

# Education (EDUC)

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**EDUC 120. Peer Counseling. 1 Credit.**

Designed to bring peer counseling theory and practice together in helping freshmen overcome the hurdles of the first year. May be repeated.

**EDUC 121. Approaches to Critical Reading. 1 Credit.**

A developmental reading program designed to help the student improve in reading efficiency.

**EDUC 122. Interpersonal Relationships. 1 Credit.**

Study of the development of interpersonal relationships with a focus on listening and sharing in an experiential manner.

**EDUC 123. Study Skills. 1 Credit.**

Assistance in the development of study skills necessary for academic achievement through learning and practice.

**EDUC 124. Career Planning. 1 Credit.**

Study of the world of work with attention to self-assessment, vocational choice, and career planning.

**EDUC 125. Assertiveness Training. 1 Credit.**

Behavioral approach to assertiveness combining a cognitive approach with role-play and discussion.

**EDUC 126. The Art of Living. 1 Credit.**

This course is designed to help students transition successfully into adulthood. The course focuses on helping students learn about themselves and the world around them, about how to adapt to the inevitable shortcomings and failures of life, and how to define and plan for a good and/or successful life.

**EDUC 194. Individual Study. 1-5 Credits.****EDUC 196. Field Experience. 1-15 Credits.****EDUC 199. Special Topics. 1-5 Credits.****EDUC 291. Seminar. 1-3 Credits.****EDUC 292. Study Abroad. 1-15 Credits.****EDUC 294. Individual Study. 1-5 Credits.****EDUC 299. Special Topics. 1-5 Credits.****EDUC 300. Orientation to Elementary Teaching. 2 Credits.**

Overview of elementary education with special emphasis on the role of music and physical education. Required for K-12 certification in music and physical education.

**EDUC 321. Introduction to Teaching. 3 Credits.**

Nature and aims of education at middle and high school levels; social, philosophical, historical, curricular, and political foundations in a changing multicultural society; analyze teaching as a career choice, initiate teacher education program exit portfolio.

**EDUC 322. Educational Psychology. 3 Credits.**

Strong emphasis on educational research; review of human development; emphasis on developmental domains and span of students from young child through high school learning theories, learning styles, and individual student differences including gender, exceptionalities, culture.

**EDUC 379. Study Tour Abroad. 1-6 Credits.****EDUC 391. Seminar. 1-3 Credits.****EDUC 392. Study Abroad. 1-15 Credits.****EDUC 394. Individual Study. 1-5 Credits.****EDUC 399. Special Topics. 1-5 Credits.****EDUC 420. STEM Philosophy for Educators. 3 Credits.**

This course focuses on what STEM education is, why it is effective, and how to relate STEM education to the core disciplines and beyond. {Also offered for graduate credit - see EDUC 620.}.

**EDUC 421. STEM Curriculum for Educators. 3 Credits.**

This course focuses integrated use of the Engineering Design Process in STEM education through trans-disciplinary unit implementation and assessment. {Also offered for graduate credit - see EDUC 621.}.

**EDUC 422. STEM Methods for Educators. 2 Credits.**

This course focuses on how to manage and assess 21st century learning in a STEM environment. Prereq: EDUC 420. Co-req: EDUC 496, STEM Field Experience (2 credits, 60 hours). {Also offered for graduate credit - see EDUC 622.}.

**EDUC 423. STEM Strategies for Educators. 2 Credits.**

This course focuses on STEM curriculum resources for development of trans-disciplinary STEM units of study in the K-12 classroom. Prereq: EDUC 420. {Also offered for graduate credit - see EDUC 623.}.

**EDUC 451. Instructional Planning, Methods and Assessment. 3 Credits.**

Planning for teaching, implementing strategies, and assessing student learning. Includes microteaching activities, instructional strategies for middle and high school classrooms, data driven decision-making, assessment design, classroom technology, and other resources for the 21st century classroom. Prereq: EDUC 321, EDUC 322, admission to School of Education.

