
EPE Educational Policy Studies and Evaluation

EPE 174 THEORIES OF COLLEGE STUDENT SUCCESS. (3)

The objective of the course is to introduce theories of student development and the organizational structure of teaching and learning in college. This course satisfies the UK Core requirement for Inquiry in Social Sciences.

EPE 301 EDUCATION IN AMERICAN CULTURE. (3)

Critical examination of contending views, past and present, regarding the nature and role of educational institutions in American society as well as proposed purposes and policies for schools and other educational agencies. This course is a Graduation Composition and Communication Requirement (GCCR) course in certain programs, and hence is not likely to be eligible for automatic transfer credit to UK.

EPE 317 HISTORY OF EDUCATION. (3)

A study of the historical foundations of American education.

EPE 350 TOWN AND GOWN IN FACT AND FICTION: CAMPUS AND COMMUNITY AS LOCAL HISTORY. (3)

The study of campus and community – “Town and Gown” – as part of local history. It includes reading a variety of sources – novels, memoirs, historical documents, and scholarly articles plus field studies. Prereq: Junior standing or higher.

EPE 374 THEORIES OF COLLEGE STUDENT DEVELOPMENT AND MENTORING. (3)

This course will explore the research discourse regarding college student development, behavior, relationship of student personnel to the total college experience, organization and administration of co-curricular academic support, program evaluation and assessment models, and research of models for college student mentoring. Prereq: Sophomore status or higher.

EPE 454G CULTURE, EDUCATION AND TEACHING ABROAD. (3)

Introduction to theory and practice of intercultural communication, cross-cultural (especially international experience), and teaching with a global perspective, plus an opportunity for country-specific research. Required for those wishing to student teach overseas. Prereq: Sophomores must have instructor’s permission to register. (Same as EDC 454G.)

EPE 520 PROGRAM EVALUATION. (3)

This course is an application-focused course that provides an overview of program evaluation. This course will cover the types of evaluation, the theory associated with evaluation, and the tools most commonly applied to the evaluation process. Students will develop an appreciation for the flexibility needed in order to perform evaluation tasks in practical situations related to their area of expertise. (Same as EDP 520/KHP 520.)

EPE 522 PSYCHOLOGICAL AND EDUCATIONAL TESTS AND MEASUREMENTS. (3)

Problems of measurement with emphasis on standardized tests. General principles of test construction and evaluation, for standardized assessments and/or teacher-made tests, examinations, criteria for evaluation and marking and other rating systems. (Same as EDC/EDP 522.)

EPE 525 SPECIAL TOPICS SEMINAR IN EDUCATIONAL POLICY STUDIES AND EVALUATION (Subtitle required). (3)

Examination of selected topics in educational policy studies and evaluation. May be repeated to a maximum of six credits but no more than three may be earned under the same subtitle. Prereq: Consent of instructor.

EPE 555 COMPARATIVE EDUCATION. (3)

Analytic and comparative study of contemporary education in selected countries, with emphasis on the historical development and total cultural context of educational programs in non-Western countries. Informal as well as formal agencies and programs will be studied with particular attention to recent reforms and innovations. Prereq: Junior, senior or graduate status, or consent of instructor.

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EPE 557 GATHERING, ANALYZING, AND USING EDUCATIONAL DATA. (3)

This course is rooted in the conceptual understanding of statistics and covers applications of statistical and graphical methods for educational and evaluation data. Basic descriptive statistics, correlation, normal distributions and hypothesis testing will be covered. An emphasis is placed on exploratory data analysis and interpretation of results within the broad contexts of education and evaluation. Statistical literacy exercises will be used for comprehension and application of materials. In addition, applications of statistical software will be demonstrated. Prereq: MA 109 or equivalent; undergraduate (with permission) or graduate status in the College of Education; or consent of the instructor. (Same as EDP 557.)

EPE 558 GATHERING, ANALYZING, AND USING EDUCATIONAL DATA II. (3)

The course covers applications of statistical and graphical methods for educational and evaluation data. Topics to be covered include descriptive statistics, correlation, normal distributions, hypothesis testing, regression, ANOVA, and power. General goals include: developing an understanding of statistical concepts, improving reasoning and critical thinking skills, and to prepare for more advanced quantitative courses. Students will gain valuable statistical computing skills via stats Software. Prereq: EDP/EPE 557 or equivalent. (Same as EDP 558.)

