

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND POLICY STUDIES

Overview

902 Wayne Hall
West Chester University
West Chester, PA 19383
610-436-2958

Department of Educational Foundations and Policy Studies (<https://www.wcupa.edu/education-socialWork/edFoundations/>)

Dr. Elmore (jelmore@wcupa.edu), *Chairperson*

Dr. Wozniak (jwozniak@wcupa.edu), *Graduate Coordinator - M.S. in Transformative Education and Social Change; Graduate Certificate in Latin American Philosophies of Education; Graduate Certificate in Urban Education*

Dr. Penny (cpenny@wcupa.edu), *Graduate Coordinator - Graduate Certificate in Educational Technology; Graduate Certificate in Education for Sustainability*

Department Mission Statement

The ability to function effectively as an educator of young people while navigating this rapidly-changing world requires that educators cease to be cast as passive objects within their schools and communities and instead become engaged and active leaders. The increasingly oligarchic nature of our society, which is manifested in both public and private power structures, has had a profound effect upon our educational systems. We have witnessed a steady rise in repressive control, which comes increasingly from outside local communities and schools. Therefore, now more than ever, educators need to be able to work for change not only within their classrooms and schools, but also in their communities and in society at large if democracy is to be a defining and organizing force within our institutions. To make such a transition, educators need to examine and comprehend the political, social, and historical structures that shape educational policy and, by extension, the context of their work. The Department of Educational Foundations and Policy Studies is dedicated to fostering the development of educators with the requisite critical consciousness and pedagogical skills to act as public intellectuals; citizen-teachers capable of creating pedagogical spaces and practices that are relevant, impactful, and liberating for their students.

Programs of Study

The Department of Educational Foundations and Policy Studies currently offers four graduate certificate programs and one master's degree. The graduate certificate programs can be pursued independently or as part of the graduate degree program.

M.S. in Transformative Education and Social Change

Dr. Wozniak (jwozniak@wcupa.edu), Coordinator

What has become vividly clear in recent years is that if education is to be truly reclaimed as a public good, if education for democratic citizenship is to be prioritized over mere workforce training, and if our students' real learning is to take precedence over efficiency-driven standardized curricula and tests, such changes will not be initiated from the top. Such changes will only be generated from the ground up; they must begin with teachers. The Master of Science in Transformative Education and Social Change is primarily aimed at students who are current educators – in schools and/or communities – who seek to examine their profession, and their own practice within it, as well as their work in relation to the society in which they live. Within the context of the action research model, this innovative, interdisciplinary, practitioner-oriented program is designed to provide educators with an opportunity to identify concerns and conduct research that has direct impact on their professional lives, communities, and workplaces.

Graduate Certificate in Education for Sustainability

Dr. Morgan (pmorgan@wcupa.edu), Coordinator

The graduate certificate program in education for sustainability (EFS) is designed for professionals who want to help others (students, co-workers, citizens) better understand the challenge of sustainability and become active participants in solutions. The EFS program consists of four courses that provide the perspective, experiences, and practical methods needed to integrate sustainability into the school, workplace, or community.

Graduate Certificate in Educational Technology

Dr. Penny (cpenny@wcupa.edu), Coordinator

The educational technology certificate is designed to support professional educators with technology that connects them to data, content, resources, expertise, and learning experiences that empower and inspire them to provide more effective learning for all students. Effective teaching in the 21st century requires innovation, problem solving, creativity, continuous improvement, research, diagnostic use of data, and flexible and personalized approaches to meeting students' diverse needs and strengths.

Graduate Certificate in Latin American Philosophies of Education

Dr. Wozniak (jwozniak@wcupa.edu), Coordinator

Graduate Certificate in Urban Education

Dr. Morrison (dmorrison@wcupa.edu), Coordinator

Philadelphia Campus

The Graduate Certificate in Urban Education is *only* available at the Philadelphia Campus.

Curriculums for programs offered at the alternative PASSHE Center City (<http://wcupa.edu/philly/>) satellite campus in Philadelphia are equivalent to those found on WCU's main campus. With state-of-the-art classrooms, the Center City location serves the needs of degree completers and/or adult learners who are balancing work and family obligations.

