

EIPT-INSTRUCTIONAL PSYCHOLOGY & TECHNOLOGY

EIPT 2960 Individual Study 1-4 Credit Hours

1 to 4 hours. Prerequisite: good standing in University; fewer than 62 total hours; approval of instructor and dean. May be repeated; maximum credit four hours. Designed to provide an introduction to the study of education through a rigorous program of readings under the direction of a member of the faculty. (Irreg.)

EIPT 3043 Learning with Educational Technologies 3 Credit Hours

Prerequisite: EIPT 3473 or EDEC 3413; EDSP 3053 or concurrent enrollment. Designed to familiarize students with alternative instructional approaches using both cognitive and hardware technologies. Development of practical skills for using technology to solve instructional problems and accomplish educational goals. (F, Sp, Su)

EIPT 3440 Mentored Research Experience 3 Credit Hours

0 to 3 hours. Prerequisites: ENGL 1113 or equivalent, and permission of instructor. May be repeated; maximum credit 12 hours. For the inquisitive student to apply the scholarly processes of the discipline to a research or creative project under the mentorship of a faculty member. Student and instructor should complete an Undergraduate Research & Creative Projects (URCP) Mentoring Agreement and file it with the URCP office. Not for honors credit. (F, Sp, Su)

EIPT 3473 Learning, Development, and Assessment for Teachers 3 Credit Hours

Prerequisite: Admission to Teacher Education program. Classroom implications from the study of cognition, learning, and development are presented. Topics include various perspectives on human development and learning, factors influencing individual variations in cognition, and an introduction to the assessment of educational outcomes. (F, Sp, Su)

EIPT 3483 Motivation and Classroom Management for Teachers 3 Credit Hours

Prerequisite: EIPT 3473 or EDEC 3413; Admission to Teacher Education program. Classroom implications from the study of motivation and classroom management are presented. Topics include various perspectives on motivation processes in achievement settings and holistic approaches to classroom management. (F, Sp)

EIPT 3960 Honors Reading 1-3 Credit Hours

Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Provides students with the opportunity to develop an appropriate body of reading materials on topics not covered in detail in routine coursework. Students will be obliged to assume the primary initiative in selecting the topic, compiling the bibliography and completing the reading, and will report their progress in weekly sessions to their instructor. Credit will be given only after an intensive oral examination. (Irreg.)

EIPT 3970 Honors Seminar 1-3 Credit Hours

Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Covers variable subjects in education with in-depth studies of issues not covered in the standard course offerings. (Irreg.)

EIPT 3980 Honors Research 1-3 Credit Hours

Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Provides an opportunity for honors students to work on a special project under the guidance of a professor in the student's major area of study. (Irreg.)

EIPT 3990 Independent Study 1-3 Credit Hours

1 to 3 hours. Prerequisite: one course in general area to be studied; permission of instructor and department. May be repeated; maximum credit six hours. Contracted independent study for topic not currently offered in regularly scheduled courses. (F, Sp)

EIPT 4960 Directed Readings in Education 1-4 Credit Hours

1 to 4 hours. Prerequisite: good standing in University; permission of instructor and dean. May be repeated; maximum credit four hours. Designed for upper-division students preparing to teach who need opportunity to study a specific problem in greater depth than formal course content permits. (Irreg.)

EIPT 4970 Special Topics/Seminar 1-3 Credit Hours

1 to 3 hours. Prerequisite: senior standing or permission of instructor. May be repeated with change of content; maximum credit nine hours. Special topics or seminar course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research and field projects. (Irreg.)

EIPT 4980 Practicum in Education 1-3 Credit Hours

1 to 3 hours. Prerequisite: nine hours of education courses. Provides field-type experience under faculty supervision and is designed to introduce the student to the practical application of theory within an environment in which professional practice takes place. (Irreg.)

EIPT 4990 Special Problems in Education 1-4 Credit Hours

1 to 4 hours. Prerequisite: permission of instructor. May be repeated with change of title and subject. Variable as to subject and credit for areas of specialty and/or interest not otherwise provided in the standard offering of courses. (Irreg.)

