

Educational Leadership

Chair

Steinhoff, Carl R. (1988), Professor; B.A., M.A., Ed.D., Syracuse University.

Graduate Faculty

Ackerman, Robert (2000), Associate Professor; B.S., M.S., University of Wisconsin-Oshkosh; Ed.D., Indiana University.

Bomotti, Sally (2005), Assistant Professor-in-Residence; B.A., Duke University; M.A., Ph.D., University of Michigan.

Brown, M. Christopher, II (2007), Professor and Dean of the College; B.S. South Carolina State University; M.S. University of Kentucky; Ph.D. Pennsylvania State University.

Carlton, Patrick (2000), Professor; A.A., Louisburg College; A.B., M.Ed., University of North Carolina; M.A., Shippensburg University; Ph.D., University of North Carolina.

Chance, Patti L. (1998), Associate Professor; B.A., M.Ed., South Dakota State University; Ph.D., University of Oklahoma.

Crawford, James (2000), Associate Professor; B.A., University of Colorado-Boulder; M.Ed., University of Idaho-Moscow; Ph.D., University of Missouri.

Hager, James (2004), Professor-in-Residence, B.S., St. Benedict's College; M.S., Kansas State University; Ph.D., University of Iowa.

Hall, Gene (1999), Professor; B.S., Castleton State College; M.S., Ph.D., Syracuse University.

Jordan, Teresa S. (1990), Professor; B.S., Miami University; M.S., Ph.D., Arizona State University.

Kops, Gerald C. (1989), Professor; B.S., University of Wisconsin-Milwaukee; J.D., Cornell University Law School; Ph.D., University of Wisconsin-Madison.

Maldonado-Daniels, Cecilia (2000), Associate Professor; B.S., M.S., University of Akron; Ph.D., Pennsylvania State University.

Martinez, Mario (2003), Associate Professor; B.S., New Mexico State University; MBA, University of Texas, Austin; Ph.D., Arizona State University

McClain, Clifford R. (1988), Associate Professor; B.S., M.S., University of Idaho; Ph.D., University of Nebraska.

McCord, Robert S. (1999), Associate Professor; B.S., M.S., University of Wisconsin-Stout; Ed.D., University of Nevada Las Vegas.

Robison, Michael S. (2003), Associate Professor-in-Residence; B.S., M.Ed., Ed.S., Ed.D., University of Nevada, Reno.

Rosser, Vicki, J. (2007), Associate Professor; B.A. University of Hawai'i-West O'ahu; M.Ed., Ph.D., University of Hawai'i at Manoa.

Rusch, Edith A. (2004), Associate Professor; B.S., University of Wisconsin; M.A., University of Northern Colorado; Ph.D., University of Oregon.

Saddler, Sterling (1998), Associate Professor; B.S., Tuskegee University; M.S., SUNY Oswego; Ph.D., Pennsylvania State University.

Salazar, Pamela S. (2002), Assistant Professor; B.S., M.S., Ed.D., University of Nevada, Las Vegas.

Professors Emeriti

Andersen, Dale G. (1984), Emeritus Professor, B.S., M.A., Montana State University; M.Ed., University of Southern California; Ed.D., Arizona State University.

Chance, Edward (1995-1999), Emeritus Professor; B.A., M.S.S., M.Ed., Ph.D., University of Oklahoma.

Detre, John R. (1972-1989), Emeritus Professor; B.A., B.S., M.A., Ph.D., Ohio State University.

Kavina, George (1971-1994), Emeritus Professor; B.S.C., Roosevelt University; M.Ed., National College of Education; Ed.D., University of Arizona.

Meacham, Paul. E (1995-2004), Emeritus Professor; B.S. Tennessee State University; M.S. University of Michigan; Ph.D. University of Texas.

Rothermel, Bradley L. (1981-2000), Emeritus Professor; B.S., Northern Illinois University; M.S., Ph.D., University of Illinois, Champaign-Urbana.

Samson, George (1968-1989), Emeritus Professor; B.A. Assumption College, M.Ed. Springfield College, Ph.D. University of Connecticut.

Saville, Anthony (1967-1998), Emeritus Professor; B.S., Illinois State University; M.Ed., Ed.D., University of Missouri.

The primary mission of the Department of Educational Leadership is the development of individuals for leadership roles at all levels of education and related business/industrial enterprises. Its scope includes Higher Education Leadership, PK-12 Education Leadership, and Workforce Education and Development.

Department programs provide theoretical constructs and practitioner training for those interested in careers as public or private education leaders, community college or university faculty, or teachers in business and industry.

The Department of Educational Leadership offers master's and doctoral degree programs in the following areas:

- a. PK-12 education leadership
- b. Higher education leadership
- c. Workforce education and development

Educational Leadership Program Areas

PK-12 Education Leadership

Coordinator: Dr. Patti Chance

Master of Education (M.Ed.)

Program Descriptions

PK-12 Education Leadership offers the following programs and certification options:

Collaborative Principal Preparation Program

This master's degree option is a collaborative effort between UNLV and the Clark County School District to prepare school leaders. Students are selected for admission by a committee comprised of both UNLV faculty and CCSD personnel. Students matriculate as a cohort. Students have a mentor, who is a practicing school leader, throughout the course of the program.

Leadership Preparation Program

This master's degree option is a cohort program for preparing school leaders. Students are selected for admission by a committee of department faculty. Students matriculate as a cohort.

Self-paced Option

This master's degree option is a non-cohort program for preparing school leaders where students may select courses on a schedule at their convenience.