Programs

Master's Program

- M.S. in Transformative Education and Social Change (<https://catalog.wcupa.edu/graduate/education-social-work/educational-foundations-policy-studies/transformative-education-social-change-ms/>)

Certificates

- Education for Sustainability (<https://catalog.wcupa.edu/graduate/education-social-work/educational-foundations-policy-studies/graduate-certificate-education-sustainability/>)
- Educational Technology (<https://catalog.wcupa.edu/graduate/education-social-work/educational-foundations-policy-studies/graduate-certificate-educational-technology/>)
- Latin American Philosophies of Education (<https://catalog.wcupa.edu/graduate/education-social-work/educational-foundations-policy-studies/graduate-certificate-latin-american-philosophies-education/>)
- Urban Education (<https://catalog.wcupa.edu/graduate/education-social-work/educational-foundations-policy-studies/graduate-certificate-urban-education/>)

Admissions

All applicants to one of West Chester University's graduate programs will be held to the graduate admissions requirements (<https://catalog.wcupa.edu/general-information/admissions-enrollment/>)

graduate-admissions/). When applicable, additional requirements for admission into specific department program(s) may be listed below.

Policies

All graduate students are held to the academic policies and procedures (<https://catalog.wcupa.edu/graduate/academic-policies-procedures/>) outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department programs may be listed below.

Faculty

Professors

John M. Elmore (jelmore@wcupa.edu) (2005)
Chairperson, Educational Foundations and Policy Studies
B.A., B.S., Kansas Wesleyan University; M.S., Ph.D., Kansas State University

Paul A. Morgan (pmorgan@wcupa.edu) (1999)
B.A., University of Illinois; Ph.D., Columbia University

Christian V. Penny (cpenny@wcupa.edu) (2002)
Graduate Coordinator, Educational Foundations and Policy Studies
B.S., Lock Haven University; M.Ed., East Stroudsburg University; Ph.D., Pennsylvania State University

Associate Professors

David L. Bolton (dbolton@wcupa.edu) (1991)
B.A., Seminar Marionhoehe (Germany); M.A., Andrews University; Ph.D., Florida State University

Curry S. Malott (cmalott@wcupa.edu) (2011)
B.A., Miami University; M.A., Ph.D., New Mexico State University

Dana Morrison (dmorrison@wcupa.edu) (2012)
B.A., West Chester University; M.A., Villanova University; Ph.D., University of Delaware

Jason T. Wozniak (jwozniak@wcupa.edu) (2019)
Graduate Coordinator, Educational Foundations and Policy Studies
B.A., University of Kansas; M.Ed., University of Illinois at Chicago; M.Phil, Ph.D., Columbia University

Assistant Professors

Benjamin P Brumley (bbrumley@wcupa.edu) (2022)
B.A., University of North Carolina at Chapel Hill; Ph.D., University of Pennsylvania

Douglas S Morris (dmorris@wcupa.edu) (2021)
B.M., Ohio State University; M.M., University of Harford; Ph.D., Pennsylvania State University

Courses

EDF

EDF 506. Public Pedagogy & Radical Informal Learning Spaces. 3 Credits.

Consideration of the concept of Public Pedagogy and education that takes place outside of traditional classrooms including learner-specific, self-directed learning and assessment. Special focus on the emergence of radical informal learning spaces as sites of empowerment and transformation.

EDF 509. Contemporary Teaching Trends. 3 Credits.

Team teaching, programmed instruction, and various media of communication in the elementary and secondary schools are evaluated. Effective adaptation to newer practices is emphasized.

EDF 510. Poverty, Inequality and Education. 3 Credits.

This course examines the nature and extent of poverty and economic inequality in the U.S. and the role local, state, and federal educational policy has played in both maintaining poverty inequality and seeking to ameliorate it. Students will consider the ways in which social inequality begets educational inequality, and how educational inequality reproduces social inequality in broader society. Drawing primarily from sociological and anthropological scholarship, the course will review some of the historical patterns and contemporary links between social and educational inequality. Students will be asked to consider the structural forces of inequality in neighborhoods and schools, and how those forces contribute to unequal opportunities, experiences, and achievement outcomes for students along lines of race/ethnicity, class, gender, and immigration status. Specific attention will be given to the impact of neoliberal policies on public education since 1980.

EDF 511. Foundations of Transformative Education. 3 Credits.

An exploration of how education has been, and could be, used as an instigator of social transformation. Students will consider the social, historical, and philosophical foundations of education, emphasizing the interconnection between systems of education and social power structures: political, economic, cultural, and theological.

EDF 515. Legal & Financial Issues in Education. 3 Credits.

