated for credit)
Prerequisite: EDF 6223 AND EDF 6225 AND EDF 6226 AND EDF 7437
This course provides students with an applied environment to practice measurement and design of single case methodology using reliable intervention procedures, positive behavior change, 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 specific topics via the Behavior Analyst Certification Board (BACB) Fourth Edition Task List. This course serves as the fifth in a series of six courses that prepares students to apply for the Board Certified Behavior Analyst (BCBA) exam.

EDF 8059 Instrumentation Development and Validation Using Virtual Environments
3 sh (may not be repeated for credit)
This course includes the nature of measurement theory and methodology of reliability estimation and validation using virtual environments and considerations. Course emphasis is on applications of instrumentation for assessment, research, and evaluation uses within virtual environments. Topics to be discussed include: introduction to logical, statistical, and empirical measurement; and reliability models and validation principles; scaling, scoring, and measurement principles within virtual environments.

EDF 8088 Diversity & Civil Rights in Education
3 sh (may not be repeated for credit)
The purpose of this course is to analyze, synthesize, and evaluate the ideological, cultural, political, economic, and educational delivery systems in the segregated South. Analysis of oppressive systems, literature, primary sources, sites, and biographies that inspired the acceptance of diversity are evaluated.

EDF 8289 Curriculum Design
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 provides 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 8406 Educational Statistics III: Multivariate Analyses
3 sh (may not be repeated for credit)
Provides the student with the necessary skills required to conduct educational research at an advanced level. Emphasis is placed on selecting the appropriate multivariate technique for a particular purpose and given data set, and the interpretation of statistical output generated from the major statistical packages.

EDF 8438 Social Network Analysis and Data Visualization
3 sh (may not be repeated for credit)
This course provides students with the various concepts, methods, and applications related to measures on groups of individuals. Topics include the nature of social network data visualization, embedding, dyadic and triadic analysis, centrality, and egocentric networks. These topics will focus on actions surrounding virtual environments in the social sciences.

EDF 8446 Instrument Development and Validation
3 sh (may not be repeated for credit)
Provides an understanding of the nature of measurement as well as the underlying theory and methodology of reliability estimation and test validation. Emphasis is on applied skills such as the conceptualization, development, and validation of instruments for assessment, research, and evaluation. Topics include the logical empirical, and statistical models of measurement processes with emphasis on scaling, reliability and validity. It will function as both a seminar and practicum within which the student will acquire applicable skills in the process of providing evidence of instrument reliability and validity.
EDF 8469 Advanced Program Evaluation Using Virtual Environments
3 sh (may not be repeated for credit)
This course focuses on program evaluation theories and practices. The course includes evaluation designs by scholarly theorists and extends evaluation theory to virtual environments. A strong component of the course is the development of program evaluation proposals for virtual environment designs with appropriate technological support. Topics to be discussed include: introduction to advanced program evaluation; theory and program evaluation; and program evaluation and virtual environment.

EDF 8483 Digital and Archival Media Analysis
3 sh (may not be repeated for credit)
This course provides opportunities for students to explore a variety of investigative methods related to fundamental historicographic skills and strategies for archival investigations to digital and multi-dimensional scaling. Analytic endeavors that seek to gain insights through media analysis and other material artifacts are included in the course. Topics to be discussed include: introduction to archival media; digital analysis; archival investigations; and multidimensional scaling.

EDF 8486 Advanced Quantitative Research and Statistics
3 sh (may be repeated for up to 9 sh of credit)
Student will develop advanced skills required to conduct educational research and analyze results. Emphasis is placed on aligning research methodology with appropriate statistical techniques for a particular purpose and set of research questions, and the interpretation of statistical output.

EDF 8493 Assessing Educational Programs
3 sh (may not be repeated for credit)
Prerequisite: EDG 7667
The course examines current evaluation models used to assess programs implemented in various educational settings. Students will explore and analyze the application of evaluability assessment in multiple settings and the use of methodological scoping as part of evaluability assessment. Additionally, students will utilize various models and instruments to evaluate existing educational programs.