**EDUC 452. Assessment and Testing of Culturally Diverse Students. 2 Credits.**

Theories and strategies for selecting and implementing a variety of assessments focused on the needs of English Language Learners. Practice in using assessment results to adjust classroom instruction accordingly. Prereq: Admission to School of Education. {Also offered for graduate credit - see EDUC 652.}.

**EDUC 453. Foundations of Teaching English Language Learners. 1 Credit.**

This course will explore ELL issues and trends and identify challenges ELLs face in school, outlining what educators need to know to address each learner's needs. Co-req: EDUC 481 and EDUC 496, ELL Field Experience (1 credit). {Also offered for graduate credit - see EDUC 653.}.

**EDUC 454. Linguistics for Teachers of English Language Learners. 3 Credits.**

This course explores language acquisition and how differences in the structure of languages affect English language learners. {Also offered for graduate credit - see EDUC 654.}.

**EDUC 455. Socio-Psycho-Linguistics for Teachers of English Language Learners. 3 Credits.**

This course will explore how language shapes culture and vice versa, considering how assumptions, prejudices and biases toward varying language affect the classroom and ELLs. Prereq: EDUC 454. {Also offered for graduate credit - see EDUC 655.}.

**EDUC 461. Special Education: Exceptionalities and Education. 2 Credits.**

This course will address the historical implications of the concept of disability and what it means within education. Applications and strategies for classroom teachers will be addressed. 10 hours of field experience is required. Prereq: EDUC 321 and EDUC 322 and admission to the School of Education.

**EDUC 471. Middle School Philosophy & Curriculum. 2 Credits.**

Educational foundations for middle schools, essential to meeting young adolescent needs and improving their learning. Identifies and expands central ideas in philosophy, historical background, curriculum, facilitating learning, organizational structures and practices, assessment, and planning. Prereq: EDUC 451. Admission to the School of Education is required. {Also offered for graduate credit - see EDUC 671.}.

**EDUC 472. Middle Level Teaching Methods. 3 Credits.**

Instruction and guidance in the design, implementation, and assessment of teaching strategies adapted to young adolescents. Prereq: EDUC 451. Admission to the School of Education is required. {Also offered for graduate credit - see EDUC 672.}.

**EDUC 475. Reading in the Content Area. 2 Credits.**

Introduction to the relevance and need for incorporating reading and developing reading skills in middle and high school classrooms.

**EDUC 480. Stress Management. 2 Credits.**

The dynamics of stress, sources and symptoms of stress, and stress management techniques will be presented and practiced.

**EDUC 481. Classroom Practice Methods of Teaching I:. 2-3 Credits.**

Specialized methods and classroom practices appropriate to the specific subject area. May be repeated. Prereq: EDUC 321, EDUC 322, admission to School of Education.

**EDUC 482. Classroom Practice/Methods of Teaching II:. 2-3 Credits.**

Specialized methods and classroom practices appropriate to the specific subject area. May be repeated. Prereq: EDUC 321, EDUC 322, admission to School of Education, EDUC 481. {Also offered for graduate credit - see EDUC 682.}.

**EDUC 483. Classroom Practice/Methods of Teaching III:. 2 Credits.**

Specialized methods and classroom practices appropriate to the specific subject area. May be repeated. Prereq: EDUC 321, EDUC 322, admission to School of Education, EDUC 481, EDUC 482. {Also available for graduate credit - see EDUC 683P.}.

**EDUC 485. Student Teaching Seminar. 1 Credit.**

Orientation to student teaching. Analysis of professional issues and concerns associated with education. Prereq: EDUC 389, EDUC 451, EDUC 483, EDUC 486. Coreq: EDUC 487. {Also offered for graduate credit - see EDUC 685P.}.

**EDUC 486. Classroom Management for Diverse Learners. 3 Credits.**

Teacher candidates develop a plan to establish an effective management system encompassing the total classroom environment. Prereq: EDUC 321, EDUC 322, admission to School of Education. {Also offered for graduate credit - see EDUC 686.}.