If American public education is to obtain the financial support necessary to meet legal requirements and the expectations of its various publics, then administrative practitioners and other supporters of public education—including academicians, researchers, policy-makers, and lay citizens—must provide leadership in the debate concerning taxation and revenues, resource distribution, and school management. To provide this leadership, they must possess specific knowledge of the field of education finance—an understanding of the basic concepts and how they are applied in practice—and the ability to bring this knowledge to bear on the policy processes which shape decisions in the public sector. Further, they must be aware of the fundamental constitutional and legal rights that all Americans, including children, enjoy in their daily lives. They must also be familiar with case law, statutes, and rules, which establish standards for education finance. This course is designed to help provide this knowledge and develop this ability.

Distance education offering may be available.

EDF 520. Comparative Education. 3 Credits.

This course focuses on how major problems of education in a number of other countries are related to similar problems in the United States. Contrasting purposes and philosophies, and differences in organization and administration are analyzed.

EDF 560. History of Latin American Educational Philosophy. 3 Credits.

This course provides an overview of key historical voices, text, and practices in the tradition of Latin American thinking about education covering Pre-Columbian, Conquest, Liberal, Nationalist, and Liberatory periods.

EDF 561. Latin American Philosophies of Education: From Colonial to Decolonial Education Theory and Practice. 3 Credits.

The diversity of populations in Latin America and the region's political, cultural, and economic achievements and challenges have shaped unique education philosophies and practices. Likewise, a variety of education philosophies and practices within the region have had enormous sociological, political, and economic impacts on the region's populations. The principle aim of this course is to begin an exploration of Latin American philosophies of education. Particular emphasis will be placed on investigating the different ways that philosophers of Latin American education have conceptualized education as a (trans)formative and liberatory process. Our inquiry will be guided by these questions and others: What is the place of education in the forming of Latin American cultures, identities, epistemic paradigms, and social movements across the region? How have Latin Americans and those who study the region conceived "education," "teaching," "curriculum," and "schooling"? How can we trace educational theory, practices, and institutions from the pre-conquest civilizations of the Aztecs, Incas, and others, to the communities and modern nation-states that make up contemporary Latin America? To what degree is Latin American education theory "situated"? What does it mean to suggest that education and knowledge can be colonized? What does it mean to suggest that people can decolonize knowledge and liberate themselves to strive in new cultural directions? How does philosophical inquiry into these issues illuminate the quest for justice and equality in education and civil society? And finally, how have a wide variety of contemporary Latin American social movements incorporated liberatory education practices into their struggles for social justice?

EDF 563. Latin American Epistemologies. 3 Credits.

When it comes to preparing teachers, we speak about "knowledge," since that is the foundational raw material with which teachers work. Nonetheless, what is knowledge? What is knowledge for Latin Americans? Is it something generated only when teachers and students meet together? Or is it created spontaneously? That question implies concrete, but mostly philosophical, implications. In other words, it is an epistemological matter. This course is devoted to showing how we have built our epistemologies growing up in Latin America. Throughout history, foreign approaches tried to translate our thought. Currently, many scholars and international organizations are seeking to hear directly from us. This is why "decolonial thinking" is in vogue. Since you as an educator or teacher work with Latin American students on a daily basis, you have the opportunity to learn what knowledge and ways of knowing your students already have. This is related not only to what contents or skills your students already handle. This course will show you the way in which we have grasped our ways of knowing through our ways of being, since our cosmovisions, cultural learning, qualitative symbols, and stories have shaped our ways to know (epistemology) the world.

EDF 564. Latin American Narrative Learning. 3 Credits.

This course will address how narrative learning or narrative ways of knowing are necessary epistemological foundations to curriculum in education. Stories are themselves ways of knowing for us, the Latin American peoples. The epistemological breakthrough that enabled narrative learning gaining a place within educational research has been a historically difficult process. Narrative learning can be traced back to the way in which indigenous peoples of Latin America have made sense of reality over millennia. This idea leads to the notion of narrative knowledge as a special form of reasoning, feeling, and grasping the world for us in Latin America. In our countries we translate knowing into telling and telling into knowing. Narrating or telling our knowledge is a special form of reasoning, feeling, and making sense of reality. In this course students will learn how narratives become the key aspect of an intimate relation between knower and the known for us. While we were growing up in Latin America, narratives shaped the manner in which we thought about what we know and how we know it. That process passed down from generation to generation. Thanks to the decolonial thinking perspective in vogue, today we have the opportunity of speaking for ourselves to explain our narrative ways of knowing and learning. Since you as an educator or teacher work with Latin American students on a daily basis, you have the opportunity to learn what knowledge and ways of knowing your students already have with them.