Administrative Endorsement Only

This option allows students to take graduate-level courses as a non-degree seeking student in PK-12 in Education Leadership. It provides the opportunity for students to take those courses that lead to the State of Nevada's Administrative Endorsement. Many of these courses are available online through Borderless Access to Training and Education (BATE), a consortium of universities that provide administrative certification courses. See BATE web site at: http://www.unlv.edu/Colleges/Education/Educational_Leadership/bate.htm

Admission Requirements

Students must first apply for admission through the university's Graduate College. After an initial evaluation, the Graduate College forwards all materials to the Department of Educational Leadership for review. Current application deadlines are posted on the department program areas websites. Minimum admission requirements for UNLV Graduate College include:

1. A completed application form available on the Graduate College website and the non-refundable application fee <http://graduatecollege.unlv.edu>
2. One copy of official transcripts from all institutions attended after high school

Additional material must be submitted directly to the Department of Educational Leadership are as follows:

1. Official copy of the Graduate Record Examination (GRE) or the Miller's Analogies (MAT) results;
2. Faculty review of the student's past academic performance;
3. Minimum GPA of 2.75 for all undergraduate work or a 3.0 for the last two years of undergraduate work;
4. Evidence of a minimum of two years of satisfactory teaching or administrative experience (or equivalent) is recommended;
5. Two letters of professional recommendation;
6. Official transcripts.

For the *Collaborative Principal Preparation Program* in PK-12 Education Leadership there are additional admission requirements, including a nomination and screening process through the Clark County School District, a formal interview conducted jointly by CCSD and UNLV faculty, and a written statement of leadership philosophy.

For the *Leadership Preparation Program* in PK-12 Education Leadership, there are additional admission requirements, including a formal interview with faculty and a written statement of leadership philosophy.

A maximum of 12 credit hours from another accredited institution may be transferred into a program with graduate faculty and UNLV Graduate College approval. For students who have been enrolled as non-degree seeking and have been taking graduate courses within the UNLV system, a maximum of 15 graduate credits may be applied toward a degree. The student's graduate studies advisor, department chair, and Graduate College dean must approve any transfer or earned credit and must be filed in a student's plan of study.

Degree Requirements

The Master of Education degree in PK-12 Education Leadership requires a minimum of 39 semester credit hours. A minimum of 36 hours must be in courses prefixed EDA, and all courses in the program shall be at the graduate level (numbered in the 700 series). The Praxis II for Education Administration and Supervision is required as an exit competency exam to be taken either the semester prior to graduation or during the final semester. Nevada Administrative Endorsement requires 36 semester credit hours. Students should contact the Certification Department of the Nevada State Department of Education for current administrative endorsement requirements.

For specific information on the Department of Educational Leadership's PK-12 Education Leadership program, please visit: http://education.unlv.edu/Educational_Leadership/pk12admin/pk12admin.htm.

Specialist in Education (Ed.S.)

Program Description

The Specialist in Education (Ed.S.) degree is designed to provide students an opportunity to seek greater in-depth understanding of selected aspects of administration beyond the master's level in administration. The student is expected to pursue a program that concentrates on one of the subdisciplines within Educational Leadership. The emphasis in courses at the specialist level will be upon interpretation, application, and analysis of knowledge. This degree is not available in the Higher Education program.

Admission Requirements

Admission to the Ed.S. program requires that the candidate meet the leadership requirements for admission to the master's program and complete the following:

1. Fulfill the requirements for a master's degree in educational administration or the equivalent, taking any courses necessary to meet these requirements in addition to courses specified for the Specialist in Education degree.
2. Present evidence of two years of appropriate experience as a teacher or an administrator-supervisor. In evaluating applications for admission in this program, the department committee will give consideration to the following factors:
 - a. Evidence of satisfactory professional experience.
 - b. Evidence of writing ability and facility in verbal expression.
 - c. Verification of a master's degree in educational administration or the equivalent.

Degree Requirements

The Ed.S. degree requires a minimum of 32 semester credit hours of graduate course work beyond the master's degree. Academic background deficiencies may require the completion of supplemental course work in addition to the 32 program hours.

1. Complete a minimum of 18 credit hours prefixed EDA.
2. Specialize in one area appropriate to the field of study, i.e., finance, law, supervision, organizational development, leadership, workforce education, etc.

3. Complete a minimum of three hours of internship. Students who have had no administrative experience will be required to complete six hours or more of practicum or internship under departmental supervision.
4. Complete a minimum of six credits selected from a field other than educational administration.
5. Prepare a professional paper.
6. Maintain an overall 3.00 GPA.
7. Pass a comprehensive examination either during the final semester or in the next semester after the completion of all course work.

Doctor of Education (Ed.D)

Ed.D in PK-12 Education Leadership Program Description

The Ed.D. in Educational Leadership is practitioner-oriented and tailored as much as possible to the professional needs of the individual student. The PK-12 Education Leadership doctorate provides the theoretical framework and practical applications needed for those interested in careers as public or private school administrators or in other fields calling for educational leadership.

The PK-12 Education Leadership doctorate is a cohort program. The program's professional training stresses visionary leadership, collaborative problem solving, interpersonal and inter-group relations, and effective communications. A unique feature of the program permits students to establish residency during two consecutive summers. It is flexibly structured, thus allowing the candidate to combine work on the degree with performance on the job, eliminating the need for extensive leaves of absences from work.

Admission Requirements

Students must first apply for admission through the university's Graduate College. After an initial evaluation, the Graduate College forwards all of the materials to the Department of Educational Leadership for review. Current application deadlines are posted on the department program areas websites. Minimum admission requirements for UNLV's Graduate College include:

1. Completed application and nonrefundable admission and application fee;
2. One copy of official transcripts from all institutions attended after high school, including verification of a master's degree in educational administration or an approved equivalent.

For more information about the Graduate College, please visit: <http://graduatecollege.unlv.edu>.

Additional materials must be submitted directly to the Department of Educational Leadership. These include:

1. Evidence of a master's degree from an accredited college or university or an approved equivalent;
2. Copies of all college transcripts with degrees posted;
3. Three letters of professional recommendation;
4. Satisfactory composite scores on the Graduate Record Examination's General Test;

5. A current professional resumé or vita;
6. Verification of administrative or teaching experience or comparable employment in PK-12 education or related field.
7. Evidence of writing ability
8. Evidence of entry-level technology skills;
9. Appropriate professional aspirations reflected in a personal statement.