EIPT 5023 Analysis of Quantitative Data I 3 Credit Hours

Prerequisite: graduate standing in the College of Education, or permission of instructor. A brief review of descriptive statistics, introduction to basic inferential statistics, and analysis of variance. Topics covered include data screening and cleaning, correlation, simple regression, oneway ANOVA, factorial ANOVA, analysis of covariance, repeated-measures designs, and nonparametric techniques. Focus is on computer-based data analysis, and substantive conceptualization and interpretation of results. (F, Su)

EIPT 5033 Introduction to Research and Evaluation in Education 3 Credit Hours

Prerequisite: graduate standing. An introduction to major methods of scholarship and research in education. The main goal of the class is to help students develop the knowledge and skills required for critical reading of research. (F, Su-Irreg.)

EIPT 5113 Educational Psychology of Human Development 3 Credit Hours

Prerequisite: graduate standing. An introductory survey of current theory and research as it applies to human development across the lifespan. Emphases include cognitive and language development, self and social development, and contextual influences on development. (Sp)

EIPT 5183 Learning and Motivation 3 Credit Hours

Prerequisite: Graduate standing. This course will examine our current understanding of various psychological phenomena and their relevance to teaching and learning in school or other educational settings. We will analyze, synthesize, and build upon current theories and research as we develop ways of understanding the processes involved in human learning, cognition, motivation, and emotion. (Irreg.)

EIPT 5203 Assessment and Evaluation in Education and Counseling 3 Credit Hours

Prerequisite: graduate standing. An introduction to basic concepts of assessment, measurement, and evaluation in education and counseling, with a focus on the study of concepts and instruments, procedures, methods, and techniques that may be used to assess knowledge, strengths, limitations, and behaviors. Students will study basic principles of measurement and statistics. Scaling metrics, reliability, and validity are emphasized. (F, Sp, Su)

EIPT 5333 Introduction to Extended Reality (XR) for Education 3 Credit Hours

Prerequisite: Graduate standing, EIPT 5533, EIPT 6143, and EIPT 6343, or permission of instructor. This course introduces students to extended reality (XR), which covers augmented reality (AR), virtual reality (VR), and mixed reality (MR). Students will acquire both conceptual understanding and hands-on experiences about XR for education and training, specifically involving learning analysis and design and XR apps creation, implementation, and evaluation. (Irreg.)

EIPT 5513 Teaching with Technology 3 Credit Hours

Prerequisite: graduate standing. Students will explore current technologies used in schools to assist learners of varying abilities succeed in educational settings. Relevant learning theory will be used to evaluate the ways in which technologies are being used with students. This course will assist students in meeting the ISTE National Educational Technology Standards for Teachers (NETS-T). (F)

EIPT 5533 Foundations of Learning Sciences 3 Credit Hours

(Crosslisted with LIS 5533) Prerequisite: Graduate standing or permission of instructor. Learning Sciences is an interdisciplinary approach to investigating, understanding, and supporting learning. It draws on diverse fields and methodologies. The goal of this class is to develop a critical orientation with regard to how we use them in integrated, meaningful, contextual, and ethical ways, in service to learners and society. (F)

EIPT 5601 Orientation and Introduction to 21st Century Learning 1 Credit Hour

Prerequisite: graduate standing and departmental permission. In this course students will be oriented to the online masters program and begin to explore the concept of 21st century learning. They will delve into the literature related to the framework and apply it to their teaching and learning contexts. (Sp)

EIPT 5613 Classroom Management in the 21st Century 3 Credit Hours

Prerequisite: graduate standing and departmental permission. Classroom management is one of the most important skills for the success of a teacher. It is based on a keen understanding of fundamental educational psychology concepts including motivation theory, child/teen development, and human learning. This course will guide students in the exploration of these topics. (Sp)

EIPT 5623 Research into Practice 3 Credit Hours

Prerequisite: graduate standing and departmental permission. This course focuses on how teachers, administrators, and future scholars can integrate research into their practice. This course will be project based and students will design venues (blogs, websites, Facebook pages, coffee house discussions) for other educators to discover beneficial research. (Sp)

EIPT 5631 Open Educational Resources for Teaching 1 Credit Hour

Prerequisite: graduate standing and departmental permission. Introduction to the theory and application of Open Educational Resources (OER) for teaching practices. This course will address the concept of OERs and open licensing, including the history of the OER movement, Creative Commons licensing, public domain, and copyright, as well as provide practical experience in finding, creating, sharing, and attributing open content. (Su)

EIPT 5643 Motivated Change 3 Credit Hours

Prerequisite: graduate standing and departmental permission. Change is an essential aspect of education. In this course we will discuss many types of motivated change that can occur in the classroom as well as interventions for generating change. Types of change that we will discuss include: conceptual change, attitude change, emotion change, motivational change (attributions, goals, and mindsets), and transformational learning. (Su)