EDF 580. History Of American Education. 3 Credits.

Nature and direction of American education, studied through individual and group research.

EDF 581. Philosophy Of Education. 3 Credits.

Selected philosophies and their influence on educational principles and practices in a democratic social order.

EDF 582. Seminar In The Hist Of Probs Of Educ. 3 Credits.

Historical study of the recurrent problems of education and their solutions. Implications of these solutions for contemporary American educational problems.

EDF 583. The American School as Social Narrative. 3 Credits.

An integrated exploration of the philosophical culture, social, and physical foundations of schooling and education in the United States. Distance education offering may be available.

EDF 588. Critical Pedagogy and the Politics of Education. 3 Credits.

This course examines the historical development of critical pedagogy from its roots to its current models. By encouraging students to engage in a critical study of the educational system, this course seeks to aid in the development of analytical skills in regard to educational issues and provide a context within which future issues may be examined as they emerge. EDF 588 Prerequisite: Successful completion of EDF 511 with a minimum grade of C-.

EDF 589. Sociological Foundations Of Education. 3 Credits.

Study of the socio-cultural influences on the structure of American educational institutions.

EDF 593. Transformative Curriculum Theory and Evaluation. 3 Credits.

The focus of this course is the investigation, critique and application of curriculum theory and evaluation, specifically as it relates to transformative teaching and learning. The students will consider a wide spectrum of curriculum theories and theorists and explore the historical roots of curriculum development and practice. This course will also provide students with the opportunity to investigate the theory and practice of curricular evaluation and various assessment techniques. Students will construct a curriculum, including an assessment plan, based on the ideas covered in the course.

EDF 599. Workshop In Professional Education. 3 Credits.

Contact department for more information about this course. Repeatable for credit.

EDO**EDO 500. Environmental & Sustainability Education. 3 Credits.**

Advanced overview of the development of environmental and sustainability education with emphasis on theoretical perspectives and professional applications.

EDO 510. Systems and Sustainability. 3 Credits.

Examination of how systems thinking applies to learning for sustainability in schools and other institutions. Topics include curriculum, grounds, facilities, and missions.

EDO 520. Outdoor and Place-Based Education. 3 Credits.

School and organization-based applications of outdoor and place-based education, with emphases on experiential and authentic learning.

EDO 525. Independent Studies in Environment Educ. 3 Credits.

Special research projects, reports, and readings in conservation and outdoor education.

EDO 550. Education for Sustainability: Methods & Projects. 3 Credits.

Methods for integrating education for sustainability into schools and non-formal settings, using authentic projects to demonstrate and apply learning.

EDO 555. The Sustainable Campus. 3 Credits.

This course will provide future student affairs educators and higher education practitioners with an overview on sustainability as it relates to college and university campuses. Students will examine topics such as campus ecology, and environmental, human and economic sustainability. Student will learn how to develop and implement programs, plans and policies to create a more sustainable campus now and for the future.

EDO 598. Workshop In Environmental Education. 3 Credits.

Contact department for more information about this course.

EDP**EDP 501. Young Adolescent/Adolescent Cognition, Development, and Learning Theories. 3 Credits.**

This course is a study of the physical, personal, social and emotional development of early through late adolescence in the context of classroom teaching; it also examines selected learning theories. There is a field component.

EDP 550. Advanced Educational Psychology. 3 Credits.

Processes by which skills, understanding, concepts, and ideals are acquired; teaching practices in relation to basic research concerning learning; similarities and differences in theories of learning.

EDP 569. Adolescent Development & Learning. 3 Credits.

Mental, physical, emotional, and social development and behavior of the adolescent with emphasis on various types of learning. Case studies are used.

EDP 570. Cognition and Transformation. 3 Credits.

A course in helping students understand theories of learning as they relate to the pre-k through high school learner as well as the cognitive and social development of the learner. The goal of the course is to understand the student's cognitive and social needs within the framework of his or her education and social contexts and to empower the student to create educational and social change.

EDS**EDS 502. Curriculum Development in a Diverse Society. 3 Credits.**

This course is designed to improve candidates' skills as instructional designers within a diverse society. Within this course students will design an educational program/curriculum that will result in a positive impact on a specific thematic concern.

EDS 590. Independent Study. 1-3 Credits.

Contact department for more information about this course.

EDS 599. Workshop In Secondary Education. 3 Credits.

Contact department for more information about this course. Repeatable for credit.

