

# Courses

## EDUCATION FOUNDATION AND RESEARCH (EDF)

### EDF 695 Special Topics (1-3)

Grading System: letter grades only.

### EDF 699 Independent Study (1-3)

Grading System: letter grades only. Individualized course of study focusing on a particular problem not covered in regular courses.

*Prerequisites:* Appropriate level of matriculation, permission of the instructor and Special Independent Study Form.

### EDF 714 Critical Pedagogy (3)

This course focuses on the field of inquiry known as Critical Pedagogy, which examines the role that education plays in shaping and transmitting the ideology of those in power. In addition, this course also inquires into the use of education as a means of resistance and emancipation. Particular focus will be given to the disparate conditions relating to the education of those populations considered to be in the margins, by reason of class, race, ethnicity, gender, or disability.

### EDF 720 Introduction to Basic Concepts and Methods of Educational Research (3)

This course is intended for professionals in the fields of education and human services including classroom teachers, counselors, and school psychologists. Research, as a strategy of inquiry, will be the guiding theme throughout instruction. The critical, major steps in the research process, along with related methodological issues, will be examined. These include consideration of a variety of research methodologies and related problems of measurement, statement and clarification of research problems, research studies, and basic statistical methods for describing data. Emphasis will be placed upon the application of major concepts of specific research studies through the process of reading, describing,

and interpreting actual reports.

### EDF 730 Multicultural Foundations of Education (3)

This course focuses on the importance of multicultural education and culturally pluralistic educational practices for all students, and considers the impact of personal, social, political, educational and cultural factors on school success or failure. Topics include: educational equity, anti-racist education, bilingual education, school reform, and diversity in U.S. society and the Deaf community in particular. This course considers the Deaf to represent a separate cultural and linguistic group, and furthermore that the situations of multicultural deaf children and adults, based in two distinct communities, differ from the majority Deaf experience. Emphasis will be on the communities of multicultural deaf children and adults and their families that we as professionals and practitioners are most likely to come into contact with, including African Americans, Hispanic/Latinos, Asian/Pacific Islanders and Native Americans. Additionally, issues of class, gender, sexual orientation, ethnic origin, religious diversity, and disability will be considered.

### EDF 732 Teaching Latino Deaf and Hard of Hearing Students (3)

The course addresses critical topics relating to the education of Latino deaf and hard of hearing students. It provides teachers and other service providers with the knowledge base they need to help meet the needs of Latino deaf and hard of hearing students. The knowledge base for this course is grounded in multicultural foundations. Latino deaf and hard of hearing students are currently one-fourth of all the school-age deaf and hard of hearing Pre-K-12 population, and their numbers grow yearly. A majority of these students are from Spanish-speaking homes, and many are immigrants, or children of immigrants. Topics addressed include: the diversity of Latino deaf and hard of hearing learners, home language issues, collaboration with Latino families, culturally responsive pedagogy, assessment issues, curriculum and materials, working with

Spanish-dominant students, and under-schooled students, and improving school achievement. This course has a multidisciplinary orientation and is an elective offering for graduate students studying deaf education, school counseling, school psychology, social work, educational administration, and other disciplines. It is also designed for professionals currently working with deaf and hard of hearing students as teachers, school counselors, school psychologists, school social workers, administrators, and special educators, particularly those who work with (or will work with) deaf/hard of hearing Latino students and their families.

#### **EDF 740 Introduction to Statistical Analysis (3)**

This course covers the univariate and bivariate statistical techniques frequently used by human service professionals. Students will be given the opportunity to gain statistical skills regarding analysis and interpretation of data. Practical applications of these techniques will be emphasized. This course presumes no statistical background other than college-level algebra or its equivalent. The course goal is to develop many of the basic conceptual theories underlying statistical applications. Students will develop skills in descriptive statistical analysis, simple correlation procedures, and hypothesis testing. Computer-assisted analysis (such as SPSS) will complement course work.

*Prerequisite:* EDF 720

#### **EDF 760 School Law (3)**

This course provides participants with the historical context of law in schools, as well as information regarding current educational/special education legal issue, that will contribute to legal literacy essential for leadership in general education and special education settings. Topics to be addressed include: overview of U.S. legal system; historical context of law in schools; state/federal roles in education; local governance in education; schools and the church-state relationship; compulsory education and curriculum; student rights; desegregation; mainstreaming; teacher rights; collective bargaining; tort law in education; and school finance law.

#### **EDF 770 Introduction to International Development (3)**

This course introduces students to the theories and strategies of international development from the end of the Cold War until the current era of globalization. Development organizations possess varying theoretical assumptions and strategies about development. The students will study and critically analyze these assumptions in order to understand how these theories influence the strategies

and programming overseas and the positive and negative outcomes of following these strategies. The students will learn to analyze which strategies work best and to create their own theory of development. Special attention will be given to the effect of development on people with disabilities in developing countries.

#### **EDF 772 International Development with People with Disabilities in Developing Countries (3)**

This course introduces professionals to the political, social and developmental issues surrounding disability that result in the continual oppression and marginalization of disabled people throughout the developing world. Drawing upon disability studies, models of development, current overseas development assistance programs, case studies, and reflections from leaders in the field, the course examines issues and conditions that impact people with disabilities in developing countries. Strategies are discussed which include and empower people with disabilities at both the international and grassroots level.