EIPT 5653 Technology and Social Media in Education 3 Credit Hours

Prerequisite: graduate standing and departmental permission. Technology and Social Media in Education is a class that serves two purposes. In this course you will learn how to critique, use and create materials using different technologies. It also helps to make you aware of the effect of social media on schooling and how you can harness it to promote learning and community connections. (Su)

EIPT 5663 Assessment in the 21st Century 3 Credit Hours

Prerequisite: graduate standing and departmental permission. When teachers use instructional methods including problem-based learning, project-based learning, and group projects, assessment often becomes a challenge. This challenge is heightened by governmental regulations mandating high-stakes testing. In this course, students will examine a history of the standards movement and associated testing requirements, purposes for assessment, and ways to assess students when using modern instructional techniques that will also effectively prepare students for high-stakes testing situations. Students will gain experience designing these types of assessments. (F)

EIPT 5671 Reflection for the 21st Century 1 Credit Hour

Prerequisite: graduate standing and departmental permission. An important part of being an effective teacher is being a reflective practitioner. In this course students will reflect on their learning in the program and the application of 21st Century learning principles to teaching and learning. Students will begin to organize a reflective portfolio of their work. (F)

EIPT 5683 Technology-Enhanced Problem-Based Learning 3 Credit Hours

Prerequisite: graduate standing and departmental permission. The goal of this course is two-fold: (1) to develop collaborative problem-solving skills through problem-based or project-based learning using advanced learning technologies as tools; and (2) to design a collaborative problem-based /project-based learning environment supported with advanced learning technologies. Students in the course will learn important 21st century skills, including critical thinking, problem solving, communication, collaboration, self-regulation, and use of information and communication technology to support collaborative problem solving. (Sp)

EIPT 5693 Critical Literacy 3 Credit Hours

Prerequisite: Graduate standing. The impact and pervasiveness of media in its many forms - both in and out of formal education settings - requires development of critical awareness, discernment, and engagement by educators. This course explores the intersections of (a) media and its influences; (b) social and cross-cultural skills and perspectives; and (c) personal and pedagogical (and andragogical) responsibility. (Sp)