EPE 571 WRITING SEMINAR IN EDUCATIONAL RESEARCH. (3)

This course is intended to familiarize students with the academic writing process and expectations. Topics include: qualitative writing, quantitative writing, and program evaluation report writing. Other specific writing topics may also be explored

EPE 600 SOCIAL FOUNDATIONS TOPICS FOR SECONDARY EDUCATION. (1)

This course is constructed to link reflective practitioner objectives of the MIC program to scholarly interests of “social foundations” faculty in the UK College of Education. The implicit objective of social foundations courses (e.g., Philosophy of Education, History of Education, Politics of Education, etc.) is to assist students in understanding the social nature of education in our society; to think critically and reflectively about education; and to recognize education as an area of inquiry in which systematic study can benefit practice. In the MIC version of this very abbreviated course, we will attempt to more explicitly link ideas and perspectives in course materials to the aims and interests of future reflective practitioners (you are they). Substantive origins and methodologies found in the “social foundations” course typically come from outside academic specialties like those enumerated above. That is, there are many academic historians and sociologists and political scientists and anthropologists, etc., who are quite interested in formal schooling as a social and cultural enterprise even though they do not work in schools themselves, nor are they interested in “improving” them. Prereq: Admission to the M.A. in Education - Secondary with Initial Certification Option.

EPE 601 PROSEMINAR. (1)

Introductory survey of the bibliographic parameters and research approaches to educational policy studies and evaluation. Graduate faculty resources and typical research problems are introduced. Emphasis upon significance and importance of thesis writing and dissertation in graduate studies. Required, first semester of study, for all degree students in the department. Prereq: Graduate standing or consent of instructor.

EPE 602 SOCIAL POLICY ISSUES AND EDUCATION. (1-3)

Study of philosophical, historical, and sociological dimensions of contemporary educational policy issues. Topical policy controversies, such as equality of educational opportunity, tuition tax credits, and religious education, will be examined.

EPE 603 POLITICS OF EDUCATIONAL LEADERSHIP. (3)

This course provides a study of the political contexts in which educational leaders must operate. The course explores the roles of policy actors, institutions, ideologies, and competing interests, both internal and external to education institutions. The course places emphasis on the ways that race, class, and income factor into political decision making in education. Prereq: Graduate standing. (Same as EDL 704.)

EPE 612 INTRODUCTION TO HIGHER EDUCATION. (3)

This course is intended to give the student a broad overview of contemporary higher education. The course examines major trends, issues, and problems facing colleges and universities from a variety of perspectives, including historical, administrative, public policy, governance, and faculty. The primary objectives of the course are to assist the student in developing an understanding of 1) various components and operations of higher education and 2) the interaction of these components and operations.

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EPE 619 SURVEY RESEARCH METHODS IN EDUCATION (Subtitle required). (3)

Survey research is one of the most common and useful methods for gathering data in educational research. Obtaining valid and reliable research results requires the administration of instruments that provide valid and reliable measures of the variables selected for observation. This course will focus on principles of measurement and procedures for developing a variety of survey instruments and for determining their validity and reliability. It is designed to teach students both how to improve the questions and design instruments. The theory and practice of survey research relies on contributions from disciplines such as psychology, sociology, statistics, and computer science. The purpose of this course is to familiarize participants with basic features of the design and implementation of surveys, and acquaint them with some principles and underlying theory from disciplines that have traditionally used surveys most heavily. The course will cover major stages of the survey process, including hypothesis and problem formulation, study design, sampling, questionnaire design, interviewing techniques, pretesting, modes of data collection, and data cleaning, management, and analysis. The course involves lectures, readings, and discussions. Students are encouraged to bring materials related to their own research interests. The course will provide an overview of the theoretical and experimental literature related to question and questionnaire design as well as focusing on practical issues in the design, critique, and interpretation of survey questions that are often not taught in formal courses. There will be exercises both in and outside of class to reinforce both theory and practice. Prereq: EPE/EDP 557 or an equivalent course; an introductory statistics course.

