EDF: Education: Foundations And Policy Studies Courses

**Courses**

**EDF 1005  Introduction to Education**  
College of Ed and Prof Studies, Department of Teacher Ed & Ed Leadership  
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**  
College of Ed and Prof Studies, Department of Teacher Ed & Ed Leadership  
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**  
College of Ed and Prof Studies, Department of Teacher Ed & Ed Leadership  
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**  
College of Ed and Prof Studies, Department of Educational Research & Admin  
1-12 sh (may be repeated indefinitely for credit)

**EDF 5905  Directed Study**  
College of Ed and Prof Studies, Department of Educational Research & Admin  
1-12 sh (may be repeated indefinitely for credit)

**EDF 6221  Intensive Intervention in Autism and Related Disabilities**  
College of Ed and Prof Studies, Department of Teacher Ed & Ed Leadership  
2 sh (may not be repeated for credit)  
Prerequisite: EDF 6225  
An in-depth analysis of the core components of Early Intensive Behavior Intervention. Students learn how to structure intensive session to facilitate optimal medical treatment results for their clients. Students learn techniques to implement in practice to become fluent at precisely leading discrete trial training and incidental teaching as appropriate by context of medical ABA treatment in any appropriate setting.

**EDF 6222  Concepts of Applied Behavior Analysis**  
College of Ed and Prof Studies, Department of Teacher Ed & Ed Leadership  
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. This course is required for students meeting the BACB 5th Edition Task List.

**EDF 6223  Applied Behavior Analysis and System Support**  
College of Ed and Prof Studies, Department of Teacher Ed & Ed Leadership  
3 sh (may not be repeated for credit)  
Prerequisite: EDF 6223 AND 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.

**EDF 6224  Supervision and Management Fluency**  
College of Ed and Prof Studies, Department of Teacher Ed & Ed Leadership  
3 sh (may not be repeated for credit)  
Prerequisite: EDF 6223 AND EDF 6225 AND EDF 6226  
This course provides students with the applied knowledge for personnel supervision and management when implementing Applied Behavior Analysis. Students will be able to establish clear procedures and approaches to personnel management using Applied Behavior Analysis methods and improved client outcomes via precise data collection. The content is based on the Behavior Analyst Certification Board (BACB) Fifth Edition Task List in its entirety. This course is part of a verified course sequence that prepares students to apply for the Board Certified Behavior Analyst (BCBA) exam or the Board Certified Associate Behavior Analyst (BCaBA) exam.

**EDF 6225  Foundations of Applied Behavior Analysis**  
College of Ed and Prof Studies, Department of Teacher Ed & Ed Leadership  
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) Fifth Edition Task List in its entirety. This course serves to prepare students to apply for the Board Certified Behavior Analyst (BCBA) exam or the Board Certified Assistant Behavior Analyst (BCaBA) exam.
EDF 6226  Behavioral Assessments
College of Ed and Prof Studies, Department of Teacher Ed & Ed Leadership
3 sh (may not be repeated for credit)
Prerequisite: EDF 6225
Participants learn to identify behaviors appropriate for change using behavioral assessments and related professional issues relevant to the practice of assessing behavior. Content is drawn from the Behavior Analyst Certification Board (BACB) Fifth 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
College of Ed and Prof Studies, Department of Teacher Ed & Ed Leadership
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 6229  Curriculum Design, Stimulus Equivalence, and Generativity
College of Ed and Prof Studies, Department of Teacher Ed & Ed Leadership
2 sh (may not be repeated for credit)
Prerequisite: EDF 6225
Prepares students to create behavioral programming appropriate to meet the individual needs presented by a client when practicing as a Board Certified Behavior Analysis across medical, community, and educational settings.

EDF 6325  Autism and the Law
College of Ed and Prof Studies, Department of Teacher Ed & Ed Leadership
2 sh (may not be repeated for credit)
This course equips students with an understanding of the legal aspects impacting practice as a Board Certified Behavior Analyst in the field of Autism and Related Disabilities and any other clinical application of behavior analysis including Behavioral Health treatment. Relevant law in both Education and Health Care is introduced, discussed, and applied in real world scenarios to help students better grasp the regulation, rules, and accountability expected of them as practitioners.