EDF 8609 Perspectives of Contemporary Social Theories
3 sh (may not be repeated for credit)
This course will focus on major perspectives in contemporary social theories. It covers areas such as feminism, post-modernism, social constructionist, multiculturalism, hermeneutic, hegemony, double-consciousness, post-colonialism, critical theories, social/cultural capital, core-periphery, social reproduction, and other theories. This course is designed to provide an extensive study of 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 and practice will be critiqued. Further the strengths and weaknesses of the theories will be interrogated.

EDF 8698 Censorship
3 sh (may not be repeated for credit)
An in-depth study of censored literature and its effects on the existing political economy, ideological beliefs, and cultural diversity including the effects of single purpose interest groups will be discussed. Readings are centered around novels which have been challenged throughout the United States.

EDF 8785 Research Ethics
3 sh (may not be repeated for credit)
Focusing on research integrity issues facing researchers in the social and behavioral sciences and providing an in-depth examination of the responsible conduct of research principles and practices, this course will encourage students to critically examine and discuss current and emerging trends in research ethics, including conducting research, research design considerations, methodologies, data acquisition, data analyses, and communicating findings. These issues will be analyzed through an applied research perspective designed to illuminate and evaluate the integrity of research efforts dealing with societal concerns. In addition, writing, publishing, and presenting research findings relative to research ethics topics are explored in the course.

EDF 8888 Seminar: Special Topics Related to Minority Groups
3 sh (may be repeated for up to 9 sh of credit)
Students will analyze the history, culture, and heritage of diverse groups while examining the impact of prejudice, race relations, socioeconomic differences, and education on these groups throughout history. Contributions of minority groups in all areas of U. S. society will be examined. Permission is required.

EDF 8905 Directed Study
1-12 sh (may be repeated indefinitely for credit)

EDF 8931 Doctoral Seminar I
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 Doctoral Seminar I is an extensive Background Paper.

EDF 8932 Doctoral Seminar II
3 sh (may be repeated for up to 6 sh of credit)
Prerequisite: EDF 8931
This is the second in the series of four-sequenced doctoral seminars courses for students who have completed 48 semester hours in their doctoral course work. This second doctoral seminar serves as the doctoral students' written and oral comprehensive examination. Additionally, the seminar focuses on the following: demonstrating synthesis across ideas, content areas, and courses; demonstrating specialization of knowledge within a particular domain; demonstrating in-depth competency within program areas; integrating content from program courses with professional/experiential knowledge; and supporting initial work efforts toward the dissertation. Further, students will orally defend their written responses to the examination questions before their Doctoral and Comprehensive Examinations Committee. Students who successfully complete the written and oral components of the examination are admitted to the Advanced Standing phase in their doctoral journey.
EDF 8933  Doctoral Seminar IV
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 III
3 sh (may not be repeated for credit)
Prerequisite: EDF 8932
This is the third in a series of four-sequenced doctoral seminar courses for students in their doctoral journey. This third doctoral seminar serves as the doctoral students’ pre-proposal phase. Additionally, this doctoral seminar course will introduce students to the process of formulating ideas in ways directly related to critical aspects of their proposal. This seminar will also guide doctoral students in addressing issues relating to the introductory, literature review and methodology chapters of the dissertation proposal. Students shall complete the "Pre-proposal Document," which is designed to be a guiding document for chairs and students to serve the purpose of providing committee members with a sufficient roadmap about what the student intends to do and at the same time allow students to respond to ethical issues related to the study. Students shall defend the "Pre-proposal Document" to the Doctoral Dissertation Committee.

EDF 8936  Advanced Qualitative Research and Strategies: Special Topics
3 sh (may be repeated for up to 9 sh of credit)
Student will develop advanced skills required to conduct education research and analyze results. Emphasis is placed on aligning research methodology with appropriate data analysis strategies for a particular purpose and set of research questions.

EDF 8937  Research Applications
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
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.