After a review, the appropriate program faculty within the department will select students for interviews with departmental faculty based upon the application materials submitted to the Graduate College and the department. Each candidate's final admission decision relies on an evaluation of all application materials including the interview.

Degree Requirements

The program consists of a minimum of 60 credit hours of study beyond the master's degree, including the completion of a dissertation, which represents a minimum of 12 of those credits. It includes a two-semester residency core of 21 credit hours. Students must be continuously enrolled for at least three semester hours of course work throughout their program; the courses must be related to the student's program or dissertation. Students must file a course of study with the Graduate College before the completion of 15 credit hours. Students must complete degree requirements within six calendar years of matriculation in the program. For additional information about the program, contact the department or visit the Department of Educational Leadership's PK-12 Program area website: http://education.unlv.edu/Educational_Leadership/pk12admin/pk12admin.htm

Executive Leadership Cohort (Ed.D)

Program Description

The Executive Leadership program focuses on current and future educational challenges to enhance the knowledge and skill development of mid-career public school leadership in their current and future leadership positions. This program utilizes a problem-based learning approach that consists of a series of compressed thematic seminars in which emphasis is placed on identifying and developing solutions to real life problems of practice. Additionally, this program provides for the interaction between students and faculty to determine the precise content and problems of practice that will be pursued under each broadly defined theme. Students meet on weekends and for 10 days each summer.

Admission Requirements

Students must first apply for admission through the university's Graduate College. After an initial evaluation, the Graduate College forwards all of the materials to the Department of Educational Leadership for review. Current application deadlines are posted on the department program areas websites. Minimum admission requirements for UNLV's Graduate College include:

1. Completed application and non-refundable admission and application fee;

2. One copy of official transcripts from all institutions attended after high school, including verification of a master's degree in educational administration or an approved equivalent.

For more information about the Graduate College, please visit: <http://graduatecollege.unlv.edu>.

Additional materials must be submitted directly to the Department of Educational Leadership. These include:

1. Evidence of a master's degree from an accredited college or university or an approved equivalent;
2. Copies of all college transcripts with degrees posted;
3. Three letters of professional recommendation;
4. Satisfactory composite scores on the Graduate Record Examination's General Test;
5. A current professional resumé or vita;
6. Verification of professional experience in leadership positions equivalent to Principal or above;
7. Evidence of writing ability;
8. Evidence of entry-level technology skills;
9. Written statement of leadership philosophy.

After a review, the appropriate program faculty within the department will select students for interviews with departmental faculty based upon the application materials submitted to the Graduate College and the department. Each candidate's final admission decision relies on an evaluation of all application materials including the interview.

Degree Requirements

The minimum program consists of 60 credit hours of study beyond the master's degree, which includes 12 credit hours for dissertation study. Executive doctoral students are required to participate in a one-week internship with a school district or education agency outside their own employment during the spring semester of their first year of course work. Students also participate in a one-week federal education seminar in Washington, D.C. during the spring semester of their second year of course work. In addition to regular course fees, an additional fee of \$600 per semester is required in this program and covers textbook and supplementary materials, breakfast, lunch, and dinner for weekend classes, and travel and lodging for the Washington, D.C. seminar. The residency requirement is met by enrollment of 30 semester hours of course work throughout their program; the courses must be related to the student's program or dissertation. Students must complete all degree requirements within six calendar years of matriculation in the program. For additional information about the program, contact the department or visit the Department of Educational Leadership's PK-12 Program Area Web site: http://education.unlv.edu/Educational_Leadership/pk12admin/pk12admin.htm

Higher Education Leadership

Coordinator: Dr. Gerald Kops

Program Description: Master's of Education (M.Ed) Degree

The Master's of Education degree (M.Ed) in Higher Education Leadership prepares students for entry-level and mid-management level positions at public and private universities, community colleges, and proprietary postsecondary institutions. It is distinguished by its emphasis on integrating practical managerial skills development with a broad understanding of issues across the field of higher and postsecondary education. The degree program encourages students to choose a sequence of courses resulting in an emphasis on student personnel services, policy, or management.

Admission Requirements

Applicants to the master's in higher education leadership must provide the Graduate College with the following:

1. A completed application form available on the Graduate College website and the non-refundable application fee; <http://graduatecollege.unlv.edu>
2. One copy of official transcripts from all postsecondary institutions attended. A minimum GPA of 2.75 (4.0 scale) for all undergraduate work or a 3.0 for the last two years of undergraduate work is required.

As part of the faculty review process, students must provide the Department of Educational Leadership with the following:

1. One copy of official transcripts from all institutions attended since high school;
2. Two letters of recommendation;
3. Professional resume or vita;
4. Statement of interest in the program;
5. Graduate record Examination (GRE) or Graduate Management Admissions Test (GMAT) scores.

Applicants who are interested in being considered for a graduate assistantship will also complete the GA application form located on the UNLV Graduate College website and inform the program graduate coordinator of this interest. Please check the Higher Education website for current information: http://education.unlv.edu/Educational_Leadership

Degree Requirements

The M.Ed in Higher Education Leadership is a 37-credit, non-thesis program. It consists of a seven course core curriculum, four elective courses, a three credit internship, and a one credit capstone experience. The capstone enables the candidate to synthesize her/his learning and apply the theory to practice. For specific information on the Department of Educational Leadership's Higher Education programs, please visit: http://education.unlv.edu/Educational_Leadership/higheradmin_update/index.html

Higher Education Leadership Doctoral Programs

Doctor of Education in Higher Education Leadership (Ed.D)

Program Description

The Doctor of Education (Ed.D) in Higher Education emphasizes the specialized knowledge and practical skills required by effective practitioners in institutions of higher education as well as related settings. **Note: This degree program is undergoing revision and is not currently offered.**