**EDUC 487. Student Teaching. 9 Credits.**

Supervised teaching in an approved and accredited school. Includes an on-campus seminar. May be repeated. Prereq: EDUC 321, EDUC 322, EDUC 389, EDUC 451, EDUC 481, EDUC 482, EDUC 483, EDUC 486, admission to School of Education. Coreq: EDUC 485. {Also offered for graduate credit - see EDUC 687P.}.

**EDUC 488. Applied Student Teaching. 3 Credits.**

Guided student teaching experience including application of lesson planning, portfolio development, professional goal-setting, and supervised teaching in an approved and accredited school. Prereq: Admission to School of Education, completion of professional education sequence. Coreq: EDUC 485 or H&CE 483P, EDUC 487. Cross-listed with H&CE 488. {Also offered for graduate credit - see EDUC 688P.}.

**EDUC 489. Teaching Students of Diverse Backgrounds. 3 Credits.**

This class places emphasis on cultural diversity and teaching diverse students including Native Americans. Strategies for creating learning environments that contribute to positive human relationships, and strategies for teaching and assessing diverse learners are included. Prereq: EDUC 321, EDUC 322 and admission to the School of Education. {Also offered for graduate credit - see EDUC 689.}.

**EDUC 491. Seminar. 1-5 Credits.****EDUC 492. Study Abroad. 1-15 Credits.****EDUC 494. Individual Study. 1-5 Credits.****EDUC 496. Field Experience. 1-15 Credits.****EDUC 499. Special Topics. 1-5 Credits.****EDUC 620. STEM Philosophy for Educators. 3 Credits.**

This course focuses on what STEM education is, why it is effective, and how to relate STEM education to the core disciplines and beyond. {Also offered for undergraduate credit - see EDUC 420.}.

**EDUC 621. STEM Curriculum for Educators. 3 Credits.**

This course focuses integrated use of the Engineering Design Process in STEM education through trans-disciplinary unit implementation and assessment. {Also offered for undergraduate credit - see EDUC 421.}.

**EDUC 622. STEM Methods for Educators. 2 Credits.**

This course focuses on how to manage and assess 21st century learning in a STEM environment. Prereq: EDUC 620. Co-req: EDUC 695, STEM Field Experience (2 credits, 60 hours). {Also offered for undergraduate credit - see EDUC 422.}.

**EDUC 623. STEM Strategies for Educators. 2 Credits.**

This course focuses on STEM curriculum resources for development of trans-disciplinary STEM units of study in the K-12 classroom. Prereq: EDUC 620. {Also offered for undergraduate credit - see EDUC 423.}.

**EDUC 651P. Instructional Planning, Methods and Assessment. 3 Credits.**

Planning for teaching, implementing strategies, and assessing student learning. Includes microteaching activities, instructional strategies for middle and high school classrooms, data driven decision-making, assessment design, classroom technology, and other resources for the 21st century classroom.

**EDUC 652. Assessment and Testing of Culturally Diverse Students. 2 Credits.**

Theories and strategies for the assessment of second language competence. Practice in using the Wida Access Assessment in order to guide formal and informal classroom instruction along content assessment. Prereq: Admission to School of Education. {Also offered for undergraduate credit - see EDUC 452.}.

**EDUC 653. Foundations of Teaching English Language Learners. 1 Credit.**

This course will explore ELL issues and trends and identify challenges ELLs face in school, outlining what educators need to know to address each learner's needs. Co-req: EDUC 681 and EDUC 695, ELL Field Experience (1 credit). {Also offered for undergraduate credit - see EDUC 453.}.

**EDUC 654. Linguistics for Teachers of English Language Learners. 3 Credits.**

This course explores language acquisition and how differences in the structure of languages affect English language learners. {Also offered for undergraduate credit - see EDUC 454.}.

