

Educational Foundations and Research

<http://www.und.edu/dept/efr/>

FACULTY: Clinton, C. Hunter, J. Hunter, LeMire, Stupnisky (Graduate Director) and M. Weaver-Hightower (Chair)

Degrees Granted: Master of Science in Educational Studies (M.S.), Doctor of Philosophy in Foundations and Research (Ph.D.)

The department of Educational Foundations and Research provides programs for educators and other professionals interested in humanities and social sciences perspectives on education and/or educational research methods. The department is committed to the encouragement of interdisciplinary efforts and to increased understanding of our diverse society and social justice.

Students are admitted to this program following procedures established by the college.

Details pertaining to admission and degree requirements can be found in the Degrees section.

Mission Statement and Program Goals

The mission of the department of Educational Foundations and Research is to deeply understand and find solutions for the challenges that face educators, leaders, and policymakers in our state and around the world. We do this through:

- rigorous interdisciplinary research that leverages cutting-edge theory and research methods in the humanities and social sciences;
- collaboration with the best minds in education and other disciplines;
- engaged, hands-on teaching that develops highly skilled, knowledgeable, and reflective professionals;
- committed service to our community, to North Dakota, to our region, and to the larger profession; and
- articulate, informed advocacy for evidence-based decision making, cultural understanding, and social justice.

The M. S. degree broadly prepares students in humanistic and social science perspectives on education, diversity, and research pertinent to many disciplines across pre-K–12 and higher education. The Ph.D. degree further prepares students for professional positions that rely on a full understanding of the broad intellectual and scholarly themes that are foundational to good practice, as well as excellent research skills. Ph.D. students study both the Foundations of Education as well as Research Methodologies, choosing to emphasize one or the other (see requirements under the Degrees section).

Master of Science in Educational Studies (M.S.)

Admission Requirements

The applicant must meet the School of Graduate Studies' current minimum general admission requirements as published in the graduate catalog.

1. A four-year bachelor's degree from a recognized college or university
2. Minimum of 8 undergraduate credit hours of social sciences/humanities
3. A cumulative Grade Point Average (GPA) of at least 2.75 for all undergraduate work or a GPA of at least 3.0 for the junior and senior years of undergraduate work (based on A=4.00)

4. Three letters of recommendation that address the academic and professional qualities that support you for graduate work
5. Statement of Goals and Objectives (see below)
6. Satisfy the School of Graduate Studies' English Language Proficiency requirements as published in the graduate catalog.

Statement of Goals and Objectives. As part of the application process, the applicant must respond to the following questions:

1. Describe several personal and professional goals you would like to achieve in the next five years. Include in your description reasons why these goals are important to you.
2. What are the characteristics, attitudes, values, and/or skills that you think will make you a good candidate for your professional role?
3. What have you already done professionally or personally of which you are proud? Please include a chronological history of all professional teaching or administration experiences, as well as academic honors or achievements you have earned.

Degree Requirements

A minimum of 32 credits, to include:

EFR 500	Introduction to the Foundations of Education	3
EFR 509	Introduction to Educational Research	3
Foundations ¹		6
Research Methods ²		6
Curriculum, Instruction, and Leadership (HE, EDL or T&L)		3
Cognate or Minor		9
EFR 997	Independent Study M Ed & M S	2-4
or EFR 995	Scholarly Project	
or EFR 998	Thesis	
Total Credits		32-34

¹ EFR 500 is a prerequisite for all further foundations courses (EFR 501-508, EFR 525).

² EFR 509 is a prerequisite for all further research methods courses (EFR 510-524).

Required for all students, regardless of thesis or non-thesis:

1. A minimum of 32 credits, including both credits required for the major and credits for the independent study, scholarly project or thesis.
2. At least one-half of the credits must be at or above the 500-level.
3. A maximum of one-fourth of the credit hours required for the degree may be transferred from another institution.
4. The program may include the major and a non-EFR minor (a single discipline) or the major and a non-EFR cognate area (an interdisciplinary group of courses).

Thesis Option:

1. Four credits for the Thesis (EFR 998)
2. Preparation of a written thesis is approved by a committee of three faculty. The student's advisor chairs the committee.
3. Presentation and defense of the thesis takes place before the final report is sent to the School of Graduate Studies.

Independent Study/Scholarly Project Option:

1. Two credits for the Independent Study (EFR 997) or Scholarly Project (EFR 995).
2. Pass a written final comprehensive examination covering the major field and, at the advisor's discretion, any secondary fields.
3. Preparation of a written independent study or scholarly project must be approved by the faculty advisor.