EPE 620 TOPICS AND METHODS OF EVALUATION. (3)

An examination of a subset of evaluation methods, topics, and problems. An introductory course in the area with minimal emphasis on quantitative methods. The course is designed to: provide a perspective from which evaluation studies may be viewed; and, to provide experiences for those who will learn from or conduct evaluations. Prereq: Consent of instructor, and a basic course in statistics or research. (Same as ANT/EDP 620/SOC 622.)

EPE 621 ADVANCED TOPICS AND METHODS OF EVALUATION. (3)

An advanced course in evaluation methods and techniques with an emphasis on quantitative methodology. State of the art ideas and methods of conducting evaluation studies and analyzing data from those studies are presented. The course is designed primarily for those who are conducting or will conduct evaluation studies. Prereq: A basic course in statistics or its equivalent; EDP/EPE 620/SOC 622; and consent of instructor. (Same as ANT/EDP 621.)

EPE 622 COLLEGE AND UNIVERSITY FACULTY. (3)

This course considers college and university faculty in their roles as researchers, teachers, and community/institutional servants. The class considers from various theoretical perspective who faculty are, what they do, and how they relate to the environments and cultures in which they work. Prereq: EPE 612 or consent of instructor.

EPE 628 ETHICS AND EDUCATIONAL DECISION MAKING. (3)

Examination of ethical theories upon which educational evaluations are based and upon which they become the basis for educational policies. Theories considered include classical and rule utilitarianism, Rawlsian social justice, behavioristic, critical, and hermeneutic theories of value. Prereq: EPE 603 or consent of instructor.

EPE 632 STUDENT SERVICES. (3)

This course focuses on students services (broadly defined) and those who work with college and university students outside of the academic arena. The course not only surveys the history of student services but critically examines its theoretical bases and current practices with special attention paid to the relationship between students services and other segments of campus. Prereq: EPE 612 or consent of instructor.

EPE 640 PHILOSOPHY OF EDUCATION. (3)

The course is designed to enhance the professional educator's competence in analyzing and evaluating educational policies and programs. Theoretical frameworks, philosophical methods, and current educational debates are examined. May be repeated once to a maximum of six credits. Prereq: Twelve semester hours in education or permission of instructor.

EPE 651 HISTORY OF EDUCATION IN THE UNITED STATES. (3)

A history of the growth and development of education in the United States from earliest colonial times to the present, including recent movements and trends.

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EPE 652 HISTORY OF EDUCATIONAL THOUGHT. (3)

Description and critical examination of the core ideas of leading educational theorists in the history of Western culture. Emphasis upon the societal and cultural conditions in which the ideas emerged, and the relevance of these ideas to contemporary educational policy concerns.

EPE 653 HISTORY OF HIGHER EDUCATION. (3)

Social and institutional history of higher education which will include selected topics in European culture and education and which will emphasize the development of the American college and university. This is a Distance Learning (DL) course that will be offered via formats and media provided by the University of Kentucky Distance Learning Center. It will be asynchronous in character, using standard Distance Learning internet capabilities.

EPE 655 COMPARATIVE HIGHER EDUCATION. (3)

This seminar will explore comparative methods and theoretical frameworks in international higher education research. Students will examine questions of access, quality, and accountability in tertiary education, student mobility within nations and internationally, and the process of internationalization and regional collaborations in higher education in the US and abroad.

EPE 660 RESEARCH DESIGN AND ANALYSIS IN EDUCATION. (3)

This is a statistics-oriented course that focuses on various aspects of regression analysis (general and generalized linear models). Topics to be covered include, but are not limited to, simple correlation and regression, multiple regression (with and without interaction/moderation terms, with/without nonlinear terms, contrast variable coding for categorical predictors, nested model comparison for hierarchical regression, etc.), regression diagnostics (outlying and influential cases identification and assessment, collinearity evaluation, residual analysis, etc.), logistic regression (with a comparison of the logit model with other commonly used classification models like probit model, decision tree model, etc.), among other things. The course will familiarize students with cleaning data for regression analysis, building regression models, conducting statistical inference of regression models, selecting the optimal regression model(s) for the data in hand, and interpreting regression analysis results using the right language. Students will gain requisite foundation knowledge necessary to learn more complex statistical tests and procedures, and become more critical of statistical presentations in academic journals and the mass media. Students will also become proficient in using at least one major statistics computer program (SPSS, Minitab, SAS, Stata, or R). Prereq: EPE/EDP 558 or consent of instructor. (Same as EDP 660.)