**EDUC 655. Socio-Psycho-Linguistics for Teachers of English Language Learners. 3 Credits.**

This course will explore how language shapes culture and vice versa, considering how assumptions, prejudices and biases toward varying language affect the classroom and ELLs. Prereq: EDUC 654. {Also offered for undergraduate credit - see EDUC 455.}.

**EDUC 661. Special Education: Exceptionalities and Education. 2 Credits.**

This course will address the historical implications of the concept of disability and what it means within education. Applications and strategies for classroom teachers will be addressed. 10 hours of field experience is required. Prereq: EDUC 321 and EDUC 322 and admission to the School of Education.

**EDUC 671. Middle School Philosophy and Curriculum. 2 Credits.**

Educational foundations for middle schools, essential to meeting young adolescent needs and improving their learning. Identifies and expands central ideas in philosophy, historical background, curriculum, facilitating learning, organizational structures and practices, assessment, and planning. {Also offered for undergraduate credit - see EDUC 471.}.

**EDUC 672. Middle Level Teaching Methods. 3 Credits.**

Instruction and guidance in the design, implementation, and assessment of teaching strategies adapted to young adolescents. {Also offered for undergraduate credit - see EDUC 472.}.

**EDUC 681P. Classroom Practice/Methods of Teaching I. 2-3 Credits.**

Specialized methods and classroom practices appropriate to the specific subject area.

**EDUC 682. Classroom Practtice/Methods of Teaching II. 2-3 Credits.**

Specialized methods and classroom practices appropriate to the specific subject area. {Also offered for undergraduate credit - see EDUC 482.}.

**EDUC 683P. Classroom Practice/Methods of Teaching III. 2-3 Credits.**

Specialized methods and classroom practices appropriate to the specific subject area. {Also offered for undergraduate credit - see EDUC 483.}.

**EDUC 685P. Student Teaching Seminar. 1 Credit.**

Orientation to student teaching. Analysis of professional issues and concerns associated with education. Prereq: EDUC 689P, EDUC 651P, EDUC 683P, EDUC 686P. Coreq: EDUC 687P. {Also offered for undergraduate credit - see EDUC 485.}

**EDUC 686. Classroom Management for Diverse Learners. 3 Credits.**

Teacher candidates develop a plan to establish an effective management system encompassing the total classroom environment. {Also offered for undergraduate credit - see EDUC 486.}

**EDUC 687P. Student Teaching. 9 Credits.**

Supervised teaching in an approved and accredited school. Includes an on-campus seminar. Prereq: EDUC 689P, EDUC 651P, EDUC 681P, EDUC 682P, EDUC 683P, EDUC 686P. Coreq: EDUC 685P. {Also offered for undergraduate credit - see EDUC 487.}

**EDUC 688P. Applied Student Teaching. 3 Credits.**

Guided student teaching experience including application of lesson planning, portfolio development, professional goal-setting, and supervised teaching in an approved and accredited school. Coreq: EDUC 685P, EDUC 687P. Cross-listed with H&CE 688P. {Also offered for undergraduate credit - see EDUC 488.}

**EDUC 689. Teaching Students of Diverse Backgrounds. 3 Credits.**

This class places emphasis on cultural diversity and teaching diverse students including Native Americans. Strategies for creating learning environments that contribute to positive human relationships, and strategies for teaching and assessing diverse learners are included. {Also offered for undergraduate credit - see EDUC 489.}

**EDUC 690. Graduate Seminar. 1-3 Credits.**

**EDUC 692. Study Abroad. 1-15 Credits.**

Pre-arranged study at accredited foreign institutions or in approved study abroad programs.

**EDUC 695. Field Experience. 1-15 Credits.**

**EDUC 696. Special Topics. 1-5 Credits.**

**EDUC 702. Statistics In Educational Research. 3 Credits.**

Basic theory, techniques for using descriptive and inferential statistics, application of appropriate statistical procedures, analysis and interpretation of results, and practice in the reporting of the results in appropriate formats for scholarly papers and presentations.

**EDUC 703. Research, Measurement and Program Evaluation. 3 Credits.**

Methodology and design of research studies; organization, reporting analysis, and interpretation of research.