Degree Requirements

The Ed.D. degree requires a minimum of 69 credits beyond the master's degree. The program requires candidates complete a common 18-credit hour core that provides the basis for understanding contemporary higher education; 15 hours of core preparation in research methods; 12 elective credits selected in consultation with the student's advisor; a nine-credit hour "Practitioner Experience" designed to prepare candidates through exposing students to the three common administrative units of every campus; academic organization, finance and administration; and student personnel services. The degree program also includes an additional 15 hours of internship and dissertation credits. In addition to the general requirements, and subject to the constraints noted, the student must complete all degree requirements within six calendar years of matriculation in the program. The residency requirement is met by enrollment of 30 semester hours within a 24-month period. Students must also be continuously enrolled for at least three semester hours of course work each semester; the courses must be related to the students' program or dissertation. Students must file a course of study with the Graduate College before the completion of 15 credit hours. For additional information about the program, contact the department or visit the Department of Educational Leadership's Higher Education Program Area Web site: http://education.unlv.edu/Educational_Leadership/higheredadmin/higheredadmin.htm

Doctor of Philosophy (Ph.D) in Higher Education Leadership

Program Description

The Doctor of Philosophy in Higher Education Leadership embraces the concept that successful higher educational leaders must be well-informed individuals who use context in combination with theory, research and data to guide their decision-making. The objectives of the program are to: 1) prepare students for positions of leadership in institutions of higher education and other learning and policy development environments; and 2) assist advanced graduate students in the development of skills in assessment and evaluation, research design, and quantitative and qualitative methodologies appropriate for leadership roles as faculty or administrators in higher and postsecondary education.

Admission Requirements

Entrance to the Ph.D. program requires candidates to complete three steps. Current application deadlines are posted on the Web site. http://education.unlv.edu/Educational_Leadership/higheredadmin_update/index.html

Prospective students must first apply for admission through the university's Graduate College. After completing an initial evaluation, the Graduate College forwards all of the materials to the Department of Educational Leadership for review.

Minimum admission requirements for UNLV's Graduate College include:

1. Completed application for admission and the nonrefundable application fee;
2. One copy of official transcripts from all institutions attended after high school, including verification of a master's degree from an accredited college or university.

For more information about the Graduate College, please visit its page at: <http://graduatecollege.unlv.edu>

Additional materials each candidate must submit directly to the Department of Educational Leadership include:

1. Personal Statement of Professional Aspirations;
2. A professional resumé or vita;
3. Verification of experience in higher education or related field;
4. Scores from the Graduate Record Exam (GRE), the Graduate Management Admission Test (GMAT) or the Law School Admissions Test (LSAT). Score should be no more than seven years old;
5. Three letters of nomination/ professional reference;
6. Evidence of writing ability; see Web site for specifics; http://education.unlv.edu/Educational_Leadership/higheredadmin_update/index.html

In the final step after reviewing all material, viable candidates will be invited for an interview with department faculty members. The interview enables candidates to demonstrate their oral communication skills, commitment to continuing professional development, and to show their leadership, learning, and educational philosophy. Final admission will be based on evaluation of all application materials including the interview.

For specific information on the Department of Educational Leadership's Higher Education Ph.D. programs, please visit: http://education.unlv.edu/Education/Educational_Leadership/htm. Applicants interesting in receiving a graduate assistantship must complete the Graduate Assistantship Applications found on the Graduate College website. Also inform the program graduate coordinator on this interest.

Degree Requirements

This terminal degree requires students to complete a minimum of 72 semester hours of course work beyond the earned master's degree, including the dissertation. The residency requirement is met following the completion of the first part of the doctoral core comprehensive examination by completing these outcomes:

- Completion of the internship EDH 790;

- Completion of the dissertation proposal course EDH 796;
- Completion of remaining course work including research courses and electives;
- Completion of Part II of the doctoral examination; and,
- Completion of a national presentation and/or manuscript submitted for publication.

Completion of remaining course work can be accomplished by incorporating up to two independent study projects. An independent study can substitute for one research or other elective. A student may also use three credits of dissertation hours (EDH 799) toward the residency. Completion of the national presentation and/or submission of a manuscript for publication can be completed before or during the time in which students have enrolled for the first three credits of the dissertation.

The residency requirements must be fulfilled prior to the dissertation proposal defense. Students must review an outcomes checklist with their advisors prior to the proposal defense to verify completion of residency. Upon completion of residency students should have 9 to 12 dissertation credits remaining in the program of study.

Program requirements include an 18 credit content core, 18 credit research core, 18 credit of specialization, and 18 credits of internship (3) and dissertation (15). Students can elect to specialize in one of four strands: higher education policy and leadership, student services; community college leadership; or workplace learning.

The Dual Juris Doctor (JD)/Doctor of Philosophy (Ph.D.) in Education degree was approved in July 2007. For complete information go to http://education.unlv.edu/Educational_Leadership or contact Dr. Gerald Kops at kops@unlv.edu.

Workforce Education and Development Programs

Coordinator: Dr. Cecilia Maldonado-Daniels

Program Descriptions M.S. and M.Ed.

The Workforce Education and Development program offers the following concentrations for the Master of Education and/or Master of Science degree:

Concentration I: Teaching and Leadership (M.S. or M.Ed.).

This concentration is designed to provide persons who have technical backgrounds the foundation for teaching in secondary and postsecondary environments and/or directing and developing programs. The program is geared toward those interested in teaching at public, for-profit, and

community colleges and those who develop programs or manage agencies that focus on workforce development.

Concentration II: Workforce Learning and Performance (formally Training) (M.S. or M.Ed.)

This concentration is designed to provide persons with interest in training and related fields the foundation skills for roles specific to facilitating, designing and developing, and measuring and evaluating training environments. The program is geared toward persons interested in becoming training professionals, curriculum designers, program developers, and training generalists.

Concentration III: Graduate Licensure in Workforce Education (M.Ed.).

This concentration provides initial teacher licensure preparation for individuals who already possess an undergraduate degree in a workforce education subject area and wish to become a secondary teacher in Nevada.