- EIPT 5703 Building Capacity for STEM 3 Credit Hours**
Prerequisite: graduate standing and departmental permission. Science Technology Engineering and Math is an area of great need of development in the United States and the world. In this course students will explore the current status of STEM education and the STEM pipeline, the need for STEM development and current barriers that exist in education for all students from a variety of backgrounds that wish to pursue STEM careers. (Su)
- EIPT 5712 School and Community Relations 2 Credit Hours**
Prerequisite: graduate standing and departmental permission. The course is organized around concerns that are central to the development of a thoughtful and pragmatic community relations policy for the 21st century. Particular foci include: a) public confidence in American schools; b) leadership, development, and key mediation of school mission and capacity; c) communication with external and internal publics; d) collaboration with multiple stakeholders e) understanding the challenge and impact of high quality community relations. (Su)
- EIPT 5910 Practicum in Education--Master's 1-4 Credit Hours**
1 to 4 hours. Prerequisite: graduate standing, permission of instructor and dean. May be repeated; maximum credit six hours. Variable as to title and subject profession. Provides field-type experience under faculty supervision and is designed to introduce the student to the practical application of theory within an environment in which professional practice takes place. Seminar experience is to be included. (Irreg.)
- EIPT 5920 Internship in Education--Master's 1-6 Credit Hours**
1 to 6 hours. Prerequisite: 5910, permission of instructor. May be repeated; maximum credit six hours. Variable as to title and subject profession. Available to master's degree programs specifically requiring an internship in addition to thirty-two hours of other coursework as part of the degree. Introduces the student to the profession under the supervision of a practitioner whose credentials are equal to those of the graduate faculty. (Irreg.)
- EIPT 5940 Field Studies in Education 1-4 Credit Hours**
1 to 4 hours. Prerequisite: 12 hours of education. May be repeated with change of subject matter; maximum credit eight hours. Practical problems in education selected by the students and approved by the instructor. Typical topics: defining educational objectives, relating school programs to established objectives, developing teaching-learning aids, organization for participation in developing and evaluating instructional programs, using community resources for learning, improving evaluation procedure. (Irreg.)
- EIPT 5960 Directed Readings 1-4 Credit Hours**
1 to 4 hours. Prerequisite: 12 hours of education, approval of instructor, adviser and dean. May be repeated; maximum undergraduate credit eight hours; maximum graduate credit four hours. (Irreg.)
- EIPT 5970 Special Topics/Seminar 1-3 Credit Hours**
1 to 3 hours. Prerequisite: graduate standing or permission of instructor. May be repeated; maximum credit nine hours. Special topics or seminar course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research and field projects. (Irreg.)
- EIPT 5980 Research for Master's Thesis 2-9 Credit Hours**
Variable enrollment, two to nine hours; maximum credit applicable toward degree, four hours. (F, Sp, Su)
- EIPT 5990 Independent Study 1-4 Credit Hours**
1 to 4 hours. Prerequisite: graduate standing or permission by instructor. May be repeated with change of subject matter; maximum credit six hours. Contracted independent study for a topic not currently offered in regularly scheduled courses. Independent study may include library and/or laboratory research and field projects. (Irreg.)
- EIPT 6023 Analysis of Quantitative Data II 3 Credit Hours**
Prerequisite: 5023. A continuation of 5023. Topics include power analysis, multiple linear regression, analysis of variance models, and an introduction to non-parametric statistics. (Sp)
- EIPT 6033 Research Methods in Education 3 Credit Hours**
Prerequisite: Graduate standing; and EIPT 6043 and EIPT 6063. The purpose of this course is to assist doctoral students in the process of designing research. This course covers fundamental assumptions of quantitative and qualitative research, various research designs, and the underlying logic of each design. Emphasis will be given to understanding and justifying why certain research designs are appropriate for certain research questions/hypotheses and map out students' own studies. (Sp)
- EIPT 6043 Qualitative Research Methods 3 Credit Hours**
Prerequisite: Graduate standing. Topics include qualitative research traditions, qualitative designs, data collection techniques, qualitative data analysis. Students design, conduct, and analyze their own qualitative study during the course. (F)
- EIPT 6063 Applied Multivariate Statistics in Educational Research 3 Credit Hours**
Prerequisite: 5023 and 6023, or equivalent. Covers selected multivariate techniques with an emphasis on detecting and correcting violations of assumptions, applications, and interpreting results from popular computer statistics packages. (Sp)
- EIPT 6073 Program Evaluation 3 Credit Hours**
Prerequisite: EIPT 5033, or an equivalent research course or instructor permission; one prior course in measurement or assessment is recommended. Designed to develop understanding and experience in systematically evaluating outcomes related to program goals and standards. Topics include: purposes and uses of evaluation; role of concepts and constructs; planning, standard setting, selecting methods, developing measures, analyzing and interpreting outcomes; reporting findings; ethics and organization; and utilization. (Sp)
- EIPT 6083 Qualitative Research Methods II 3 Credit Hours**
Prerequisite: EIPT 6043 or permission of instructor. Topics include qualitative research design, data analysis, data interpretation, theory building, and write-up. Students should have qualitative data ready to analyze before enrolling in the course. (Sp)
- EIPT 6101 Propaedeutic Seminar 1 Credit Hour**
Prerequisite: admission to Instructional Psychology and Technology doctoral program. Summarizes the history of the field of instructional psychology and technology and introduce research typical of field and specific to interests of program faculty. Also discusses expectations for scholarship in the program and field and how students meet those expectations. (F)
- EIPT 6103 History and Philosophy of Educational Psychology and Research 3 Credit Hours**
Prerequisite: Graduate standing. This course asks students to grapple with questions that will be foundational to their development as scholars in the field of education. Students will learn foundational theories of educational psychology and research. The course surveys the broad variety of philosophical and scholarly traditions in educational psychology theory and underlying educational research. (F)