**EDUC 710. Philosophy of Education. 2 Credits.**

Major philosophical concepts and principles of education from Plato to the present.

**EDUC 712. Social, Cultural and Political Dimensions of Schools. 4 Credits.**

Social processes and interaction among diverse populations in educational settings. Relationship of schools to society.

**EDUC 714. History of American Education. 2 Credits.**

Historical and intellectual development of education in the United States from the colonial period to the present.

**EDUC 715. The Superintendency. 2 Credits.**

This course deals with examining the role and functions of the public school district administrator.

**EDUC 718. Community Education. 2 Credits.**

Study of the theory base on which community education is founded. Consideration is given to implementing the concept in the community with available resources.

**EDUC 720. Supervision of Student Teachers. 2 Credits.**

Planning and carrying out effective supervision techniques when supervising student teachers in respective subjects.

**EDUC 722. Instructional Systems, Media, Materials. 2 Credits.**

Preparation of instructional systems in support of a variety of teaching techniques and alternative media approaches.

**EDUC 724. Advanced Educational Psychology. 3 Credits.**

Principles of effective human learning. Discussion of learning theories, the teacher as a director of learning experiences, and factors influencing students representing a variety of cultures and abilities in the educational setting.

**EDUC 728. Instructional Technology for Teaching and Learning. 3 Credits.**

This course provides an advanced understanding of technology concepts and contemporary computer-based programs for the teaching and learning processes. Prereq: Admission to doctoral program.

**EDUC 729. Multimodal Education Delivery Systems. 3 Credits.**

Examines theoretical underpinnings, instructional design models, and programmatic approaches to effective planning, design, organization, evaluation and management in multimodal education delivery systems. Prereq: Admission to doctoral program.

**EDUC 730. Leadership, Planning and Organizational Behavior. 3 Credits.**

Introduction to models of educational leadership including organizational structure, theory, and leadership styles. Consideration of concepts, problems, and issues in administration.

**EDUC 731. Educational Law and Organizational Structure of Schools. 3 Credits.**

Examination of the legislative and judicial actions affecting the public schools. Consideration is given to contemporary legal issues for teachers, administrators, and boards.

**EDUC 732. Curriculum, Instruction and Learning Theory. 4 Credits.**

Investigation of curricular decision-making and program evaluation strategies as they affect the educational program. Problem-solving skills are presented through theory and simulation. Prereq: EDUC 730.

**EDUC 733. Technology and Information Systems. 2 Credits.**

Provides an understanding of selected computer applications for educational administrators at the building and district office levels.

**EDUC 734. Personal Communication & Ethics. 3 Credits.**

Prepares aspiring school leaders to plan for their personal and professional development and to understand and use the principles of communication, ethics, and values.

**EDUC 735. Personnel, Supervision and Staff Development. 4 Credits.**

Specific techniques and systems to supervise instruction. Review of interpersonal communication and group process skills as applied to administrative supervision. Prereq: EDUC 730.

**EDUC 736. Policy and Educational Finance. 2 Credits.**

Provides school leaders with an understanding of managing and allocating resources in a political climate in which policy decisions are based on historical resource allocations.

**EDUC 737. Helping Relationship and the Elderly. 3 Credits.**

The theoretical foundations and the techniques of the helping relationship between the helper and people of advanced age will be studied and applied.

**EDUC 738. Administration of Elementary Schools. 2 Credits.**

Common elements of leadership as they apply to the principalship. Consideration of practical applications in an elementary school setting. Prereq: EDUC 730.

**EDUC 739. Administration of Secondary Schools. 2 Credits.**

Common elements of leadership as they apply to the principalship. Consideration of practical applications in a secondary school setting. Prereq: EDUC 730.

**EDUC 742. Elementary School Curriculum. 2 Credits.**

History, development, evaluation, and revision of the curriculum. Review of recent research in elementary school curriculum.