Admission Requirements

Applicants for admission must provide the department with the following materials:

1. A bachelors degree from an accredited college or university;
2. A completed application and official copies of all college transcripts;
3. Two letters of professional recommendation;
4. Professional resume or vita;
5. Verification of professional experience;
6. Submission of an official copy of the Graduate Record Examination (GRE) or Miller's Analogy Test (MAT);
7. A minimum GPA of 2.75 (4.0) for all undergraduate work or a 3.0 for the last two years of undergraduate work;
8. Statement of interest;
9. Writing sample;
10. Indication of interest in a graduate assistantship when applicable.

In addition, applicants must provide the Graduate College with the following:

1. Application forms, fees;
2. Official transcripts of all college level work.

Degree Requirements

Program requirements for the M.Ed. degree requires successful completion of a minimum of 36 credit hours of study according to the respective curriculum options, with a minimum GPA of 3.00 for all combined graduate course work followed by successful completion of a written comprehensive examination or a professional paper/project.

The M.S. degree option requires a minimum of 39 credit hours of study according to the respective curriculum options with a minimum GPA of 3.00 for all combined graduate course work followed by successful completion and oral defense of a thesis.

NOTE: See faculty for specific concentration requirements. For specific information on the Department of Educational Leadership's Workforce Education and Development Program, please visit: http://education.unlv.edu/Educational_Leadership/workforceed/worforceed.htm.

Ph.D. Emphasis in Workplace Learning and Performance.

Refer to the Ph.D. in Higher Education Leadership listed above for information about the program strand in Workforce Education and Development.

PK-12 Leadership

EDA 700 1-6 credits Special Problems in Educational Administration

Specialized areas of instruction in educational administration designed to emphasize understanding and depth in current administrative procedures. Maximum of six credits toward a degree accepted in any approved special problems courses in the College of Education.

EDA 701 3 credits Introduction to Educational Administration

Study of the structure of American education, including administrative concepts and forces that affect the administrative role.

EDA 702 3 credits Organization and Administration of Schools

Study of the organization and administration of schools including elementary, middle, junior and high schools. Prerequisite: EDA 701 or consent of instructor.

EDA 704 3 credits Organization and Administration of Secondary Schools

Study of the organization and administration of the secondary school, including middle, intermediate, and junior high school levels. Prerequisite: EDA 701 or consent of instructor.

EDA 705 1-3 credits Field Experience in Educational Administration

Allows graduate students to participate and observe within the school administrative setting. Open only to, and required of, students pursuing a master's degree in educational administration. Concurrent enrollment in specific administrative courses required: EDA 702, EDA 710, EDA 740. May be repeated to a maximum of three credits.

EDA 706 3-6 credits Selected Problems in Educational Administration

Identification of current problems in administration and development of solution strategies. May be repeated to a maximum of six credits.

EDA 707 3-6 credits Critique of Research in the Administrative Process

Survey and analysis of data pertinent to research in educational management. May be repeated to a maximum of six credits.

EDA 708 3-6 credits Seminar: Educational Management

Seminar exploring various aspects of school administration/ leadership. May be repeated to a maximum of six credits.

EDA 709 3 credits Readings in Educational Administration

Selected readings germane to the field of administration. Prerequisite: EDA 701.

EDA 710 3 credits Supervision of Instruction

Study of principles, strategies and techniques utilized to evaluate performance and improve instruction in educational settings. Prerequisite: EDA 701 or consent of instructor.

EDA 711 3 credits Supervision in the Secondary Schools

Study of principles, strategies, and techniques utilized to evaluate performance and to improve instruction in the middle and secondary schools. Prerequisite: EDA 701 or consent of instructor.

EDA 713 3-6 credits Problem Areas in Educational Supervision

Group work employed to isolate current problems in supervision and to develop and propose solutions to the specific problems. May be repeated to a maximum of six credits. Prerequisite: EDA 701 or 711 or equivalent.

EDA 714 3 credits Critique of Research in the Supervisory Process

Identification, selection, and analysis of research pertinent to the field of supervision.

EDA 720 3 credits Public School Finance

Theory and practice of financing public education in the United States. Emphasis on sources of support, methods of distribution, and current practices. Prerequisite: EDA 701 or consent of instructor.

EDA 721 3-6 credits Seminar in School Business Administration

Principles and practices in budget making and execution; management of internal accounts; development of an effective records system; purchase, distribution, and management of supplies; and operation and maintenance of the school plant and auxiliary services. May be repeated to a maximum of six credits. Prerequisites: EDA 701, 720, and consent of instructor.

EDA 722 **Seminar in Public School Finance** **3 credits**

In-depth and advanced study of selected issues and problems in educational finance. Prerequisites: EDA 720 and consent of instructor.

EDA 737 **Readings in Educational Supervision** **3-6 credits**

Selected readings germane to the field of supervision. May be repeated to a maximum of six credits.

EDA 738 **Interscholastic and Intercollegiate Athletic Programs** **3 credits**

(*Same as PED 732.*) Designed to study educationally relevant aspects of interscholastic and intercollegiate athletic programs. Topics include growth and development of athletic programs, governing bodies, athletics in education, philosophical reform, recurrent problems, athletes and the student movement, Title IX, sport, politics and education, and NCAA compliance.

EDA 740 **Administration and Curriculum Improvement** **3 credits**

Clarifies role of the administrator in improving curriculum and instruction in the public schools.

EDA 741 **The Administrator and Ancillary Services** **3 credits**

Prepares students for administrative responsibilities of both quantitative and qualitative services provided in schools. The variety of student needs at the school level requires the use of specialists in guidance, social work, psychologists, health personnel, and many other clinicians. Each role must be coordinated within the school operation by the administrator. Prerequisite: Consent of instructor.

EDA 742 **Professional Internships in Athletics** **3 credits**

(*Same as PED 746.*) Supervised field experience in athletic management. Actual experience working in athletic programs and participating in functions associated with same. May be repeated to a maximum of six credits. Prerequisites: Admission to program in physical education and approval of advisor.