EDF 6437  Measurement and Single Case Design
College of Ed and Prof Studies, Department of Teacher Ed & Ed Leadership
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 the Behavior Analyst Certification Board (BACB) Fifth Edition Task List in its entirety. This course is part of a verified course sequence that prepares students to apply for the Board Certified Behavior Analyst (BCBA) exam or the Board Certified Associate Behavior Analyst (BCaBA) exam.

EDF 6460  Foundations of Measurement
College of Ed and Prof Studies, Department of Teacher Ed & Ed Leadership
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
College of Ed and Prof Studies, Department of Educational Research & Admin
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
College of Ed and Prof Studies, Department of Teacher Ed & Ed Leadership
3 sh (may not be repeated for credit)
Prerequisite: EDF 6225
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 the Behavior Analyst Certification Board (BACB) Fifth Edition Task List in its entirety. This course is part of a verified course sequence that prepares students to apply for the Board Certified Behavior Analyst (BCBA) exam or the Board Certified Associate Behavior Analyst (BCaBA) exam.
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>College and Department</th>
<th>Credits (may not be repeated for credit)</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>EDF 6691</td>
<td>Issues in Education: A Bio-Psycho-Social Perspective</td>
<td>College of Ed and Prof Studies, Department of Teacher Ed &amp; Ed Leadership</td>
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<td>This course presents a holistic approach to understanding various theories of learning and development. The biological, psychological and social factors that affect human development and learning will be emphasized. Students will explore various issues in education and best practices in the classroom with an emphasis on diversity.</td>
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<td>EDF 6725</td>
<td>Critical Issues in American Education</td>
<td>College of Ed and Prof Studies, Department of Educational Research &amp; Admin</td>
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<td>Major issues in American education which confront educational leaders. Problems growing from these issues are considered.</td>
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<td>EDF 6905</td>
<td>Directed Study</td>
<td>College of Ed and Prof Studies, Department of Educational Research &amp; Admin</td>
<td>1-12</td>
<td>(may be repeated indefinitely for credit)</td>
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<td>EDF 6943</td>
<td>Supervised Experience in Single Case Design</td>
<td>College of Ed and Prof Studies, Department of Teacher Ed &amp; Ed Leadership</td>
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<td>(may be repeated for up to 9 sh of credit)</td>
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<td>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.</td>
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<td>EDF 6944</td>
<td>Advanced Single Case Design</td>
<td>College of Ed and Prof Studies, Department of Teacher Ed &amp; Ed Leadership</td>
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<td>(may not be repeated for credit)</td>
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<td>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 the Behavior Analyst Certification Board (BACB) Fifth Edition Task List in its entirety. This course may be used as part of a verified course sequence that prepares students to apply for the Board Certified Behavior Analyst (BCBA) exam or the Board Certified Associate Behavior Analyst (BCaBA) exam.</td>
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<td>EDF 7404</td>
<td>Quantitative Methods and Educational Statistics I</td>
<td>College of Ed and Prof Studies, Department of Educational Research &amp; Admin</td>
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<td>(may not be repeated for credit)</td>
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<td>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. Thus, students should complete the online statistics tutorial before enrolling.</td>
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<td>EDF 7407</td>
<td>Quantitative Methods and Educational Statistics II</td>
<td>College of Ed and Prof Studies, Department of Educational Research &amp; Admin</td>
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<td>This course is designed as an intermediate statistics course for students who work in applied settings in education and the social sciences.</td>
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<td>EDF 7468</td>
<td>Advanced Program Development and Evaluation</td>
<td>College of Ed and Prof Studies, Department of Educational Research &amp; Admin</td>
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<td>(may not be repeated for credit)</td>
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<td>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.</td>
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<td>EDF 7475</td>
<td>Qualitative Research I - Methods</td>
<td>College of Ed and Prof Studies, Department of Educational Research &amp; Admin</td>
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<td>(may be repeated for up to 6 sh of credit)</td>
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<td>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.</td>
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EDF 7476  Survey Research  
College of Ed and Prof Studies, Department of Educational Research & Admin  
2 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; and data analysis in survey research.