**EDUC 743. Secondary School Curriculum. 2 Credits.**

Study of contemporary curriculum patterns with emphasis on curricular construction and evaluation.

**EDUC 750. Reflective Practice and Research in Education. 3 Credits.**

An examination of teaching and professional practice based on reflective practice. Analyze educational research as related to and informs practice.

**EDUC 751. Students and Their Learning. 3 Credits.**

Exploration of student differences and ways of adjusting teaching practice to meet individual needs and promote the equitable treatment of students. Application of learning theories to educate the whole child (cognitive, affective, social).

**EDUC 752. Curriculum Design and Delivery. 3 Credits.**

An inquiry-based course for the reflective practitioner to develop deep understandings of curriculum content emphasized by state and national standards documents and to acquire an effective repertoire of instructional skills.

**EDUC 753. Managing/ and Monitoring Learning. 3 Credits.**

This course is based on the concept that assessment drives instruction. A working definition of student learning will be defined. Multiple measures of assessment will be investigated and impacts in student learning will be explored.

**EDUC 755. Exceptional Learners in the Secondary School Classroom. 3 Credits.**

Legal and ethical requirements for educating exceptional learners; identification, referral, and placement procedures; development and use of the Individual Education Program; strategies for teaching and evaluating; managing academic and social behaviors of exceptional learners.

**EDUC 769. Politics and Policy Analysis in Education. 2 Credits.**

The purpose of this course is to examine political and policy development in American public education in order to understand current local, state, and national issues.

**EDUC 775. Content Area Reading. 2 Credits.**

Examination of content, instructional methodologies, and evaluation techniques for reading in content classes.

**EDUC 777. Tort Liability. 2 Credits.**

Examination of the legal liability of teachers, administrators, and public school boards for injurious intentional or unintentional acts. Prereq: EDUC 731.

**EDUC 778. School Fund Management. 3 Credits.**

Proper recording and reporting of financial accounts for elementary and secondary schools. Use of procedures and concepts for governmental fund accounting and financial management. Prereq: M.S. Educational Administration.

**EDUC 781. Teaching and Curriculum. 3 Credits.**

Overview of recent research on teaching, learning, and curriculum. Special attention given to contemporary theories on teaching models that enhance student understanding. May be repeated for credit.

**EDUC 782. Supervisory and Administrative Theories. 4 Credits.**

Study of management models and techniques, needs assessment, goal setting, planning and evaluation systems, and decision-making problems as they relate to the school improvement process. Prereq: EDUC 732.

**EDUC 784. School Personnel Administration. 2 Credits.**

Study of personnel administration in public school systems. Includes an examination of the purposes, policies, plans, procedures, and personnel administration. Prereq: EDUC 782.

**EDUC 786. School Facility Planning. 2 Credits.**

Overview of the principles in planning, construction, and maintenance of school buildings. Visits to educational facilities and the assessment of school buildings.

**EDUC 787. Issues In Education. 2 Credits.**

This course delves into the issues of why a person would pursue a doctoral degree in light of the current issues facing educators. Helps define a professional course of study available in respect to educational issues. Leads to studying creators and leaders in different realms by people who have special interest in creativity and ethical pursuits.

**EDUC 788. School Finance and Business Management. 4 Credits.**

Overview of school fund revenues and expenditures pertaining to local, state, and federal funding. Includes in-depth study of the practices of school business administration pertaining to all fund activities in instruction and ancillary operations.

**EDUC 789. School Community Relations. 2 Credits.**

Purposes, organization, agencies, and criteria of good school-community relationships; knowledge and techniques for effective public relations. Prereq: EDUC 739, M.S. in Educational Administration.

**EDUC 790. Graduate Seminar. 1-5 Credits.**

**EDUC 791. Temporary/Trial Topics. 1-5 Credits.**

**EDUC 792. Graduate Teaching Experience. 1-6 Credits.**

Graduate student teaching experiences for professional development. S/U grading.