EPE 661 SOCIOLOGY OF EDUCATION. (3)

A study of schooling and education using basic analytic paradigms of sociology. Emphasis on schools as formal organizations and education in a changing, technologically oriented and stratified society. Prereq: SOC 101 or equivalent. (Same as SOC 661.)

EPE 663 FIELD STUDIES IN EDUCATIONAL INSTITUTIONS. (3)

Field research in an educational setting. Questions of theory, method, and application examined. Students plan and implement a study under faculty supervision. May be repeated to a maximum of six credits. Prereq: Consent of instructor.

EPE 665 EDUCATION AND CULTURE. (3)

An analysis of the cultural role and function of educational institutions and processes. Topics considered include schooling as cultural transmission, the community context of education, cross-national studies of schools, and implications of anthropological approaches for teacher training.

EPE 667 EDUCATION AND GENDER. (3)

The course examines the relationships between gender and education in U.S. society. The focus will be on the formation and enactment of gender within social and educational institutions. Using a variety of source materials and theories, we will address the following questions. How and what do educational institutions teach about gender? And how do females and males respond to these learning contexts? In what ways are social class, race and ethnicity important to engendering our lives? How does schooling contribute to the differential experiences of women and men in their transitions to adult work in the domestic and waged labor forces? How can education contribute to societal changes in sex equity?

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EPE 669 ORAL HISTORY. (3)

This course is an introduction to oral history methodology and theory. It is designed for persons intending to use oral and life history interviews in historical or other qualitative research. The course examines how: oral history projects are initiated, projects are administered, interviews are conducted, and oral history interviews are preserved in archives and libraries. The course also explores the reliability of memory and the utilization of oral histories in public presentations. Readings in the course focus on the development of oral history as a research methodology. Assignments and discussions will provide experience with interviewing, recording and transcribing, editing and publishing oral histories.

EPE 670 POLICY ISSUES IN HIGHER EDUCATION. (3)

A survey of modern tendencies in higher education; scope and development, objectives, organization, administration, curricula, finance, faculty and student personnel. Designed primarily for prospective college administrators, teachers, and registrars.

EPE 672 COLLEGE TEACHING AND LEARNING. (3)

A study of all phases of instruction at the college level. The course will include methods and principles of teaching, utilization of materials in teaching, a consideration of the teaching-learning process as it relates to the individual student, and the evaluation of student progress. A comprehensive course for prospective college teachers.

EPE 674 THEORIES OF STUDENT DEVELOPMENT. (3)

A study of college student behavior, relationship of student personnel to total college program, organization and administration, evaluation, and research of college student personnel.

EPE 675 SOCIOLOGY OF HIGHER EDUCATION. (3)

A study of higher education and society using sociological views and policy perspectives. Topics include inequality and diversity in higher education; universities and colleges as social organizations and cultural institutions; the academic profession, academic departments and disciplines; the social and academic lives of students; as well as the impact of higher education and its relations to labor markets.

EPE 676 ORGANIZATION AND ADMINISTRATION OF HIGHER EDUCATION. (3)

Purposes and scope of higher education, organization, general administration, faculty administration, inter-institutional cooperation, allocation of financial resources, state systems of higher education.

EPE 678 ECONOMICS OF HIGHER EDUCATION. (3)

This course addresses issues of equity and efficiency by analyzing 1) how students, faculty and institutions are influenced by markets and incentives, 2) the economic impact of higher education on students and society, and 3) the financial management of institutions.

EPE 679 INTRODUCTION TO MEASUREMENT THEORY AND TECHNIQUES. (3)

This is a measurement-oriented course that focuses on introducing measurement theory and techniques used in education and evaluation. Topics to be covered include, but are not limited to, measurement models, bivariate measures of association, norms, standardized score scales, scaling, reliability, validity, item analysis, factor analysis, confirmatory factor analysis, test construction for affective and cognitive instruments, Item Response Theory, and Rasch. The course aims to familiarize students with measurement terminology, possess a detailed strategy for constructing an instrument suitable for research purposes, become familiar with statistical procedures and software for implementing measurement techniques, gain requisite foundation of knowledge necessary to learn more complex measurement models, and become more critical of measurement presentations in academic journals and the mass media. Prereq: EDP/EPE 660, EPE 621, or equivalent. (Same as EDP 679.)

