

SCHOOL OF EDUCATION

Fall 2020 Graduate Course Catalog

820 N. Michigan Ave. Chicago, IL 60611

312 915 6800

Explore electives with the School of Education!

Email SOElectives@luc.edu for approval to register.

Research Methods Courses

RMTD 400

Introduction to Research Methodology, TBA, Online

This course provides an introduction to research methods used in education and the social sciences including qualitative and quantitative research designs.

Outcome: Students will be able to critique the argument and methods used in a primary research study, to integrate in a written literature review the results of studies in order to present an argument, and to understand the ethical issues involved in research with human subjects.

RMTD 400 M, 4:15-6:45pm

Introduction to Research Methodology, Edejer, WTC

This course provides an introduction to research methods used in education and the social sciences including qualitative and quantitative research designs.

Outcome: Students will be able to critique the argument and methods used in a primary research study, to integrate in a written literature review the results of studies in order to present an argument, and to understand the ethical issues involved in research with human subjects.

RMTD 404

Introduction to Educational Statistics, Fujimoto, Online

This graduate course provides an introduction to descriptive and inferential statistical methods used in education, psychology and the health professions.

Outcome: Students will be able to analyze quantitative data using a statistical computing package, to interpret and communicate the results of a statistical analysis in written and oral presentations, and to understand the assumptions and limitations of using statistical methods for analysis.

RMTD 420 W, 7-9:30pm

Educational Research I: Building a Body of Evidence with Qualitative Methods, Chang, WTC

This course explores the discipline and practice of qualitative research, introducing students to the discipline of qualitative research through examination of various theories, traditions, genres, and components of this form of inquiry.

Outcome: Students will be able to discuss the meanings of research and of research traditions within the social sciences, to recognize and discuss various epistemologies, traditions, designs, theories, ethical issues and components of qualitative research, to analyze qualitative studies in terms of design, methodology, validity, findings, ethics and conclusions in oral and written critiques, to conceptualize, design, and implement a small-scale qualitative study, and to interpret and present research study findings.

Prerequisite: RMTD 400 or equivalent.

ELPS 500
T, 4:15-6:45pm

Seminar in Current Educational Literature: Youth, Education and Societies, Phillippo, WTC

This cross-disciplinary seminar considers how youth encounter and enact education in formal and informal settings across multiple societies. It takes a critical approach to human development among children and youth, considering how developmental processes intersects with different learning and schooling spaces and what the consequences are for youth learning, identity formation and well-being. It also considers the extent to which schools “socialize” young people, and how youth exercise agency within schools and other learning spaces with adults, among peers, and in civic and policy arenas. Finally, this course considers youth as producers of educational research, exploring both research methods that engage youth as researchers, and the products of youth-generated education research.

ELPS 520
W, 7-9:30pm

Education Policy Seminar: Justice, Shuffelton, WTC

As a seminar in philosophy of education, this course explores the meaning of justice, which, as philosophers have noted for millennia, is not a simple question. Students will explore three prominent contemporary approaches to justice: political liberalism, the politics of difference, and capabilities. By the end of the course, students should understand the complexity of social justice and be well-versed in several productive approaches to grappling with the claims of justice and diversity in educational policy and practice.

Teaching and Licensure Courses

CIEP 440

Curriculum and Instruction, Online

The course is designed to provide students with an understanding of curriculum development and implementation.

Outcome: The student will understand various models of curriculum, design, development, and implementation.

CIEP 429
W 4:15-6:45pm

Teaching Child and Adult Literature, LSC

This course introduces the English/language arts education student and the reading specialist student to the relevance and need for incorporating children's and young adult literature in the classroom and to the development and strengthening of literacy.

Outcome: Students will be knowledgeable about a wide range of children's and young adult literature to use in reading instruction for learners at different stages of reading development and from different cultural and linguistic backgrounds.

CIEP 451
TR 5:30-7:00pm

Psychology of Learning, LSC

The dual study of theory and research in human learning is presented, with an emphasis on behavioral and cognitive science models, as well as memory and retrieval systems.

Outcome: Students will demonstrate knowledge of validated learning theories in the behavioral and cognitive science domains.

CIEP 522
T, 7-9:30pm

Curriculum Policy, WTC

This course offers an examination of the intersections of curriculum politics, policy, and practice. The goal is to increase students' understanding of the complexities of inform, shape, and implement curriculum policy.

Outcome: Students will examine research-based, standards-based, market-driven, and professionally led models of curriculum reform, looking at their underlying theories of change, implementation challenges, and the critiques leveled against the approaches.

