

EDUCATION (ED)

ED 204 (s) Special Topics (1-16 credits)

Credit arranged

ED 250 EHHS Student Ambassador (1 credit, max 4)

The College of Education, Health & Human Sciences Ambassadors are a select group of students representing all departments within our college and assist the college in recruitment and retention of highly qualified students, and promotional activities. Typically Offered: Fall and Spring.

ED 299 (s) Directed Study (1 credit)

Credit arranged

ED 403 (s) Workshop (1-16 credits)

Credit arranged

ED 404 (s) Special Topics (1-16 credits)

Credit arranged

ED 405 (s) Professional Development (1-16 credits)

Credit arranged

ED 498 (s) Internship (1-16 credits)

Credit arranged

ED 499 (s) Directed Study (1-16 credits)

Credit arranged

ED 501 (s) Seminar (1-16 credits)

Credit arranged

ED 502 (s) Directed Study (1-16 credits)

Credit arranged

ED 503 (s) Workshop (1-16 credits)

Credit arranged

ED 504 (s) Special Topics (1-16 credits)

Credit arranged

ED 505 (s) Professional Development (1-16 credits)

Credit arranged

ED 571 Introduction to Quantitative Research (3 credits)

Overview of research techniques, emphasizing experimental, quasi-experimental, descriptive, analytical, single subject designs. Special emphasis on interpreting and critically evaluating research articles; planning, analyzing, and writing quantitative research studies.

Prereqs: Graduate standing

ED 574 Introduction to Qualitative Research (3 credits)

This course reviews the foundations of qualitative design, investigating the history, philosophy, key concepts and terms, and nature of qualitative research. Examples of different types of qualitative research and assessment issues will be discussed, specifically focusing on the main qualitative traditions (case study, phenomenology, ethnography, narrative, historical, and action research). Topics will include: conceptualizing research questions, reviewing the literature, selection of appropriate design and methods of data collection, positionality, logic and coherency of research procedures/methods; interpretation of findings, establishing quality and rigor; research writing and reading, Institutional Review Board policies with respect to human subjects; and ethical issues. Students will read and evaluate qualitative research, conduct components of qualitative research, and identify methodological elements and issues. Typically Offered: Fall and Summer.

Prereqs: Permission

ED 584 Univariate Quantitative Research in Education (3 credits)

The overall goal of the course is to prepare students to apply quantitative research methodology in education. Topics include understanding applied experimental, quasi-experimental and behavioral designs, survey design, measurement and instrumentation, sampling, item analysis, reliability analysis, and validity assessment.

Prereqs: ED 571

ED 587 Multivariate Quantitative Analysis in Education (3 credits)

Analysis and application of multivariate quantitative research methods in education and social sciences. The goal of the course is to expose students to multivariate statistics and quantitative research approaches. Topics include multiple correlation/regression, discriminate analysis, exploratory and confirmatory factor analysis, multivariate analysis of variance (MANOVA), multivariate analysis of covariance (MANCOVA), canonical correlation analysis, cluster analysis, log linear model, path analysis and structural equation modeling.

Prereqs: ED 584 or Permission

ED 589 Theoretical Applications and Designs of Qualitative Research (3 credits)

This course builds and expands on ED 574 Survey of Qualitative Research and examines qualitative research designs and the use of theory in qualitative research. The course will introduce ethnography, phenomenology, case study, narrative, historical and action research designs. Each design will be explored through four overarching theoretical lenses (organizational, economic, critical, and learning), allowing students to understand the role of theory in guiding and informing research design and methods. The aim of the course is to give students the tools to conceptualize their thesis or dissertation work.

Prereqs: ED 574 or Permission

ED 590 Data Analysis and Interpretation of Qualitative Research (3 credits)

This course builds and expands on ED 589 Theoretical Applications and Design of Qualitative Research and is designed for graduate students who intend to conduct qualitative research. This course is an advanced seminar to assist in developing skills in data analysis and the presentation of qualitative research findings. It will focus on contemporary discourse among qualitative researchers concerning the analysis of qualitative data. Theoretical foundations learned in ED 574 and ED 589 will be revisited as participants examine the ways in which theory informs and guides analysis and interpretation. Assignments are designed to facilitate the interaction between data, analysis, writing, and the literature.