**EDUC 793. Indiv Study/Tutorial. 1-5 Credits.**

**EDUC 794. Practicum/Internship. 1-8 Credits.**

**EDUC 795. Field Experience. 1-15 Credits.**

**EDUC 796. Special Topics. 1-5 Credits.**

**EDUC 797. Master's Paper. 1-3 Credits.**

**EDUC 798. Master's Thesis. 1-10 Credits.**

**EDUC 798S. Specialist Field Study. 1-3 Credits.**

**EDUC 801. Foundations of Doctoral Scholarship. 3 Credits.**

The expectations and responsibilities of doctoral scholars in the field of Education are examined. Expectations for knowledge acquisition, disciplined inquiry, and scholarly disposition are presented. Collegiality, collaboration, and ethical standards are emphasized. Prereq: Admission to Ed.D. program.

**EDUC 802. Foundations of Educational Research. 3 Credits.**

Examines various and diverse philosophical/theoretical frameworks, methodologies, techniques and designs for educational research. Explores the nature of educational research and the underpinnings of positivism/post-positivism, interpretive/constructivist and orientational paradigms with emphasis on reflective planning of studies. Prereq: admission to Doctoral program.

**EDUC 803. Philosophical Foundations of Education. 3 Credits.**

Through the examination of historical contexts and differing philosophical traditions within the field of education, students will reflect on and shape an informed and critical philosophy for their own scholarship and educational praxis. Admission to the Educational Doctoral Program is required.

**EDUC 806. International and Comparative Education. 3 Credits.**

The aim of this course is to add an international lens to our understanding of learning and education. Emphasizes globalization, comparative methods, policy, education as development, and analyzing teaching and learning within different national contexts.

**EDUC 807. Diversity and Educational Policy. 3 Credits.**

This course explores diversity in educational settings and investigates the purpose and implementation of educational policies related to access and services for diverse populations historically, presently, and in preparation for potential future needs.

**EDUC 808. Empowerment & Transformative Education. 3 Credits.**

An examination of theory, research and practice in individual and group transformation, empowerment, and advocacy development within multicultural and diverse learning contexts.

**EDUC 831. Institutional Quality Control. 3 Credits.**

History and effecting of quality control will be briefly reviewed. Global, U.S. societal, state government, accreditation, and student accountability forces will be elucidated. Successful, failed, and future institutional responses to these forces will be discussed. Prereq: Admission to doctoral program.

**EDUC 832. Assessment Techniques for Educational Institutions. 3 Credits.**

This course addresses all aspects of educational assessments in order to select the assessment technique that meets specific accountability mandates in the field of education. Prereq: Admission to doctoral program.

**EDUC 833. Strategic Planning for Institutional Improvement. 3 Credits.**

The role of strategic planning in educational institutions and its relationship to institutional improvement and effectiveness will be explored. Approaches to implementation of strategic plans designed to address institutional goals will also be discussed.

**EDUC 841. Organization and Administration of Higher Education. 3 Credits.**

This course deals with the organization and administration of higher education and the current and evolving problems and possibilities for higher education. Prereq: Admission to doctoral program.

**EDUC 842. Higher Education Student Affairs and Enrollment Management. 3 Credits.**

The purpose of this course is to teach about the role of student affairs professionals in schools, colleges, and other educational organizations, including recruitment, selection, orientation, development, compensation, and evaluations. Prereq: Admission to doctoral program.

**EDUC 843. Financing Higher Education. 3 Credits.**

This course provides funding theories and procedures necessary to develop and maintain financing for higher education institutions. Prereq: Admission to doctoral program.

**EDUC 844. Higher Education Law. 3 Credits.**

To develop expertise in legal issues for students whose current positions or future career goals include administrative and management positions in higher education where they will work on legal issues with attorneys. Prereq: Admission to doctoral program.

**EDUC 851. Adult Learning. 3 Credits.**

Contextual influences and theoretical perspectives specific to adult learning. Theories of adult growth and development. Physical and cognitive changes throughout adulthood and other factors that have implications for the learning and teaching of adults.