EDA 745 **Human Dynamics and Organizational Leadership** **3-6 credits**

(*Same as HOA 745 and BUS 745.*) Provides students with knowledge, skills and attitudes necessary to undertake leadership responsibilities in complex organizations. Applies concepts and methodologies from the social and behavioral sciences in the analysis of leadership behavior in diverse organizational and community settings. May be repeated to a maximum of six credits.

EDA 746 **Public Relations Problems for Schools** **3 credits**

Principles and practices pertaining to methods of working effectively with people in the school and community.

EDA 747 **Urban School Administration** **3-9 credits**

Emphasis placed on administration, development, and organization of areas specific to education in the urban settings. a) Social, political, and power groups within the urban setting. b) Nature of the urban setting utilizing a problem-solving approach. May be repeated to a maximum of nine credits.

EDA 749 **Rural School Administration** **3-6 credits**

Emphasis placed on administration, development, and organization in areas of specific concern to the administrator in a small school setting. Includes the rural setting in its political and social mode, power structures in the (rural) small school setting, utilizing a directed or problem-solving approach. May be repeated to a maximum of six credits. Prerequisite: Consent of instructor.

EDA 750 **School Personnel Administration** **3 credits**

Emphasis on the nature of personnel administration. Organization for handling personnel problems, group processes, and development of personnel policies relating to salary and working assignments, in-service improvement, and professional relations. Prerequisites: EDA 701 and consent of instructor.

EDA 751 **Public School Negotiations** **3 credits**

Statutory provisions, personnel policies, staff and administrative responsibilities in the professional negotiation process. Prerequisite: Consent of instructor.

EDA 755 **School Law: Cases, Concepts, and Practice** **3 credits**

Designed to inform students of various legal authorities and their impact on education and administrative practice. Scope includes various legal dictates from constitutions, cases, policies, and opinions. Prerequisite: EDA 701 or consent of instructor.

EDA 762 **The Educational Plant: Surveys and Facilities** **3 credits**

Studies master planning, educational surveys, site selection, specifications, and construction of school plants. Variety of activities provided to encompass aspects of equipment and ongoing maintenance of educational facilities. Prerequisite: EDA 701 or consent of instructor.

EDA 770 **3-6 credits**
Individual Instruction in Educational Administration
Provides opportunity for graduate students to select, delimit, and research problems in educational administration. May be repeated to a maximum of six credits.

EDA 771 **1-6 credits**
Seminar in Educational Administration
Designed for graduate students preparing for leadership positions in public schools. a) Curriculum. b) Administration. c) Supervision. d) Evaluation. e) Advanced Methodology. f) Research. g) Public Relations. h) Finance. i) School Plant. j) Professional Negotiations. k) School Law. l) Materials for Simulation. m) School Personnel. Variable credits determined by consent of instructor.

EDA 772 **3-6 credits**
Seminar in Supervision for Administrators in Various Roles
Designed for graduate students preparing for, or occupying, leadership roles in private and public education, professional schools, and educationally related enterprises. a) Elementary School, b) Middle and/or Junior High School, c) High School, d) Higher Education, e) Director, f) In-service Education. The above sections may be taken for three credits each with a maximum of six credits utilized.

EDA 773 **3-6 credits**
Seminar: Constructs of Theory in Educational Administration
Designed to enable teachers and administrators to understand theory and to apply theory in problem solving.

EDA 774 **3-6 credits**
Advanced Seminar: Topics in School Management
Specific topic selected from a school management area. In-depth study provided to post-master's students who seek to explore and refine further their administrative skills. Topics to be announced. May be repeated to a maximum of six credits. Prerequisite: Consent of instructor.

EDA 775 **3 credits**
Educational Futures and Educational Administration
Consideration of futurist thoughts, theories, processes, and predications as these may serve to influence the process of administering public education in tomorrow's schools.

EDA 780 **3 credits**
Organization and Administration of Vocational Education
Treatment given to the organization and administration of the special field of vocational education in secondary schools and adult vocational programs.

EDA 781 **3-6 credits**
Individual Instruction in Adult and Teacher Education
Selected basic problems related to teaching at the college or university level as well as adult education programs. Includes areas such as administration, supervision, evaluation, research, public relations, finance, school plant. May be repeated to a maximum of six credits with consent of instructor.

EDA 782 **3-6 credits**
Seminar in Teacher Education
Enables students interested in professional work in colleges and universities to select appropriate topics for in-depth study. a) Administration. b) Supervision. c) Evaluation. d) Research. e) Public Relations. f) Finance. g) School Plant. m) School Personnel. n) Curriculum. May be repeated to a maximum of six credits with consent of instructor.

EDA 785 **3 credits**
Administering Schools in a Political Climate
Enables students to understand the political process in administration, to develop strategies for coping in a political climate, and to utilize concepts of power and influence in the school community.

EDA 788 **1-6 credits**
Independent Study in the Doctoral Program
Provides the opportunity for a doctoral degree student to select and study a particular area of concentration with mutual approval of the instructor.

EDA 789 **1-3 credits**
Introduction to Computing for School Administrators
Survey of the current instructional and administrative uses of microcomputers in K-12 schools. Includes instruction in fundamentals of computer operation, classification of software, purchasing and management topics, and issues related to implementation and faculty development.

EDA 790 **3-9 credits**
Internship
Individually structured program in which the student is given an assignment in an administrative unit under joint supervision of an educational administrator and a university faculty member. Prerequisite: Consent of instructor.

EDA 791 **3-12 credits**
Practicum in Educational Administration
Designed to permit a post-master's student, or one who currently occupies a position of leadership, to function in a supervised setting. Open primarily to doctoral students or others if deemed appropriate by the advisor. May be repeated to a maximum of 12 credits. Prerequisite: Consent of advisor and department.