- EIPT 6143 Instructional Development 3 Credit Hours**
Prerequisite: graduate standing. This course is designed to develop understanding and experience in systematically designing and developing instruction and instructional systems. Topics will include: task, context, and learner analysis, assessment design, principles of educational psychology, instructional design principles and strategies, development and production techniques, formative and summative evaluation methods, and flexibly adaptive approaches to implementation. (F)
- EIPT 6153 Motivation and Emotion in Education 3 Credit Hours**
Prerequisite: graduate standing or permission of instructor. Survey and analysis of historically significant and current theories of motivation and emotion. This course examines basic and applied issues related to motivation and emotion from a general perspective as well as motivation to learn. (F)
- EIPT 6163 Instructional Design 3 Credit Hours**
Prerequisite: 6143. This course is designed to develop understanding and experience in systematically designing instruction, building on the principles, processes and skills of EIPT 6143. Topics will include: strategies of instruction for specific learning outcomes, formative and summative evaluation, learning assessment design, designing jobs aids and performance support systems, rapid application development and knowledge management. (Sp)
- EIPT 6173 Management of Instructional Technology Programs 3 Credit Hours**
Prerequisite: graduate standing. This course is designed to introduce the core principles of project management, and then develop understanding of how those principles and practices are subject to adaptation. topics include: defining the field, contexts and influences, strategic analysis, managing risk, managing people, managing time, managing budget and other resources, managing evaluation, problem-solving, and project reporting. (F)
- EIPT 6183 Cognition and Instruction 3 Credit Hours**
Prerequisite: graduate standing. Examines the contributions of cognitive psychology to issues of instruction. Surveys basic issues in cognition and examines applied issues in greater depth.(Sp)
- EIPT 6203 Instrument Development 3 Credit Hours**
Prerequisite: 5203 or permission of instructor. Students in this course will have the opportunity to design items for assessments, collect data, and develop them into items that will produce reliable and valid scores. Measures and procedures in affective (e.g., Likert-type, semantic differential) and cognitive (e.g., true/false, multiple choice) instrument development will be covered. Topics including scaling techniques, methods of obtaining score reliability, use of human participants, manuscript preparation, and current methodological advances will be discussed. (F)
- EIPT 6223 Mixed-Methods Research 3 Credit Hours**
Prerequisite: EIPT 5023 and EIPT 6043, or equivalent courses approved by instructor. Topics include history, assumptions, and benefits of mixed-methods research along with practical implications such as design, implementation, and write-up of mixed-methods research. Students will design and write their own mixed-methods study during the course. (Sp)
- EIPT 6233 Educational Design-based Research 3 Credit Hours**
Prerequisite: Prerequisite: Graduate standing; EIPT 6143, EIPT 6343, and EIPT 5033 (or other research equivalent course with permission of instructor). Introduces educational design-based research (EDR) as an alternative research method and tool to address rigor, validity, and practicality for educational research. Students develop understanding of EDR concepts, models, and procedures, and additional specific skills for developing assessment tools and evaluation plans and conducting EDR research. (Sp)
- EIPT 6313 Multimedia Design and Development for Learning 3 Credit Hours**
Prerequisite: graduate standing. Students will go through multiple phases of instructional design to develop computer-based, interactive programs while developing their multimedia authoring skills. They will gain hands-on multimedia design experience by working on a real-world instructional project using advanced technologies. (F)
- EIPT 6323 Game-based learning: Design, Development, and Integration 3 Credit Hours**
Prerequisite: Graduate standing, EIPT 5533, EIPT 6143, and EIPT 6343, or permission of instructor. This course introduces digital game-based learning and its underlying theories and concepts, and engages students in hands-on projects of designing, developing, implementing, evaluating, and researching digital games for education. Issues related to identity development, social justice, equity and inclusiveness will be explored in game-based learning. (Irreg.)
- EIPT 6343 Design of Learning Environments 3 Credit Hours**
Prerequisite: Graduate standing; EIPT 5533 and EIPT 6523, or permission of instructor. Examines cognitive and theoretical foundations underlying various instructional design theories and models for designing and developing effective learning environments to support various types of learning outcomes. Various pedagogical models, approaches, and scaffolding tools will be explored and applied in a real-world design and development project. (Sp)
- EIPT 6423 Digital Audio & Video for Learning & Instruction 3 Credit Hours**
Prerequisite: Graduate standing, EIPT 5533, EIPT 6143, and EIPT 6523, or permission of instructor. Designed to prepare students with theoretical understanding and practical skills for creating audio and video for learning and instruction purposes, including processes related to recording, editing, and disseminating, such as for podcasting and videocasting. (Irreg.)
- EIPT 6433 Theories, Pedagogy, and Tools for Online Learning 3 Credit Hours**
Prerequisite: graduate standing. Focuses on theoretical understandings of building virtual learning communities; pedagogies for engaging learners in social, cognitive and reflective processes; and advanced technologies for mediating learning and enhancing online collaboration. (Sp)
- EIPT 6503 Messaging & Layout for Learning 3 Credit Hours**
Prerequisite: Graduate standing, EIPT 5533, EIPT 6143, and EIPT 6523, or permission of instructor. Design and development of prose-heavy learning materials for print and digital use, including considerations of message design, readability, organization, signaling and structure, effective use of graphics, and designing for accessibility and inclusion in both printed and digital forms. (Irreg.)