EDF 7478  Qualitative Research II-Design, Analysis, and Presentation  
College of Ed and Prof Studies, Department of Educational Research & Admin  
3 sh (may not be repeated for credit)  
Prerequisite: EDF 7475  

This course is an advance 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  
College of Ed and Prof Studies, Department of Educational Research & Admin  
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 7536  Cultural Competence and Education of Marginalized Ethnic Groups  
College of Ed and Prof Studies, Department of Educational Research & Admin  
3 sh (may not be repeated for up to 6 sh of credit)  

This course presents students with cultural-specific information about marginalized groups within an educational setting. The course sheds light on how important it is in educating marginalized groups to be culturally sensitive, and the need to accept and respect the differences of the worldview particularly of those on the fringes of society.

EDF 7537  Education and Marginalization: Gender, Sexuality, Aging and Disabilities  
College of Ed and Prof Studies, Department of Educational Research & Admin  
3 sh (may not be repeated for credit)  

The course provides an overview of issues affecting marginalized students in K-12 institutions. Topics include gender, sexuality, ageism, disability, and the emergence of institutions that serve special populations. A critical review of research on the above topics and the policies and discourse regarding gender, sexuality, ageism and disabilities will also be conducted.

EDF 7538  Education and Marginalization: Second Language Acquisition, Socioeconomic status  
College of Ed and Prof Studies, Department of Educational Research & Admin  
3 sh (may be repeated for up to 6 sh of credit)  

This course gives an overview of issues related to second language acquisition, socioeconomic status and immigration. This course will help students be knowledgeable about different practices and policies related to the education of students in marginalized communities in the United States and other places in the world.

EDF 7539  Theoretical Perspectives Underpinning Marginalization  
College of Ed and Prof Studies, Department of Educational Research & Admin  
3 sh (may be repeated for up to 6 sh of credit)  

This course provides theoretical and philosophical overviews on poverty in the United States and other countries, as well as policies used to eradicate poverty. While education is important with regard to understanding and fighting poverty, the course will also draw from different fields, including philosophy, economics, and sociology. The course exposes students to competing theories of marginalization and different governmental and community practices aimed at uplifting the status of the marginalized.

EDF 7573  Contemporary Curriculum Issues and Theories  
College of Ed and Prof Studies, Department of Teacher Ed & Ed Leadership  
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
College of Ed and Prof Studies, Department of Educational Research & Admin
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  Netnography
College of Ed and Prof Studies, Department of Educational Research & Admin
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 Netnography; review of Ethnography as a qualitative research design; Ethnography and virtual research environments; and Ethnography and Netnography: Commonalities and differences.

EDF 7685  Philosophical Foundations of Education
College of Ed and Prof Studies, Department of Educational Research & Admin
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 7728  Poverty, Education, and Human Rights
College of Ed and Prof Studies, Department of Educational Research & Admin
3 sh (may not be repeated for up to 6 sh of credit)
The course focuses on understanding the interrelationships between socioeconomic status and education, as well as the relationships between educational opportunity and achievement. The course will explore how income groups, particularly lower income groups in America and other regions of the world, access education and persist through graduation. This course further explores civil and human rights campaigns since 1945. The course examines the origins, outcomes, and the ways in which these campaigns drew from and contributed to an emerging international framework. The course will look at issues of women's rights and sexual liberation, freedom of speech, economic justice and unfair trade. The relationships between universal notions of justice and differences of gender, culture and belief, and potential differences between local and global understandings of 'rights' are also covered.

EDF 7730  Administration and Leadership Communication Techniques
College of Ed and Prof Studies, Department of Educational Research & Admin
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 7780  Foundations of Doctoral Research and Writing
College of Ed and Prof Studies, Department of Educational Research & Admin
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
College of Ed and Prof Studies, Department of Educational Research & Admin
1-12 sh (may be repeated indefinitely for credit)
EDF 7912  Educational Specialist Degree Capstone Course  
College of Ed and Prof Studies, Department of Educational Research & Admin  
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  
College of Ed and Prof Studies, Department of Educational Research & Admin  
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 7934  APA Seminar  
College of Ed and Prof Studies, Department of Educational Research & Admin  
0 sh (may be repeated for up to 0 sh of credit)  
This self-paced, online, noncredit-bearing course spread the first academic year of admission into the Ed.D. or Ed.S. programs. The course will be organized into six modules in total. Students will complete two modules every semester to improve quantitative research methods and statistics familiarity.