4. Presentation of independent study or scholarly project takes place before the final report is sent to the School of Graduate Studies.

Doctor of Philosophy (Ph.D.)

Admission Requirements

Students with a master's degree in a field unrelated to Education are eligible for admission to the Ph.D. program.

The applicant must meet the School of Graduate Studies' current minimum general admission requirements as published in the graduate catalog.

Important dates:

For admission in the Fall semester, please send your complete application materials by February 15; you will be advised of our decision by April 15. For admission in the Spring semester, please send your application materials by October 1; you will be advised of our decision by December 1.

International students should be aware that the School of Graduate Studies at the University of North Dakota does not recognize master's degrees from institutions outside of the United States or Canada. Students must satisfy the School of Graduate Studies' English Language Proficiency requirements as published in the graduate catalog.

Application materials should include:

1. Transcripts showing a bachelor's degree from an accredited college or university
2. Transcripts showing a graduate degree from an accredited college or university
3. Graduate GPA of 3.5 and above
4. Three letters of reference
5. An essay that responds to questions provided in the application
6. A resume and a writing sample of 10-15 pages (separate from #5 above). Your writing sample should demonstrate the best of your intellectual abilities and/or creative work.
7. Optional: scores from the GRE exam, the Advanced GRE, or the Miller's Analogy Test.

Degree Requirements

Students seeking the Doctor of Philosophy degree must satisfy all general requirements set forth by the School of Graduate Studies for the Ph.D., as well as the following:

1. A minimum of 90 credit hours beyond the bachelor's degree
2. With approval of a student's Faculty Advisory Committee, 30 credits from a master's degree from an accredited institution will be applied to the doctoral program of study
3. Maintenance of a minimum of 3.0 GPA
4. Educational Foundations credit hours of 21 or 9 (depending on the emphasis)
5. Research Methodologies credit hours of 21 or 12 (depending on the emphasis)
6. A cognate of 12-15 credits (depending on emphasis)
7. A dissertation of 15 credits
8. The following course requirements:

Foundations of Education Emphasis

Select seven of the following: 21

EFR 501	Psychological Foundations of Education
EFR 502	Issues and Trends in Education
EFR 503	Historical Foundations of Education
EFR 504	Philosophical Foundations of Education
EFR 505	Sociological Foundations of Education
EFR 506	Multicultural Education
EFR 507	Gender, Sexuality and Education
EFR 508	Anthropological Foundations of Education

EFR 525	International and Comparative Education
EFR 591	Readings in Education (With advisor approval)
Select four of the following (Research): 12	
EFR 510	Qualitative Research Methods
EFR 511	Program Evaluation
EFR 512	Educational Tests and Measurements
EFR 513	Large Dataset Analysis
EFR 514	Discourse Analysis
EFR 516	Statistics II
EFR 517	Advanced Research Methodologies
EFR 518	Multivariate Analysis
EFR 520	Advanced Qualitative Research Methods
EFR 522	Mixed-Methods Research
EFR 523	Structural Equation Modeling
EFR 524	Needs Assessment
EFR 590	Special Topics in Education
EFR 592	Individual Research in Education (With advisor approval)
HIST 501	Methods of Historical Research
Total Credits 33	

Research Methodologies Emphasis

Select seven of the following: 21

EFR 510	Qualitative Research Methods
EFR 511	Program Evaluation
EFR 512	Educational Tests and Measurements
EFR 513	Large Dataset Analysis
EFR 514	Discourse Analysis
EFR 516	Statistics II
EFR 517	Advanced Research Methodologies
EFR 518	Multivariate Analysis
EFR 520	Advanced Qualitative Research Methods
EFR 522	Mixed-Methods Research
EFR 523	Structural Equation Modeling
EFR 584	Internship in Educational Research
EFR 590	Special Topics in Education
EFR 592	Individual Research in Education (With advisor approval)
HIST 501	Methods of Historical Research
Select three of the following (Foundations): 9	
EFR 501	Psychological Foundations of Education
EFR 502	Issues and Trends in Education
EFR 503	Historical Foundations of Education
EFR 504	Philosophical Foundations of Education
EFR 505	Sociological Foundations of Education
EFR 506	Multicultural Education
EFR 507	Gender, Sexuality and Education
EFR 508	Anthropological Foundations of Education
EFR 525	International and Comparative Education
EFR 590	Special Topics in Education
EFR 591	Readings in Education (With advisor approval)
Total Credits 30	

Courses

EFR 500. Introduction to the Foundations of Education. 3 Credits.