EIPT 6523 Visual Literacy and Digital Development for Learning 3 Credit Hours

Prerequisite: Graduate standing; EIPT 5533 or permission of instructor. The course is for teachers, instructional designers and developers, and other professionals to increase understanding of visual communication principles and theories, and to develop skills and abilities to produce visuals for instructional communication via a variety of digital media. Topics include visual communication, and development and manipulation of graphics, sound, animation, and video. (Sp)

EIPT 6533 Capstone - Development for Learning with Digital Technologies 3 Credit Hours

Prerequisite: Graduate standing, EIPT 5533, EIPT 6143, and EIPT 6523, or permission of instructor. Terminal and capstone course for Learning Design & Technology (LDT) Master's Program. Design-based development, evaluation and research of LDT products (e.g. digital instructional materials, scaffolding tools, tutoring systems) or technology-supported learning environments (e.g., games-based, mobile, augmented/virtual reality). (Sp)

EIPT 6613 Research Issues in Instructional Technology 3 Credit Hours

Prerequisite: doctoral standing. May be repeated with change of content; maximum credit 12 hours. Examine specified research issues in the field of Instructional Technology. Students will read and critique existing research, as well as identify directions for new and continuing research. (Irreg.)

EIPT 6713 Research Issues in Instructional Psychology 3 Credit Hours

Prerequisite: doctoral standing. May be repeated with change of content; maximum credit of 12 hours. Examine specified research issues in the field of instructional psychology. Students will read and critique existing research, as well as identify directions for new and continuing research. (Irreg.)

EIPT 6910 Practicum in Education--Doctoral 1-6 Credit Hours

1 to 6 hours. Prerequisite: admission to doctoral program, permission of instructor. May be repeated; maximum credit six hours. Variable as to title and subject profession. An advanced practicum for post-master's level students only. The object is to provide professional experience under faculty supervision in fields requiring a high degree of professional skill. Seminar experience is to be included. (Irreg.)

EIPT 6920 Internship in Education--Doctoral 2-6 Credit Hours

1 to 6 hours. Prerequisite: written permission of the instructor. May be repeated; maximum credit 12 hours. Variable as to title and subject profession. An advanced internship for post-master's level students only. The object of the internship is to cultivate within the student a high degree of proficiency and professional independence. Field supervision is by a practitioner whose credentials are equal to those of the graduate faculty. (Irreg.)

EIPT 6930 Intensive Studies in Education 1-6 Credit Hours

1 to 6 hours. Prerequisite: 12 hours of education and permission of instructor. Repeatable with change of title and subject. Opportunity offered for professional educators and others interested in education, cooperatively, to seek solutions to educational problems. Organized groups work in curriculum, guidance, instruction, administration and supervision. Competent leadership and expert consultant service provided. (Irreg.)

EIPT 6960 Directed Readings 1-3 Credit Hours

1 to 3 hours. Prerequisite: graduate standing or permission of instructor. May be repeated; maximum credit six hours. Directed readings and/or literature review under the direction of a faculty member. (Irreg.)

EIPT 6970 Post-Master's Seminar 2-4 Credit Hours

2 to 4 hours. Prerequisite: master's degree, 24 hours of education, permission of instructor. May be repeated with change of subject matter; maximum credit twelve hours. Enrollment limited to students who hold the master's degree. (F, Sp, Su)

EIPT 6980 Research for Doctoral Dissertation 2-16 Credit Hours

2 to 16 hours. Prerequisite: Graduate standing and permission of instructor; may be repeated. Directed research culminating in the completion of the doctoral dissertation. Maximum of 15 hours credit for the Ed.D. and 30 hours for the Ph.D. (F, Sp, Su)

EIPT 6990 Individual Study in Education 1-4 Credit Hours

1 to 4 hours. Prerequisite: 12 hours of education, graduate standing and permission of the instructor. May be repeated with change of subject matter; maximum credit eight hours. For advanced graduate students who need to study some problem or area not adequately covered in the organized courses, under the direction of a staff member in whose area of specialization the problem lies. (Irreg.)