EDA 796 **3 credits**
Prospectus for Dissertation

Selection and preparation of an experience acceptable to and appropriate for the student, program, and advisor. Open to doctoral students only. Prerequisite: Consent of advisor.

EDA 797 **3 credits**
Professional Paper
S/F grading only.

EDA 799 **3-24 credits**
Dissertation

Preparation of an appropriate document utilizing salient features which best portray the experience selected in EDA 796 and offers data in the form found most suitable for defense before a panel or committee should it be required. Open only to doctoral students. A minimum of 12 hours required; a maximum of 24 credits allowable. May be taken in three-credit hour increments. Prerequisites: EDA 796 and consent of advisor.

Higher Education Leadership

EDH 702 **3 credits**
Strategic Decision Making

This master's level course assists students in learning how to integrate information from reports, research, surveys, and other forms of data into effective leadership and management decision making processes. The methods and processes for deciphering information will help students detail the strengths and weaknesses of informational sources that administrators commonly encounter. (Master's Program)

EDH 703 **3 credits**
History of American Higher Education

Surveys the history of American higher education in the United States with a focus on two-year and four-year institutions, public and private. Begins with its traditional liberal arts origin through the growth of the community college and American research university. Explores how various groups changed the structure of higher education and the challenges these changes created.

EDH 704 **3 credits**
Executive Communications

Master's level course on the administrative and communication aspects of effective leadership within a higher education setting. Equips students with the tools necessary to be effective communicators with various audiences via letters, memorandums, E-mail messages, presentations, and meetings. (Master's Program)

EDH 705 **3 credits**
Fundamentals of College and University Organization

Master's level course that provides an introduction to the purposes, goals, and structures of institutions of higher education. Provides a broad view of managerial functions and an understanding of organization, finance, and other issues related to college administration. (Master's Program)

EDH 706 **3 credits**
Foundations of American Higher Education

Assists graduate students in higher education in developing understanding of and appreciation for philosophical and sociological contexts that provide foundation for present system of higher education in America. Prerequisite: Consent of instructor.

EDH 707 **3 credits**
Designing & Critiquing Research In Education

Helps Ph.D. students become more thoughtful about the goals and methods of educational research. Develops in-depth understanding of research design and awareness of issues considered when critiquing research findings. Prerequisites: EPY 702 or equivalent.

EDH 708 **3 credits**
The American Community College

Development of the contemporary community, junior, and technical college. In-depth examination of history, philosophy, curriculum, and structure of the two-year college. Includes related curriculum topics. Prerequisite: Consent of instructor.

EDH 709 **3 credits**
Seminar in the Economics of Higher Education

Designed to expose students to the basic principles of micro economics and fundamental economic theories that tie to education. Students have opportunity to experiment with economics as a tool for examining higher education policy. Prerequisites: Consent of instructor.

EDH 710 **3 credits**
Finance and Budgeting in Higher Education

For students who expect to spend their careers in higher education. Provides understanding of the principals related to the economics of education including why society invests in colleges and universities.

EDH 711 **3 credits**
Leading the Community College

A theoretical examination of the classical and contemporary aspects of leadership. Students will develop an understanding of the actual application of these skills to a 2-year institution's major strategic mission. Prerequisite: Consent of instructor.

EDH 712 **3 credits**
Facilities Management and Campus Planning

This course familiarizes students with facilities management, campus planning, and public/private partnerships. The goal of the class is to increase the awareness and understanding of the topic areas and their impact on both the academic and administrative programs at higher education institutions.

EDH 715 **3 credits**
Theory of Educational Organizations

Intense discussion in understanding how higher educational organizations function. Students examine these roles as they relate to the performance of higher education administrators.

EDH 718 **Institutional Advancement** **3 credits**

Introduction to fundraising and alumni relations operations in contemporary higher education. Examines the assumptions, models, and methods that characterize fund and friend raising. Students will develop a context within which to evaluate the effectiveness of IA programs.

EDH 728 **Leadership Development Seminar** **3 credits**

Analyzes leadership functions related to educational organizations, leadership and management theory and the impact of human resources. Special emphasis placed on use of teams in higher education.

EDH 732 **Readings in Administration of Higher Education** **3-6 credits**

Selected readings of literature in higher education; assigned topics in the areas of organization, administration, finance, and/or supervision, agreed upon by both advisor and student. May be repeated to a maximum of six credits. Prerequisites: Consent of instructor.

EDH 734 **Readings in Student Personnel Issues** **3 credits**

Explores in detail all aspects of college student personnel work by conducting an extensive review of writings related to theory, practice, and program management. Prerequisite: Consent of instructor.

EDH 740 **Comparative and International Higher Education** **3 credits**

Familiarizes students with international higher education systems. The goal of the course is to examine the similarities and differences of the international systems as they relate to higher education in the United States.

EDH 745 **Institutional Planning in Higher Education** **3 credits**

Familiarizes students with institutional planning in higher education with a focus on issues including academic strategy, university management, institutional competition, program evaluation/assessment, and program/institutional accreditation. Planning issues at community colleges, private four-year institutions, and public four-year institutions will be examined.

EDH 750 **Special Topics in Higher Education** **3 credits**

Exposes students to and helps them understand special topics that impact and influence higher education. Variety of special topics offered: student financial aid, enrollment management, academic organization and leadership, and student diversity. Prerequisite: Consent of instructor.

EDH 751 **Law: Cases, Concepts, and Practice** **3 credits**

Informs students of various legal authorities and their impact on higher education and administration. Includes review and analysis of legal dictates including federal and state

constitutions, statutes, case law policies, and administrative rules. (Master's Program)

EDH 752 **Higher Education Law** **3 credits**

Designed for graduate students preparing for leadership positions in public schools. Prerequisite: Consent of instructor.

EDH 760 **Understanding the Role of Faculty in Colleges and Universities** **3 credits**

Examination of the origins, components, and purposes of the academic curriculum in higher education. Emphasis on role of faculty in curriculum development.