EPE 680 POLITICS OF HIGHER EDUCATION. (3)

Survey and analysis of the political forces and processes which influence the development and implementation of higher education policies, financing and programs at the federal, state and institutional levels.

EPE 681 HISTORY OF THE UNIVERSITY: GOVERNANCE AND ITS LEGAL CONTEXT. (3)

Identification and analysis of the legal and governance issues in medieval, reformation and American colonial universities and their implications for contemporary issues of governance, autonomy and academic freedom.

EPE 682 HIGHER EDUCATION AND THE LAW. (3)

Case analysis regarding the university as a legal entity, private universities, the constitutionally autonomous university and other public universities, faculty rights, student rights, miscellaneous issues. Prereq: EPE 681 or consent of instructor.

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EPE 683 AFFIRMATIVE ACTION AND FEDERAL REGULATION OF HIGHER EDUCATION. (3)

Affirmative Action as a legal concept; history and current application; sexual harassment; special codes; higher education desegregation cases and other miscellaneous issues including copyright, age discrimination, ADA and the Rehabilitation Acts. Prereq: EPE 682 or consent of instructor.

EPE 684 HIGHER EDUCATION AND ATHLETICS: A HISTORICAL ANALYSIS. (3)

Historical analysis of the politics, economics and philosophical implications of intercollegiate athletics programs as part of the American college and university.

EPE 685 THE RESEARCH UNIVERSITY. (3)

Historical analysis of the changing character, missions and roles of research universities in the United States. Emphasis will be on critical examination of large-scale sponsored research and graduate programs.

EPE 686 PHILANTHROPY AND HIGHER EDUCATION. (3)

Social, historical and philosophical perspective on the development of philanthropy as a significant factor in the character of American higher education and non-profit sector.

EPE 690 THE COMMUNITY COLLEGE. (3)

Comprehensive analysis of community colleges: history, current activity and future; demography, budget, administration. Prereq: EPE 612 or consent of instructor.

EPE 703 PREPARING RESEARCH PROPOSALS. (3)

The goal of this seminar is to provide advanced graduate students with individualized guidance and direction on the preparation of successful research proposals. Typically such proposals will involve masters theses, doctoral dissertations, or various forms of sponsored research. Prior to enrolling in the seminar, students will be expected to have successfully completed graduate level courses in research methodology, data collection techniques, and qualitative and/or quantitative data analysis procedures. Prereq: 6 hours graduate level research methods courses.

EPE 707 MULTIVARIATE ANALYSIS IN EDUCATIONAL RESEARCH. (3)

Multivariate statistics will prepare student to understand multivariate statistical methods and draw the link between statistics previously learned. Students will be able to conduct, interpret, and critique procedures such as factorial ANOVA, multiple regression, MANOVA, ANCOVA, MANCOVA, PCA, EFA, discriminant function analysis, logistic regression, canonical correlation, hierarchical linear regression, and multivariate analysis of change. Become familiar with statistical software for implementing multivariate procedures. Develop an understanding of the concepts, terms, and symbols used in multivariate statistics (e.g., Matrix Algebra, effect sizes). Gain an appreciation of the role of multivariate procedures in the research process. Gain requisite knowledge necessary to learn more complex statistical procedures. Prereq: EDP/EPE 660 or equivalent. (Same as EDP 707.)

***EPE 711 ADVANCED QUANTITATIVE METHODS (Subtitle required). (3-12)**

This course will provide students with an overview of the theory and applications of advanced quantitative methods. A quantitative research method focuses on advanced quantitative methodologies used in methodologically-oriented studies in educational research, evaluation, and statistics. The goal of this course is to prepare students to analyze data using advanced quantitative methods. It covers topics in the areas of multilevel modeling, data mining, missing data, categorical data analysis, meta-analysis, and longitudinal data analysis. Other specific analysis techniques may also be explored. Given the advanced nature of the course, we will not shy away from using the mathematical tools needed to develop the conceptual understanding. But the emphasis of the course will be on the conceptual understanding and application of the tools rather than on the math or the mechanics behind the tools. This course can be repeated for up to 12 credit hours. Prereq: Intermediate Statistics. (Same as EDP 711).