**EDUC 852. Foundations of Occupational & Adult Education. 3 Credits.**

This course explores the nature, function, and scope of occupational and adult education. The course provides both knowledge of the history of occupational and adult education and an appreciation of historical and philosophical perspectives.

**EDUC 853. Instructional Methods for Adult Learners. 3 Credits.**

This course provides educators with ways to understand adult learning and to facilitate the teaching and learning transaction through an array of methods. Emphasis is on the relationship of current research to contemporary practice.

**EDUC 861. Curriculum and Instruction Development. 3 Credits.**

A five-phase model will be compared and contrasted to provide the skill and knowledge necessary to establish a systematic curriculum and instructional development. Prereq: Admission to doctoral program.

**EDUC 862. Instructional Models. 2 Credits.**

Investigation of current practices and trends in instructional models. Emphasis is on the relationship of current research to contemporary practice.

**EDUC 863. Education and Training for Business and Industry. 3 Credits.**

The purpose of this course is to teach the fundamentals necessary to educate and train people for the workforce according to evolving training needs of business, industry, military and government. Prereq: Admission to doctoral program.

**EDUC 871. Planning and Conducting Needs Assessment. 3 Credits.**

A three-phase model will be compared and contrasted to provide the skill and knowledge necessary for conducting needs assessments for educational schools and institutions. Prereq: Admission to doctoral program.

**EDUC 872. Qualitative Research Methods. 3 Credits.**

This course introduces foundational theories and approaches to qualitative research for education settings, including the identification and critique of various types of qualitative research, data collection techniques, approaches to coding, analysis, interpretation, and write-up. Prereq: Admission to doctoral program.

**EDUC 873. Case-Based Educational Research and Statistics. 3 Credits.**

The purpose of this course is to have graduate students understand statistical meanings and concepts which will provide the professional expertise needed to serve schools and institutions with their contemporary research and accountability needs. Prereq: Admission to doctoral program.

**EDUC 881. Computer Data Management and Decision Making. 2 Credits.**

Interpretation of effective computer applications for computer use as a decision-making and planning tool for school finance and managerial functions relating to the field of school business administration and school district superintendency. Prereq: EDUC 730, 10 credits in Educational Administration.

**EDUC 882. Institutional Analysis Techniques. 3 Credits.**

Surveys, focus groups, longitudinal studies, national data sets, correct statistical design and analyses, and effective reporting techniques will be reviewed and utilized in depth to address questions of institutional performance in academic and student affairs. Prereq: Admission to doctoral program.

**EDUC 883. Survey Research. 3 Credits.**

The study of theory, method, and techniques for conceptualizing and conducting survey research will be explored including survey design, administration, and data management.

**EDUC 884. Program Evaluation Research. 3 Credits.**

Major theoretical approaches to the evaluation of educational programs are reviewed, analyzed, and critiqued. Pragmatic implications for educational and social policy are addressed, as well as constructive impact on program decision-making. Prereq: Admission to doctoral program.

**EDUC 885. Structural Equation Modeling Fundamentals. 3 Credits.**

Conceptual and mathematical foundations of structural equation modeling techniques will be presented. Application to education research including model specification, testing, and interpretation using appropriate software will be emphasized. Prereq: EDUC 873.

**EDUC 886. Advanced Qualitative Research. 3 Credits.**

Examines diverse theoretical frameworks, methodologies, techniques and designs for qualitative research. Further expands requisite knowledge and analysis skills needed for the completion of research projects employing qualitative methods and research procedures. Admission to the Educational Doctoral Program is required.

**EDUC 890. Graduate Seminar. 1-5 Credits.**

**EDUC 892. Graduate Teaching Experience. 1-6 Credits.**

Graduate student teaching experiences for professional development. S/U grading.

**EDUC 893. Individual Study/Tutorial. 1-5 Credits.**

**EDUC 894. Practicum/Internship. 1-8 Credits.**

**EDUC 899. Doctoral Dissertation. 1-15 Credits.**