

Ph.D. Course Descriptions

ADMS 700. Externship

May be repeated for a maximum of 9 credits. Prerequisite: Permission of department. Plan of work designed by extern with prior approval of the offering department. State certification or equivalent may be required for some externships. Off-campus planned experiences for advanced graduate students designed to extend professional competencies, carried out in a setting, under supervision of an approved professional. Externship activities monitored and evaluated by university faculty.

ADMS 701. Education Policy Research

Examines a set of applied research practices undertaken within a diverse community of scholars and analysts and that have implications for education. Explores processes involved in developing and implementing educational policy. Emphasis is given to the roles of federal and state governments in policymaking with attention to problems encountered in implementing educational policies. Focuses on research approaches relevant to policy research.

ADMS 702. Educational Administration: Contemporary Theory and Practice

Study of recent developments in administrative theory and the application of these theories to contemporary and future educational issues and problems.

ADMS 703. Leadership for Social Justice and Equity in Education

Students will study and engage in dialogue related to the critical role of education in a democratic society in a rapidly changing and increasingly complex world. Through a focused discussion of theories and concepts such as democratic schools, social justice, critical theory and power, feminism, critical race theory, and difference/normalization, students come to understand the possible roles education can play in society and their need to continuously reflect on their own vision for leadership in public schools.

ADMS 704. Education Finance Policy and the Equitable Distribution of Resources

In addition to a traditional examination of some of the aspects of the economic, legal, financial and budgeting policies affecting the equitable distribution of education resources in the U.S., the social justice implications associated with several established theories and policies in the field of education finance are examined. Specific topics include the historical and philosophical perspectives of U.S. education finance; education finance reform litigation; conceptions and measurements of equity, adequacy and efficiency in school finance designs; the role of federal, state and local governance in equitable education finance in the U.S.; and the resource needs and organizational and fiscal implications of serving special populations in U.S. schools.

ADMS 706. Leadership Perspectives on Learning

Explores contemporary leadership perspectives on learning. This general theme is refined into three focus areas of current theory and practice: perspectives on what it means to learn, the ways in which digital technology factors into teaching and learning, and perspectives on the future of the formal K-12 learning enterprise.

ADMS 707. The Politics of Education

Examination of how the political structure of public education determines the nature of schooling. Study of political theory of education, macropolitics of education and schooling from micropolitical perspective leading to synthesis and development of critical understanding of the politics of education.

EDUS 702. Foundations of Educational Research and Doctoral Scholarship I

This interdisciplinary seminar is the first part of a two-semester sequence. Students will learn about the nature of scholarly inquiry and the worth of situating research within its wider social and political contexts. Course will deal with limitations of knowledge and knowing and aid students in understanding major themes in the field of epistemology. Emphasis will be given to the nature and structure of knowledge and evidence, justification of beliefs, beliefs about "truth," naturalized epistemology and the role of skepticism in inquiry and advanced study. **EDUS 702** and **703** are continuous courses.

EDUS 703. Foundations of Educational Research and Doctoral Scholarship II

Prerequisite: **EDUS 702**. This interdisciplinary semester is the second part of a two-semester sequence. Students will deepen their understanding of scientific inquiry and apply an understanding of epistemology to a critical analysis of various philosophies of research and paradigms that exist (e.g.: positivism, constructivism, etc.). Emphasis will be placed on the relationships among research, politics, policy and ethics. Examples will be drawn from research on urban issues and deal with issues such as race, class and gender in education. **EDUS 702** and **703** are continuous courses.

EDUS 710. Educational Research Design.

Prerequisites: graduate-level statistics course, and **EDUS 660** or equivalent, or permission of instructor. An examination of research designs and concepts commonly utilized in conducting research in applied educational settings. Fundamental principles of research are extended to cover such topics as quasi-experimental, multivariate and qualitative research design.

EDUS 711. Qualitative Methods and Analysis

Prerequisites: graduate-level statistics course, and **EDUS 660** or equivalent, or permission of instructor. Examines qualitative research designs and inductive analysis, including research traditions, problems formulation in fieldwork, purposeful sampling, interactive data collection strategies, research reliability and validity. An interdisciplinary approach is used. Students conduct a small field study in their specialization.

EDUS 890. Dissertation Seminar

Prerequisite: permission of director of doctoral studies. Designed to develop and refine the skills applicable to the preparation of an acceptable draft of a dissertation prospectus. Cross-listed as: **EDLP 890**.

EDUS 899. Dissertation Research

Variable credit. May be repeated. A minimum of 12 semester hours required. Prerequisite: Successful completion of comprehensive examinations and approval of student's doctoral prospectus.

Dissertation work under direction of dissertation committee. Graded as S/U/F. Cross-listed as: **EDLP 899**.

STAT 608. Statistics for Social Research

Semester course; 2 lecture and 2 laboratory hours. 3 credits. Prerequisite: STAT/**SOCY 508** or SOCY 214 or permission of instructor. Statistical methods applied in social research. Topics include analysis of variance, correlation and regression, including stepwise methods, and the analysis of discrete data. Study of a statistical package, emphasizing manipulation of survey data sets. Not applicable toward M.S. in Mathematical Sciences or Computer Science. Cross-listed as: **SOCY 608**.