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***EPE 712 ADVANCED PSYCHOMETRIC METHODS (Subtitle required). (3-12)**

This course will provide students with an overview of the theory and applications of advanced psychometric methods. A psychometric method focuses on advanced psychometric methodologies used in methodologically-oriented studies in educational measurement and evaluation techniques. The goal of this course is to prepare students to analyze data using advanced psychometric methods. It covers topics in the areas of Rasch Modeling, Item Response Theory, Structural Equation Modeling, Advanced Survey Techniques, and Latent Variable Modeling (as well as additional techniques). Given the advanced nature of the course, we will not shy away from using the mathematical tools needed to develop the conceptual understanding. But the emphasis of the course will be on the conceptual understanding and application of the tools rather than on the math or the mechanics behind the tools. This course can be repeated for up to 12 credit hours. Prereq: Intermediate Statistics. (Same as EDP 712.)

EPE 748 MASTER'S THESIS RESEARCH. (0)

Half-time to full-time work on thesis. May be repeated to a maximum of six semesters. Prereq: All course work toward the degree must be completed.

EPE 749 DISSERTATION RESEARCH. (0)

Half-time to full-time work on dissertation. May be repeated to a maximum of six semesters. Prereq: Registration for two full-time semesters of 769 residence credit following the successful completion of the qualifying exams.

EPE 763 ADVANCED FIELD STUDIES. (3)

This course continues an exploration of qualitative research methods in the study of education. It focuses on advanced data collection techniques and particularly on methods of data analysis, representation and writing. The course revolves around an experiential core of individual student research products. May be repeated to a maximum of six credits. Prereq: EPE 663, other introductory qualitative research methods courses or instructor's permission.

EPE 767 DISSERTATION RESIDENCY CREDIT. (2)

Residency credit for dissertation research after the qualifying examination. Students may register for this course in the semester of the qualifying examination. A minimum of two semesters are required as well as continuous enrollment (Fall and Spring) until the dissertation is completed and defended.

EPE 768 RESIDENCE CREDIT FOR THE MASTER'S DEGREE. (1-6)

May be repeated to a maximum of 12 hours.

EPE 769 RESIDENCE CREDIT FOR THE DOCTOR'S DEGREE. (0-12)

May be repeated indefinitely.

EPE 773 SEMINAR IN EDUCATIONAL POLICY STUDIES AND EVALUATION. (1-3)

Examination of selected problems in educational policy studies and evaluation. May be repeated to nine credits but no more than three credits may be earned under the same title. Prereq: Consent of instructor.

EPE 778 SEMINAR IN HISTORY OF EDUCATION IN KENTUCKY. (3)

Emphasis upon implications of major trends in national historiography for needed research in education in Kentucky. Prereq: A graduate-level course in the history of education or consent of instructor.

EPE 785 INDEPENDENT STUDIES IN EDUCATIONAL POLICY STUDIES AND EVALUATION. (1-3)

Independent study experience for advanced graduate students to investigate special problems and conduct research in educational policy studies and evaluation. Prereq: Permission of department chairperson required.

EPE 790 INTERNSHIP IN EDUCATIONAL POLICY STUDIES AND EVALUATION. (1-6)

Formal assignment to an evaluation and/or policy analysis project in an appropriate educational setting. Student's work directed and evaluated by both departmental faculty and on-site supervisor. Laboratory, 5-20 hours per week. May be repeated to a maximum of 12 credits. Prereq: Twelve hours graduate course work in the department and permission of the director of graduate studies.

EPE 797 HISTORICAL RESEARCH ON EDUCATION (DL FORMAT). (3)

Advanced historical research and writing on issues in the study of education taught in Distance Learning (DL) asynchronous format.

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EPE 798 SEMINAR IN HIGHER EDUCATION.

(3)

A critical study of selected problems in higher education. May be repeated to a maximum of nine credits but no more than three credits may be earned under the same subtitle. Prereq: Consent of instructor.