ED. EDUCATION

EDUCATION-518. SCHOOL LAW
Credits: 3
An examination of school law at the federal, state and local levels; review, discussion and analysis of court decisions which affect schools.

ED-660. HIGHER EDUCATION INSTITUTIONS AND ADULT LEARNERS
Credits: 3
This course engages doctoral students in an investigation of the history and development of higher education institutions, with emphasis on the adult learners who attend them. Included in this course is a comparative study of the philosophies, objectives and functions of various types of higher education institutions and the adult learning population in contemporary colleges and universities. The various settings in which adults learn and the variety of objectives adults have for learning are also studied. Required for Ed.D. program/Higher Education Administration specialization.

ED-662. FACULTY AND ACADEMIC GOVERNANCE IN HIGHER EDUCATION
Credits: 3
The purpose of this course is to provide an intensive introduction to the organization and governance of American colleges and universities. It is designed to familiarize students with the faculty, academic and administrative contexts and organizational cultures within which they may work. The focus of study will include both individuals and groups (organizational behavior) and organizations themselves (organizational theory). Required for Ed.D. program/Higher Education Administration specialization.

ED-663. FACULTY DEVELOPMENT & CURRICULUM MANAGEMENT
Credits: 3
Three creditsThis course will focus on faculty development related to scholarship, teaching, and service. The relationship between faculty development and curriculum, instruction, and assessment will be examined. Topics related to curriculum management will include syllabus development and program design, instructional delivery models, and assessment at the program and institutional levels, as well as the relationship of assessment to accreditation. Required for Ed.D. program/Higher Education Administration specialization.

ED-664. FINANCIAL MANAGEMENT IN HIGHER EDUCATION
Credits: 3
The purpose of this course is to expose students to both theoretical and applied concepts of higher education financial management concepts and practices. Emphasis will be placed on developing familiarity with the financial terminology and competencies that are necessary for successful administrative performance within a higher education institution. Upon completion of the course, students should possess a greater understanding of the subject matter and inherent issues of higher education financial management. Required for Ed.D. program/Higher Education Administration specialization.

ED-665. INSTITUTIONAL ADVANCEMENT IN HIGHER EDUCATION
Credits: 3
This course enables doctoral students to refine the knowledge, skills and dispositions needed to plan and execute sound and innovative approaches to advance the institution's mission by increasing private and public financial support, promoting awareness of the institution to key publics, and involving constituents in the life of the institution. Students will be involved in problem solving and decision-making related to institutional advancement. Traditional and evolving sources of financial support will be examined with an emphasis on grant writing. Required for Ed.D. program/Higher Education Administration major.

ED-668. STUDENT SERVICES AND ENROLLMENT MANAGEMENT IN HIGHER EDUCATION
Credits: 3
This course examines the comprehensive nature of student affairs as a vital component in the evolving learner-centered environments of higher education. Theory and effective practice are used to guide the discussion, investigate the issues, and generate solutions. Students investigate and seek potential solutions to authentic problems facing leaders in student affairs, such as those concerning student enrollment management, student diversity, student induction, advising and counseling, placement testing, career development, residential life, food services, health services, student activities, Greek organizations, athletics, security and discipline. Required for Ed.D. program/Higher Education Administration specialization.

ED-669. INTERNSHIP IN HIGHER EDUCATION ADMINISTRATION (90 HOURS)
Credits: 3
This internship is tailored to address the leadership needs and goals of students in higher education administration. It is designed to provide experience in the completion of identified administrative tasks within an institution of higher education under the guidance of a mentoring administrator. A Leadership Competency Portfolio and internship project will provide evidence of the leadership competencies attained.

Pre-Requisites
Completion of the Ed.D. Leadership core and Higher Education Administration courses. Department permission required.