RMTD 430
T, 4:15-6:45pm

Psychological Measurement, Fujimoto, WTC

This course introduces the assumptions underlying measurement in psychology and education including types of measurements, test development, and theoretical, quantitative and practical issues of reliability, validity and scoring.

Outcome: Students will be able to critique studies of the development, reliability and validity of measurement instruments, and to design and plan a study of the reliability and validity of a measurement instrument.

Prerequisite: RMTD 404 or equivalent; or Department permission.

RMTD 488
M, 1:40-4pm

Meta-Analysis, Wu, WTC

This course introduces statistical methods in the design and analysis of quantitative research syntheses.

Outcome: Students will be able to design and plan a small-scale research review, to locate and evaluate the studies for a review, to code and organize the studies for a review, to analyze the effect sizes from a review, and to produce a comprehensive written synthesis of the study results.

Prerequisite: RMTD 482

Cultural and Educational Policy Courses

ELPS 405
TR, 4:15-6:45pm

Introduction to Education Policy, Jules, WTC

This course is an introduction to educational policy analysis that allow students to critically access the underlying assumptions and politics that guide particular policy choices and evaluate their design, implementation, and impacts. Students will demonstrate the ability to critically examine and conceptualize policies, design alternatives and argue persuasively for these alternatives while gaining fluency in the current policy debates.

ELPS 410
T, 7-9:30pm

Sociology of Education, Phillippo, WTC

This course introduces students to the field of the sociology of education. It examines the societal role of education and the enactment of education using macro-historical, meso-institutional and micro-interactional perspectives, and exposes students to major theoretical traditions in the discipline.

Outcomes: Knowledge of theories and empirical research that can guide critical evaluation of 1) conditions and problems in K-12 schools 2) ideas, arguments, and points of view regarding K-12 schools.

ELPS 420
W, 4:15-6:45pm

Philosophy of Education, Shuffelton, WTC

This course examines the philosophical questions embedded in teaching, learning, and schooling. Students acquire familiarity with the history of philosophic thinking about education and develop an ability to formulate valid arguments about the fundamental issues in teaching, learning, and schooling.

CIEP 524
TR, 4:15-6:45pm
TR, 7-9:30pm

Privilege, Power, and Possibilities: Multicultural Education in Urban Classrooms , WTC

Two sections. This course examines multicultural education through a critical lens. Readings focus on the role of ethnicity in the development of curriculum over time. The course emphasizes multicultural/multilingual curricula and culturally and linguistically responsive instructional and assessment techniques.

Outcome: This course has been designed for graduate students who want to explore frameworks, materials, and strategies that will help them translate the philosophy of multicultural education into effective educational practice with learners of any age, level or background.

Higher Education Courses

ELPS 419

Leadership in Higher Education, Pierre, Online

This course is designed to provide foundational grounding in leadership theory and research. Specific attention is paid to the evolution of leadership theory, interdisciplinary conceptualizations, administrative applications, pedagogy for teaching and learning, and the students.

Outcome: Students will be able to describe various historical and contemporary perspectives on administrative leadership and their application in higher education, including the influence of gender and culture on leadership development.

ELPS 427

Foundations of Higher Education, Torres-Olave, Online

This course provides a broad historical and philosophical perspective on American higher education.

Outcome: Students will be able to describe major factors that have shaped the historical evolution of American higher education institutions with a special focus on institutional organization, governance, and curriculum development.

ELPS 429
M, 7-9:30pm

Selected Topics in Higher Education: Critical Race Theory in Education, Baber, WTC

This course explores Critical Race Theory (CRT) and its use as a framework for understanding racialized inequalities in P-20 educational contexts. The course is designed to support understanding of the foundational development of CRT in education; the various application of CRT as an analytical and methodological tool in educational research; and emerging issues for use of CRT in education. Through readings, discussion, and assignments, students will explore the evolution and relevance of CRT for the field of education. By the end of the course, students will be able to consider the potential application of CRT to their own professional practice and emerging research projects.

ELPS 454
W, 4:15-6:45
W, 7-9:30pm

**Budgeting and Finance in Higher Education,
Morgan, WTC**

Two sections. This course will seek to not only introduce students to important concepts, theories, and fiscal practices of higher education budget and finance, but will offer numerous opportunities for students to analyze, test, and get feedback on their financial decision-making and the impact thereof on important higher education issues. Other topics we will cover include but are not limited to: The increasing importance of higher education advancement (aka fundraising); pros and cons of different budget models; the true cost of institutional employees; federal, state, and local impacts on institutions' finances; nuances between public & private institutions; and tensions between institutional priorities, strategic plans, budgets, and diversity outcomes.

Email SOElectives@luc.edu for approval to register.