EDT**EDT 500. Integrating Ed Tech For Effective Instruction. 3 Credits.**

This course covers the breadth of the conceptual foundation needed to integrate technology into teaching. In this survey course, the focus is on learning a process for determining which electronic tools and which methods for implementing them are appropriate for classroom situations. Distance education offering may be available.

EDT 510. Instructional Design with Emerging Technology. 3 Credits.

In this course students will apply their understanding of educational technology to curriculum design process. Students will be asked to follow content area and pedagogical best practices in the design process. Special attention will be given to national standards, emerging technologies, and professional development. In addition, students will be required to research current methods and techniques in the application of educational emerging technologies. Distance education offering may be available.

EDT 511. Social and Cultural Implications of Educational Technology. 3 Credits.

This course is focused on the social, cultural, economic, and educational implications of modern learning technologies. Importantly, in this class participants will be analyzing current theoretical and empirical research for a broader understanding of the dynamic influences of educational technology on social change. The positive and negatives effects of technology upon the schools and students will be explored, as well as global issues, such as the digital divide (i.e. who has and who does not have access to technology, why, and what can be done).

EDT 517. Technology and Universal Design for Learning. 3 Credits.

This course provides an introduction to the principles of Universal Design for Learning (UDL), the incorporation of assistive technologies to accomplish UDL, and the strategies for its inclusion in diverse instructional settings. Distance education offering may be available.

EDT 519. Introduction to Assistive Technology. 3 Credits.

This course focuses on the awareness of assistive technologies as it relates to education, communication, vocation, recreation, and mobility for students with disabilities. Distance education offering may be available.

EDT 525. Applications and Implications of Technology in Higher Education. 3 Credits.

This course will explore the application and impact of technology in higher education and student affairs. Students will examine the impact of technology on program development, policy development and individual student development/learning. Students will also learn how to integrate technology into their work as student affairs educators and higher education practitioners.

EDT 530. Digital Media Production and Storytelling. 3 Credits.

This course offers an introduction to methods and strategies for the design and production of digital media and digital stories. Participants get hands-on experience with multimedia tools, produce their own new media and digital stories, learn to integrate digital stories in a school setting; and develop lessons that involve students in creating and sharing digital stories. Course topics include digital storytelling as an educational tool, assessing digital stories, the art and practice of storytelling, the media production process, copyright and fair use in education.

Distance education offering may be available.

EDT 540. Teaching and Learning Online. 3 Credits.

This is a course about teaching and engaging the online learner. The overarching goal of this class is for teachers, and teacher candidates, to develop strategies to help learners be successful in an online environment. To accomplish this goal, the primary objectives for participants in this courses are to: understand the emerging field of teaching K-12 students online and the essential differences from traditional face-to-face teaching; perceive the affordances and challenges offered by online resources, technologies, and online teaching; integrate various web 2.0 tools to enhance online teaching and learning; develop strategies to foster student collaboration and communication within an online environment; comprehend the broad concept of digital citizenship and its implications including ethical and legal issues. Distance education offering may be available.

EDU**EDU 500. Introduction to Urban Education and Social Change. 3 Credits.**

This course offers an introductory and cross-disciplinary examination of historical and contemporary issues related to education in urban America. Course readings and discussion will focus on various perspectives in the field in order to understand the key issues and debates confronting urban education. Students will examine historical, philosophical, political, economic, and socio-cultural frameworks for understanding urban schools, students, and teachers. The course is divided into three interrelated themes. Typical urban education courses examine and apply urban education theories without sufficiently studying the critical theories that ground said examination and application. Tacking in a slightly different direction, one of the aims of this course is to study theoretical frameworks that serve as the foundation for critical urban education theory and practice. The first theme of the course, Introduction to Critical Theories Applicable to Urban Education, introduces students to some of the canonical texts written by critical theorists from a variety of perspectives. Moving from Theme I to Theme II: Critical Analysis of Urban Education Philosophy, Policy, and Schooling, students will read the work of urban education specialists who conduct critical analyses of urban education realities in the United States. Because the aim of this course is to not only critique current urban education realities, but re-imagine and transform them, the course concludes with the study of Re-Imagining and Transforming 21st Urban Education, the third and final theme of the course. Taken together, the three themes of this course will empower urban educators to critically analyze and transform education in Philadelphia and other urban settings.

EDU 530. Education, Cities, and Social Struggle Across the Americas. 3 Credits.