EDF 8059  Instrumentation Development and Validation Using Virtual Environments  
College of Ed and Prof Studies, Department of Educational Research & Admin  
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 8289  Curriculum Design  
College of Ed and Prof Studies, Department of Educational Research & Admin  
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 8438  Social Network Analysis and Data Visualization  
College of Ed and Prof Studies, Department of Educational Research & Admin  
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  
College of Ed and Prof Studies, Department of Educational Research & Admin  
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 8499 Advanced Program Evaluation Using Virtual Environments
College of Ed and Prof Studies, Department of Educational Research & Admin
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
College of Ed and Prof Studies, Department of Educational Research & Admin
3 sh (may not be repeated for credit)
This course provides opportunities for students to explore a variety of investigative methods related to fundamental and 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 Topics in Quantitative Research and Educational Statistics
College of Ed and Prof Studies, Department of Educational Research & Admin
3 sh (may be repeated for up to 9 sh of credit)
Prerequisite: EDF 7404 AND EDF 7407
The 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
College of Ed and Prof Studies, Department of Teacher Ed & Ed Leadership
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 8498 Improvement Science and Design Decision Making in Education
College of Ed and Prof Studies, Department of Educational Research & Admin
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 the integration of research on reasoning, problem solving, and decision making as well as introducing students to the fundamental techniques of using data to inform 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 8609 Psychological and Social Theories of Education
College of Ed and Prof Studies, Department of Educational Research & Admin
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 8649 Policy Analysis and Education
College of Ed and Prof Studies, Department of Educational Research & Admin
3 sh (may not be repeated for credit)
The course is designed to critically review current policy issues in education. The focus will be on the analyses of policymaking processes, methods of policy analyses, and policy research. Additionally, solutions to selected issues and problems will be reviewed, and alternative solutions interrogated.

EDF 8785 Research Ethics
College of Ed and Prof Studies, Department of Educational Research & Admin
2 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 8905 Directed Study
College of Ed and Prof Studies, Department of Teacher Ed & Ed Leadership
1-12 sh (may be repeated indefinitely for credit)
EDF 8931  Doctoral Seminar : Background Paper
College of Ed and Prof Studies, Department of Educational Research & Admin
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 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 8932  Doctoral Seminar: Comprehensive Exam
College of Ed and Prof Studies, Department of Educational Research & Admin
3 sh (may be repeated for up to 6 sh of credit)
Prerequisite: EDF 8931 AND EDF 8935
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: Proposal
College of Ed and Prof Studies, Department of Educational Research & Admin
3 sh (may not be repeated for credit)
Prerequisite: EDF 8931 AND EDF 8932 AND EDF 8935
This is the third of the series of four-sequenced doctoral seminars courses for students in their doctoral journey. This third 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 8935  Doctoral Seminar : Dissertation Inquiry
College of Ed and Prof Studies, Department of Educational Research & Admin
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 8936  Action Research Methods
College of Ed and Prof Studies, Department of Educational Research & Admin
3 sh (may be repeated for up to 9 sh of credit)
This course is designed to introduce students to action research. Action 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 action research studies. Topics include definitions, importance and applications of action research; identifying and refining the focus of an action 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.

EDF 8937  Research Applications
College of Ed and Prof Studies, Department of Educational Research & Admin
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 8940  Seminar: Supervised Doctoral Internship
College of Ed and Prof Studies, Department of Educational Research & Admin

1 sh (may not be repeated for credit)

Applied field experience chosen by doctoral students with the approval of the dissertation advisory committee. The supervised doctoral internship is designed to provide students with the opportunity to develop conceptual and professional skills through their experiences at an approved field site as they integrate theory and practice. Specific activities and assignments will be determined collaboratively by the student, the site supervisor, and the University supervisor to ensure that the intern obtains practical experience consistent with the expectations of a curriculum and instruction professional in a field of specialization.

EDF 8980  Dissertation
College of Ed and Prof Studies, Department of Teacher Ed & Ed Leadership

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.