A problem-centered class dialogue on those philosophical, social, political and historical concepts of educational thought that have shaped the development of the learning experience. F,S,SS.

EFR 501. Psychological Foundations of Education. 3 Credits.

A study of the learning process with secondary emphasis on how the learning process is affected by individual differences, growth and development, and personality. A background in undergraduate Educational Psychology is assumed. Both theories of learning and theories of instruction are considered. Prerequisites: EFR 500 or consent of instructor.

EFR 502. Issues and Trends in Education. 3 Credits.

Examination of contemporary issues of pre-K-12 and higher education and some of the philosophical, political, social, and historical foundations which influence their development. Students will engage in public scholarship through issue advocacy projects. Prerequisites: EFR 500 or consent of instructor. On demand.

EFR 503. Historical Foundations of Education. 3 Credits.

An historical examination of the concepts of the meaning, nature, process, and purposes of education as evolved in different historical periods and social contexts with emphasis on the learners, ideas and changing institutions. Prerequisites: EFR 500 or consent of instructor.

EFR 504. Philosophical Foundations of Education. 3 Credits.

A study of the representative schools of thought which have structured major philosophies of education. Prerequisites: EFR 500 or consent of instructor.

EFR 505. Sociological Foundations of Education. 3 Credits.

The study of individuals, schools and education in their social contexts such as community, polity, equity, race, class, gender, and social reproduction. Focuses on the development of the field, its theories, and applications for educators. Prerequisites: EFR 500 or consent of instructor. On demand.

EFR 506. Multicultural Education. 3 Credits.

A review of the conceptual, historical and theoretical aspects of multicultural education. A major goal will be to provide educators with processes for incorporating multicultural education into educational environments; to meet the needs of culturally diverse students and to increase the cultural awareness and sensitivity of all students. North Dakota/Native American issues are primary elements of this course. Prerequisites: EFR 500 or consent of instructor.

EFR 507. Gender, Sexuality and Education. 3 Credits.

A critical feminist analysis of the history, philosophy, theory, curriculum, and practice of education. The roles of educators, students, society, biology, and policy are considered in the education of those of diverse sexes, genders and sexualities. Prerequisites: EFR 500 or consent of instructor. On demand.

EFR 508. Anthropological Foundations of Education. 3 Credits.

Students will examine the convergence of anthropology and education through an analysis of education as cultural transmission and a review of enculturation and acculturation processes in traditional and modern societies. Prerequisites: EFR 500 or consent of instructor.

EFR 509. Introduction to Educational Research. 3 Credits.

An introduction to the research methodologies used to study education. The course covers quantitative as well as qualitative types of research. The paradigms of both types of research will be contrasted and the application of the methodologies in actual research investigated.

EFR 510. Qualitative Research Methods. 3 Credits.

Qualitative research methods are naturalistic and contextual. The methodology derives from Anthropology and other social sciences, and seeks to understand human behavior from the actors' perspective. Students are to learn the fundamental data collection methods: observation, participant observation, and interviewing, as well as data analysis through coding and categorizing.

EFR 511. Program Evaluation. 3 Credits.

An interdisciplinary course which studies the theoretical models of program evaluation as well as professional standards. Emphasis is on the analysis of models for implementation and application in various social and public policy fields, as well as education. S.

EFR 512. Educational Tests and Measurements. 3 Credits.

An introduction to psychological tests and measurements in educational settings and various research environments. The course covers basic concepts and principles in selection, construction, application, and evaluation of educational/psychological tests and measurements. Prerequisites: EFR 515 or consent of instructor. S.

EFR 513. Large Dataset Analysis. 3 Credits.

A study of educational and social science statistics involving manipulation and analysis of large national data sets using SPSS and/or SAS. Prerequisite or Corequisite: EFR 515 or consent of instructor. On demand.

EFR 514. Discourse Analysis. 3 Credits.

Discourse analysis is a research methodology used to analyze naturally occurring language use, whether in writing or in speech. It draws from and is practiced in many social science and humanities disciplines related to the foundations of education, including linguistics, sociology, anthropology, communications, and cognitive and social psychology. This course will provide students with the building blocks of performing discourse analysis, including instruction in its philosophical foundations, its practices, and its implications.

EFR 515. Statistics I. 3 Credits.

An introduction to basic statistical methods, focusing primarily on descriptive statistics and inferential statistics up to and including two-way analysis of variance.

EFR 516. Statistics II. 3 Credits.