Prereqs: ED 574 and ED 589

ED 591 Indigenous and Decolonizing Research Methods (3 credits)

In this course, students will explore the historic and current discourse in Indigenous and Decolonizing Research. From an interdisciplinary perspective, students will analyze knowledge production through histories of Indigenous persistence and resistance to colonial power. Course content will expose students to methodologies grounded in the lived experiences and histories of individuals and communities marginalized by the colonial legacy, and will seek to engage students in research which invigorates connections, struggles, and knowledges to reflect reciprocal benefit to communities beyond the academy.

ED 592 Decolonizing, Indigenous, and Action-Based Research Methods (3 credits)

Decolonizing, Indigenous, and Action-based Research Methods are forms of social justice inquiry used to engage deeply in questions of educational equity. Through study of research, methodology, and theory, this course interrogates and contributes to current thinking on social justice issues and social justice education practices. Goals of this course include: understanding the theoretical foundations of critical and action-based theories in research, the role of reflexivity, and approaches to research as social change; examining the impact of colonization on social science and educational research; exploring the impacts of Indigenous, minoritized, and community-based epistemologies on research methodologies; developing areas of inquiry, approaches to data collection, analysis and interpretation of data, and an action plan for change.

ED 595 Survey Design for Social Science Research (3 credits)

This course focuses on the design and development of the survey instrument. Topics include how to word questions, validation, development of appropriate scales, traditional and alternative modes of survey administration; impacts of non-response; the effect of question structure, wording and context of instrument items; and post-survey follow-up and data processing. Recommended Preparation: Foundations of Research course at graduate level.

ED 598 (s) Internship (1-16 credits)

Credit arranged

ED 599 (s) Non-thesis Master's Research (1-16 credits)

Credit arranged

ED 600 Doctoral Research & Dissertation (1-45 credits)

Credit arranged

ED 602 (s) Directed Study (1-16 credits)

Credit arranged

ED 604 (s) Special Topics (1-16 credits)

Credit arranged

ED 611 Doctoral Seminar I (1 credit)

This seminar is intended to help facilitate a community among doctoral students and build an understanding of the processes and strategies necessary for success in the doctoral program. (Fall only)

Prereqs: Enrollment in a doctoral program

ED 612 Doctoral Seminar II (1 credit)

The seminar is intended for those doctoral students who have completed all or most of their course work. The seminar will focus on preparation for the preliminary examination and advancement to candidacy. Preparation of the dissertation proposal will also be covered. (Spring only)

Prereqs: Enrollment in a doctoral program

ED 614 EHHS Doctoral Seminar (3 credits)

The purpose of this course is to engage early to mid-program doctoral students in the fundamentals of doctoral study for their chosen degree. This includes developing an understanding of higher education/academia and industry, the organization and expectations of doctoral programs, and the exploration of the roles of teaching, research, and service. The course is intended to help students to develop collegial relationships with peers and mentors as well as to help students to adjust to their identity as members of the academic community.

Prereqs: Enrollment in a doctoral program

ED 620 Grant Writing (3 credits)

The reality in today's context is that organizations are resource challenged. Increasingly, organizations are dependent on garnering external resources to be able to successfully accomplish their missions. In this course, students are guided from developing ideas and identifying potential funding sources to the submission of proposals as well as follow-up techniques.

ED 668 Writing for Publication (3 credits)

Development of knowledge, skills, and potential of researchers and other writers desiring to prepare and publish manuscripts in education or other professional and trade journals; technical and theoretical aspects of writing for publication and the process of manuscript preparation, submission, and editing.

Prereqs: Enrollment in a doctoral program in Education

ED 680 Philosophical Foundations of Educational Research (3 credits)

This doctoral level course involves learners in an examination of the philosophical foundations, epistemological assumptions, and methodological frameworks of educational and social science research. Given the current acknowledgement of the importance of perspective and point of view in inquiry, readings in gender, class, and ethnic identity will be included.

Prereqs: Enrollment in a doctoral program