In this course students will examine the concepts and practices of education emerging from urban social struggles in urban North, Central, and South America. The diversity of populations in Latin American cities and the region's political, cultural, and economic achievements and challenges have shaped unique education philosophies and practices. Likewise, a variety of education philosophies and practices within the region have had enormous sociological, political, and economic impacts on the region's populations, especially in urban centers. The principle aim of this course is to begin an exploration of Latin American philosophies of education and their potential impact on urban education. Particular emphasis will be placed on investigating the different ways that philosophers of Latin American education have conceptualized education as a (trans)formative and liberatory process.

EDU 560. Urban Education for Sustainability. 3 Credits.

This course offers an advanced overview of the principles and practices of environmental and sustainability education as they apply to formal and non-formal urban contexts. The course is designed to engage the student in an exploration of how environmental and sustainability education can contribute to urban sustainability. The focus is on perspectives and practices that foster individual and community well-being in urban contexts.

EDU 580. Critical History of Education in Philadelphia. 3 Credits.

This course will explore the history of education in the City of Philadelphia from the pre-Revolutionary War period to today, through the lenses of diversity, policy, and pedagogy.

EDU 590. Independent Study. 1-3 Credits.

Contact department for more information about this course.

EDU 599. Workshop In Urban Education. 3 Credits.

Contact department for more information about this course.

ERM**ERM 500. Research Methods in Education. 3 Credits.**

This course is a graduate-level introduction to research methodology. As a methods course, its focus is on research as systematic inquiry and the role of educational research in practice, policy, and scholarship. The course will include research ethics and the evaluation process of high-quality educational research. Additionally, students will review the philosophical foundations of various methodological paradigms, so as better to understand the appropriate use of each, as well as to effectively avoid pitfalls common to each. Analysis of specific conceptual frameworks will provide basic practice in designing research in the field of education.

Distance education offering may be available.

ERM 501. Research Methods for Teachers. 3 Credits.

Designed to offer a practical and accurate introduction to various research methods that can be applied to a classroom setting for improving teaching practice.

ERM 502. Methods & Materials of Research for Counselor Education. 3 Credits.

Designed to enable the counselor to read experimental, quasi-experimental, descriptive, and correlational research reported in the professional journals. Both univariate and multivariate designs are emphasized.

ERM 502 Prerequisite: Successful completion of EDC 540 with minimum grade of C-.

ERM 531. Principles of Educational Testing. 3 Credits.

This course is designed to develop in teachers the skills important in the three areas of educational testing: teacher-made tests (objective and essay); computerized programs for grading and reporting results, and for improving the test quality through item-analysis procedure; and the evaluation of the psychometric characteristics of standardized tests.

ERM 553. Assessment for Learning - Early Grades. 3 Credits.

This course is designed to provide students the knowledge and skills to use multiple developmentally appropriate assessments (authentic, screening, diagnostic, formative, and summative) to guide instruction related to standards, to monitor results of intervention and their implications for instruction for all students, and report assessment results.

ERM 553 Prerequisite: Successful completion of EGP 520 with minimum grade of C-.

ERM 554. Assessment for Learning - Middle Grades. 3 Credits.

This course is designed to provide middle grade candidates the knowledge and skills to use multiple developmentally appropriate assessments (authentic, screening, diagnostic, formative, and summative) to guide instruction related to standards, to monitor results of interventions and their implications for instruction for all students, and to report assessment results.

ERM 554 Prerequisite: Successful completion of EDA 542, EDP 501, and MGP 520, with minimum grades of C-; field clearances.

ERM 555. Advanced Assessment for Learning: 7-12. 3 Credits.

This course is designed to provide students the knowledge and skills to use multiple developmentally appropriate assessments (authentic, screening, diagnostic, formative, and summative) to guide instruction related to standards, to monitor results of interventions and their implications for instruction for all students, and to report assessment results.

ERM 591. Introduction to Critical Action Research. 3 Credits.

Students will be introduced to the action research process. At the conclusion of this course students will demonstrate understanding of the steps involved in conducting systematic, data-driven inquiry and applying reflective practices in the context of educational and social change.

ERM 595. Critical Action Research Thesis Project. 3 Credits.

Students will design an action research project on a topic of interest related to educational change and transformation. They will formulate their design into a research proposal and defend the proposal.

ERM 595 Prerequisite: Successful completion of EDF 593 and ERM 591, with minimum grades of C-.

RES**RES 590. Independent Study in Education Research. 1-3 Credits.**

Research project, reports, readings in educational research.