An in-depth study of inferential statistics with primary emphasis on analysis of variance models, multiple regression techniques, analysis of covariance and other higher-order statistical procedures. Prerequisites: EFR 515 or consent of instructor. S,SS.

EFR 517. Advanced Research Methodologies. 3 Credits.

Both qualitative and quantitative aspects of research are considered for a variety of topics, including ethics in research, use of data banks, Q-methodology, survey research, Bayesian concepts, critical theory, longitudinal research and research consultation. Comprehensive examinations in educational research are addressed. This is a capstone course in educational research. Previous or concurrent involvement in research is highly desirable. Available for doctoral level students only.

EFR 518. Multivariate Analysis. 3 Credits.

Multiple regression in generalized problem solving; discriminant analysis, factor analysis, multivariate analysis, canonical analysis, and multivariate analysis of covariance. Students are encouraged to analyze their own data including student-generated computer applications.

EFR 519. Research Seminar. 1-4 Credits.

Experimental Design--An in-depth treatment of analysis of variance designs including factorial designs, treatment by subjects designs, groups within treatment designs, latin squares, higher dimensional designs, mixed effect designs, analysis of covariance, and trend analysis. Emphasis is placed on underlying linear models. Other seminars are held on specific research topics, particularly research proposals. May be repeated. Repeatable.

EFR 520. Advanced Qualitative Research Methods. 3 Credits.

Advanced Qualitative Research Methods will engage students in more in-depth and complex theoretical and practical issues associated with the methodology. Students will conduct mini-research studies and examine qualitative studies conducted by others. Knowledge about IRB requirements will also be addressed. Prerequisites: EFR 510 or consent of instructor.

EFR 522. Mixed-Methods Research. 3 Credits.

Mixed-methods research is the practice of combining quantitative and qualitative analysis within a single study. Students will learn the history and conceptual underpinnings of this methodological practice, read exemplary empirical studies that use mixed-methods, and explore the major mixed-methods designs. To apply these understandings, students will conduct a mixed-methods study on a topic of their own interests. Prerequisites: EFR 510 and EFR 516, or consent of instructor. S.

EFR 523. Structural Equation Modeling. 3 Credits.

This course builds from analyses underpinning structural equation modeling (SEM), such as reliability, exploratory factor analysis, and multiple regression, to SEM topics including path analysis, model specification and identification, goodness of fit, confirmatory factor analysis, structural models, mediation, multiple group invariance testing, and more. To apply these lessons, students will gain skills using SEM software. Prerequisite: EFR 516 or permission of the Instructor. On demand.

EFR 524. Needs Assessment. 3 Credits.

Needs assessment is a common evaluation method. This interdisciplinary course will study the concept of needs as well as the processes and techniques of conducting needs assessment. A set of techniques for implementation and application of needs assessment in various community, education, social work, public health, business/industry settings, government, and non-profit agencies will be reviewed. F.

EFR 525. International and Comparative Education. 3 Credits.

An overview of the major issues, concepts and methods of comparative and international education. Focuses on the development of the field, the uses of comparison, the impact of globalization, and policy and practice development around the world at all levels of education. Prerequisites: EFR 500 or consent of instructor.

EFR 584. Internship in Educational Research. 1-8 Credits.

Practical experience in the conduct of educational research, analyzing data, and writing reports. Available for doctoral level students only. May be repeated. Prerequisites: Appropriate coursework in educational research and consent of the adviser and department chair. Repeatable.

EFR 590. Special Topics in Education. 1-4 Credits.

Exploration of special topics in the study of education not regularly included in available course offerings. May be repeated for different topics. Prerequisite: Consent of instructor or advisor. Repeatable.

EFR 591. Readings in Education. 1-4 Credits.

Designed primarily for advanced graduate students. May be repeated for different topics. Prerequisite: Consent of instructor or advisor. Repeatable.

EFR 592. Individual Research in Education. 1-4 Credits.

May be repeated. Prerequisite: Consent of instructor or advisor. Repeatable.

EFR 995. Scholarly Project. 2 Credits.

The scholarly project demonstrates critical analysis and application of information and experiences gained throughout the program of study. The project allows students to demonstrate scholarly skills in an integrated manner. The scholarly project must be approved by the student's adviser. Prerequisite: Consent of the student's advisor. S/U grading. On demand.

EFR 996. Continuing Enrollment. 1-12 Credits.

Repeatable. S/U grading.

EFR 997. Independent Study M Ed & M S. 2 Credits.

EFR 998. Thesis. 1-9 Credits.

EFR 999. Dissertation. 1-15 Credits.

Repeatable to 15 credits.