#### **EDF 773 Gender, Disability and Development (3)**

This course addresses the social structural and cultural aspects of gender roles and of disability in traditional societies. It discusses family and work roles and how disability affects these. It also examines religious and cultural expectations of gender and of disability, social structural issues specific to males and to females, disability policies and issues in developing countries, the women's and disability movements, and the relationships between industrialization, economic development and globalization, on the one hand, and gender roles, disability, and disability policy, on the other.

#### **EDF 780 Supervised Practicum for Master of Arts Degree in International Development (3)**

The supervised practicum is a field experience observing and working in a development assistance organization, federal agency, or nonprofit organization and is an important part of the M.A. Program in International Development. The supervised field practicum is the first experience that provides the opportunity for students to integrate the interdisciplinary coursework and learned theory into an on-site experience. Supervision, collaboration, and guidance are provided by the on-site supervisor and university-based supervisor to support and assist the student in developing practical knowledge of international development issues. The supervised practicum in the field of international development requires a minimum of 40 clock hours per credit hour or 120 hours.

**EDF 781 Supervised Internship for Master of Arts Degree in International Development (3)**

An important part of the M.A. Program in International Development is a field experience working in a development assistance organization, federal agency, or nonprofit organization. The field internship integrates the student's interdisciplinary coursework and learned theory into an on-site practice either in the United States or overseas. Supervision, collaboration, and guidance from the fieldwork supervisor facilitates the students skills in working in a formal work setting, providing appropriate assistance, practicing skills learned through coursework, and developing their own abilities.

**EDF 795 Special Topics in Educational Foundations and Research (1-3)**

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**EDF 801 Principles of Statistics I (3)**

This introductory course sequence develops the primary statistical concepts and techniques needed to conduct research. This course presumes no previous statistical background other than college-level algebra or its equivalent. The course goal is to develop many of the basic conceptual theories underlying statistical applications. Students will develop skills in descriptive statistical analysis, simple correlation procedures, and hypothesis testing. Computer-assisted analysis (such as SPSS) will complement course work.

*Prerequisite:* College-level algebra.

**EDF 802 Principles of Statistics II (3)**

The purpose of this second course in statistics is to develop specific concepts and techniques to conduct basic inferential statistical analysis. The course emphasizes application skills, i.e., the ability to fit the appropriate analysis to a particular data set. Students will learn to conduct and interpret the most often used inferential tests for research and evaluation projects. Computer-assisted analysis (such as SPSS) will complement course work.

*Prerequisite:* EDF 720 or equivalent and EDF 801

or equivalent.

**EDF 803 Multivariate Statistics (3)**

EDF 803 is the third course in a statistics sequence. The purpose of the course is to develop statistical concepts and techniques needed to conduct research. This course presents a theoretical basis as well as a rationale for and practice with selected multivariate and longitudinal statistical techniques. Techniques that are offered in this course include linear and logistic regression, both exploratory and confirmatory factor analysis, structured equation modeling, latent class analysis, cluster analysis, and longitudinal data analysis. Discussions will focus on both manifest and latent variables analyses. Computer-assisted analysis (such as SPSS) will complement coursework.

*Prerequisites:* EDF 801, EDF 802 or permission of the instructor.

**EDF 810 Advanced Research Design I (3)**

This course is designed to develop the ability to locate, review, and critically evaluate research studies. The course focuses on the proper format for research proposals and reports, ethics in research, measurement issues, and sampling. In addition, the student is introduced to quantitative and qualitative approaches to research. The student will develop critical analysis abilities using the criteria of internal and external validity as explicated in experimental design principles.

*Prerequisite:* EDF 720 or equivalent and EDF 801 or equivalent.

**EDF 811 Advanced Research Design II (3)**

This course is intended to develop professional competencies in two areas: (a) knowledge and use of the following approaches to research: experimental, quasi-experimental, causal-comparative, qualitative, correlational research, and survey research; and (b) development of formal research proposals. This course completes a four-course sequence designed to develop knowledge of research design options for evaluators and researchers.

*Prerequisite:* EDF 810.

**EDF 812 Qualitative Research Methods (3)**

This course will introduce graduate students to the major concepts, issues, and techniques of qualitative research methods. Students will practice interview and participant observation skills and will analyze and interpret data. Class topics will include formation of research questions, ethics of fieldwork, descriptive validity, and theory building. Case study methods, content, history, and foundations will be addressed.

*Prerequisite:* Advanced research methods classes or permission of professor.

**EDF 834 Program Development and Evaluation in Special Education and Human Services (3)**

This course focuses on the design, development and evaluation of programs for individuals with disabilities. Topics to be covered include interpreting policy statements into relevant programmatic goals and objectives; determining organizational components and functions; establishing staffing patterns; setting up program-based budgets; and formulating ongoing process evaluation, product evaluation, and cost analysis plans. Students will be required to submit a proposal in response to a Request for Proposals (RFP), thereby increasing their managerial skills through simulation of an actual grant-writing experience.

*Prerequisite:* Permission of the instructor.

**EDF 835: Project Design and Implementation (3)**

The course covers the design, planning, and implementation of education and community development projects for and by disabled people and other disenfranchised groups in developing nations. The theoretical framework will include the nature of social change in traditional societies and the implications for minority peoples. Students will acquire planning and management skills while being encouraged to develop the sense of reflection, flexibility, and determination that underpins effective work in international development assistance.

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