ED-670. CURRICULUM THEORY
Credits: 3
This course will focus on the theory of curriculum and its philosophical and historical foundations and the ideologies that influence and shape curriculum. Governance, control, and macro and micro perspectives of curriculum will be examined.
ED-671. MEASUREMENT AND ASSESSMENT  
Credits: 3  
This course provides an introduction to issues in educational measurement and assessment with an emphasis on applications in both k-12 and higher education settings. Topics related to test development and delivery of various types of assessments will be explored in addition to the overall relationship between assessment and the instructional process.

ED-672. CURRICULUM DESIGN AND INSTRUCTIONAL MODELS  
Credits: 3  
This course will engage students in the practical aspects of curriculum design and implementation, its evaluation, and the alignment of curriculum, instruction, and assessment, instructional models appropriate to addressing the needs of diverse learners in varied learning environments and delivery formats will be examined.

Pre-Requisites  
[[ED-670]]

ED-673. CONTROVERSIES IN CURRICULUM, INSTRUCTION, AND ASSESSMENT  
Credits: 3  
This course explores the varying attitudes and beliefs of teaching, learning, and assessment as they relate to present-day curricular controversies. Students will analyze the cultural and social contexts of early childhood education, k-12 schooling, and post-secondary schooling. Specific emphasis will be given to the relevant salience of class, race, age, and gender as they relate to the study of everyday inequities in pre-k-20 education.

ED-679. INTERNSHIP IN CURRICULUM AND INSTRUCTION  
Credits: 3  
This course is tailored to meet the needs of students who will work as leaders in curriculum and instruction within educational institutions. The internship is designed to provide experience in the completion of identified tasks related to curriculum and instruction under the guidance of a mentoring administrator. a leadership competency portfolio and internship project will provide evidence of the leadership competencies attained.

Pre-Requisites  
Completion of the Ed.D leadership core and curriculum instruction courses/department permission required.

ED-681. INTRODUCTION TO EDUCATIONAL RESEARCH  
Credits: 3  
This course is designed to provide foundational knowledge of quantitative and qualitative research methodologies and to develop skills in reading and evaluating the quality of research. Focus is placed on research design factors such as sampling, validity, reliability, statistical methods, and ethical safeguards. Required to be taken in the first year of the Ed.D. program.

ED-682. QUANTITATIVE METHODS FOR EDUCATIONAL RESEARCH I  
Credits: 3  
This introductory quantitative methods course will provide students with a fundamental understanding of the types of quantitative designs and statistical techniques used in education research. The course will use hands-on activities and emphasize the interpretation of data. Statistical software is used throughout the course.

Pre-Requisites  
[[ED-681]] Introduction to Educational Research.

ED-683. QUALITATIVE METHODS IN EDUCATIONAL RESEARCH I  
Credits: 3  
This course will provide students with a foundational knowledge of qualitative research focusing on designs and methodologies, theoretical and interpretive frameworks, ethical considerations, standards of validation, and introductory data collection, analysis, and reporting.

Pre-Requisites  
[[ED-681]] Introduction to Educational Research.

ED-684. SPECIAL TOPICS IN EDUCATIONAL RESEARCH  
Credits: 1-3  
This is a one to three credit hour course open to students in the doctoral program in Educational Leadership, but specifically for those who have a background in educational research. Topics are designed to further student’s understanding of educational research and can include topics like survey design and analysis, mixed method approaches, qualitative data analysis, or an in-depth look at a particular method of research. Prerequisites: [[ED-681]], [[ED-682]] or equivalent, [[ED-683]] or equivalent. Department permission required.

Pre-Requisites  
[[ED-681]], [[ED-682]] or equivalent, [[ED-683]] or equivalent. Department permission required.

ED-699. DISSERTATION  
Credits: 3  
Doctoral students are required to register for 3 credits of dissertation each semester until the dissertation is successfully defended and meets all departmental requirements, at which time 3 credits will be awarded.

Pre-Requisites  
Successful completion of the proposal defense in 698. Department permission required.