Grow Your Career
with a Master of Science in Educational Studies (M.S.Ed.)—Classroom Assessment

Make an impact.

The Master of Science in Educational Studies (M.S.Ed.)—Classroom Assessment program will help you to take stock of your own understanding and skill, showcase your strengths, and model good assessment practices. You will also be able to provide appropriate interpretations of assessment information and relevant ways to communicate that information to a wide variety of audiences.

In addition, you will be skilled in instruction, curriculum, grading and using assessment results when making decisions, and will be able to adapt existing assessments or develop alternate assessments to provide valid assessment to diverse learners.

A curriculum that provides a solid base for career growth.

As a graduate of this program, you will:

- Understand learning in the content area you teach and provide effective, useful feedback on student work
- Administer external assessments and interpret their results, constructing scoring schemes that quantify student performance and articulate clear learning intentions
- Help students use assessment information to make sound decisions and carry out their legal and ethical responsibilities as they conduct their work

In addition to a solid curriculum, our program features:

- Opportunities to work full-time while completing each program on a full- or part-time basis
- A combination of online and hybrid course formats that offer flexible class scheduling
- Seamless entry points during fall, spring and summer semesters

How to Apply

To be considered for admission to the Classroom Assessment Concentration, you must submit the following to the School of Education Graduate Office:

1. A completed School of Education graduate online application, which you can access online at duq.edu/graduate-education.
2. Official transcripts from the accredited college, university or seminary where you earned your bachelor's degree.
3. Evidence of a minimum overall GPA of 3.0, or a 3.0 for the most recent 48 credits completed.

DUQUESNE UNIVERSITY
School of Education
GREV 510 Statistics I
This course is an introduction to descriptive and inferential statistics. Topics addressed include: basic statistical and research concepts; graphical displays of data; measures of central tendency and variability; standardized scores; normal distribution; probability; hypothesis testing; confidence intervals; sampling distributions; correlation; simple linear regression; t-tests; one-factor analysis of variance; and chi-square test. The SPSS for Windows computer software package will be used.

GREV 516 History of Large-Scale Assessments
This course provides an historical perspective of educational assessments in the United States from the 1960s through the present time, as well as a variety of international assessments and comparisons. Within this context, teachers' knowledge and beliefs about assessment and public understanding of accountability and assessment will be discussed.

GREV 610 Statistics II
This course is the second in a sequence of three statistics courses. The major topics focused upon are analysis of variance and multiple regression. Specific areas include: one-way ANOVA; factorial ANOVA; post-hoc analysis; evaluation of model assumptions; repeated measures analysis; analysis of covariance; and bivariate and multiple regression procedures.

GREV 701 Research Methods & Design
This course provides an introduction to qualitative and quantitative approaches to research design and methodology. Through the use of specific research cases, students will analyze the practical problems faced by a researcher and the solution he or she selected. Students will also learn to evaluate the researcher's solutions and consider alternatives.

GREV 515 Educational Measurement I
Overview of theory and practice of testing and measurement in educational settings. Content includes assessment and validity of reliability; assessment techniques; and communication assessment findings.

GREV 550 Instrument Design
This course is designed to introduce the principles and procedures of questionnaire design. The course examines topics including: data collection (e.g., mail, telephone, online, in-person); mode of administration; questionnaire design; selection of respondents; data analysis; and presentation of results. Students will be expected to develop a questionnaire on a research topic of their choice.

GREV 517 Research on Informed Decision Making in Schools, Classrooms, and Districts
The aim of this course is for students to be able to use a wide variety of different types of data (formative and summative, large-scale and classroom-based) appropriately to make effective, informed decisions that lead to increased student learning. Related topics are addressed, as well, including assessment literacy and educator evaluation. Students will read the research base and also invest in practical applications in these topic areas. The delivery mode may be hybrid, face-to-face or online, depending on the needs of the learners.

GREV 518 Demonstrating Proficiency in Classroom Assessment
This course is the capstone course for the Endorsement in Classroom Assessment in the Educational Studies Program. The course is built on 11 classroom assessment proficiency tasks which also form the outcome competencies for the Endorsement. Students will document their knowledge and skills in these eleven areas, adding additional study and experiences as needed to bring them to mastery. The final product is a portfolio documenting proficiency in all 11 areas.

GFDE 520 Motivation in Education
This course enables students to examine the critical role that motivation plays in human learning by applying current theories and research in motivation to authentic issues of concern in educational settings. Students will use motivational theories as lenses through which to consider motivational issues from multiple perspective, analyze their assumptions about motivation, and design theoretically based motivational practices.

For more information, contact:
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