EDH 761 **Organizational Leadership of Multicultural Change** **3 credits**

Provides students with opportunity to reflect on experiences, examinations of theory, and practical application of organizational leadership within the context of diversity.

EDH 762 **College Student Personnel Services** **3 credits**

Introduction to the field of college student personnel services and the role of CSPW within institutions of higher education. Reviews development of the profession and assessment of current developments.

EDH 764 **Student Learning and Development** **3 credits**

Explores how students learn and develop. Strategies to facilitate learning by college students analyzed. Focuses on application of student development theory.

EDH 768 **Campus Environments and Student Assessment** **3 credits**

Familiarizes students with the relationship between campus environment and student learning.

EDH 769 **Diverse Student Populations in Higher Education** **3 credits**

Investigates traditional assumptions, including that college makes a difference and explores student-related issues, study of campus cultures, and study of diverse student populations.

EDH 780 **Seminar: Teaching in Higher Education** **3 credits**

Weekly seminars in organization, materials, and procedures related to working with college-level students. Includes survey of various teaching techniques, evaluation, and general patterns of instruction.

EDH 783 **Law and the Professorate** **3 credits**

Legal aspects of the relationship between university faculty and the institution. Prerequisite: EDH 752, consent of instructor.

EDH 784 **3 credits**
Legal Aspects of Student-University Relationship

Advanced issues course that explores topics relevant to the legal aspect of the student-university relationship. Prerequisites: EDH 751, consent of instructor.

EDH 785 A, B, C **3-9 credits**
Practitioner Experience Seminar

Follows a three-course sequence that combines seminar discussions along with limited practical experience in an administrative office or department of a postsecondary institution. The three seminars center on academic affairs, student services and finance, and administration. Prerequisite: Completion of doctoral core. (Ed.D. Program)

EDH 787 **3 credits**
Politics in Higher Education

Theoretical and working knowledge of politics in higher education. Students gain appreciation, understanding and critique of politics and its influences on policy formation.

EDH 790 **3 credits**
Internship

Individually structured program designed to enroll the student in an administrative unit or academic experience under the joint supervision of a practicing administrator or faculty member and a university professor. S/F grading. Prerequisite: Consent of instructor. Repeatable to six credits.

EDH 791 **3 credits**
Independent Study

Research in area of unique interest in college student personnel work. Research conducted in cooperation with instructor. Prerequisite: Consent of instructor. Repeatable to six credits.

EDH 792 **3 credits**
Public Policy in Higher and Post-Secondary Education

Focuses on decision making and public policy formation in higher education. Roles of state and national policy-making process studied in depth. Prerequisite: Consent of instructor.

EDH 793 **3 credits**
Advanced Public Policy in Higher and Postsecondary Education

Introduces students to philosophical and application tools in which to view public policy. Students will examine higher education policy utilizing these different tools and national databases. Prerequisite: EDH 792.

EDH 794 **3 credits**
Ethical Dimensions of Higher Education Leadership

Ethical aspects of the culture, activities, and principles relating to leadership in higher education. Students will explore current ethical issues in the post-secondary education setting and prepare a written project focusing on the ethical principles of a higher education leadership issue. Prerequisite: Consent of instructor.

EDH 796 **3 credits**
Dissertation Proposal Preparation

Acquaints students with resources available to graduate students in conceptualizing, proposing, conducting and reporting research proposals. Prerequisites: Completion of all core program courses, completion of all core research courses, and completion of program comprehensive exam.

EDH 798 **1 credit**
Master's Capstone Experience

Provides an integrative, synthesizing experience for students culminating in a written examination or an Option II Paper. Draws on and integrates concepts from previous courses and work experiences to ascertain the big picture perspective of higher education. Only one credit may count toward degree plan. S/F grading. (Master's Program)

EDH 799 **3-12 credits**
Dissertation

Culminate research analysis and writing toward completion of dissertation and subsequent defense. Prerequisites: Limited to doctoral candidates, consent of instructor.

Workforce Education

EDW 700 **1-6 credits**
Special Problems in Workforce Education

Designed to develop depth in understanding a current educational topic for the in-service teacher. Maximum of six credits accepted toward a degree from special topics courses.

EDW 704 **3 credits**
Performance-Based Education

Introduction to performance-based instruction. Basic specification of performance-based objectives, development of objectives at the appropriate levels of the cognitive, affective and psychomotor domains, development and evaluation of instructional packages: a) junior/middle schools, b) senior high schools, c) adult and postsecondary education. Prerequisite: Three credits in instructional methodology or consent of instructor.

EDW 712 **1-6 credits**
Problems in the Teaching Workforce Education

Primarily for students who have completed undergraduate methods courses. Research projects required for each student in his or her field of special interest. a) Secondary. b) Postsecondary. May be repeated to a maximum of six credits.

EDW 719 **3 credits**
Leadership in Workforce Education and Development

Provides insight into the administration and supervision of workforce education programs. Emphasis on establishing role of the workforce administrator/supervisor and development of modern management and personal interactions skills.

EDW 730 **History, Philosophy, and Legislation in Workforce Education** **3 credits**

Study of the history, philosophy, and legislation which impact workforce education programs in secondary, postsecondary, public and private institutions.

EDW 731 **Workforce Education Externship** **1- 3 credits**

Class based upon student reflections of site-based experiences. Requires a minimum of 50 hours in a work site placement. May be repeated to a maximum of six credits.

EDW 732 **Foundations of Workplace Learning and Performance** **3 credits**

Focuses on competencies identified by the International Board of Standards for Training, Performance and Instruction and 2004 ASTD competency model for Workforce Learning Performance. Familiarizes students with competencies, roles, and areas of expertise identified in the 2004 Competency Model based on the field called Workforce Learning and Performance.

EDW 733 **Workforce Education Curriculum and Program Development** **3 credits**

Comprehensive program development and implementation and curricular integration of career education in the high school, postsecondary and adult education settings. Includes selection and evaluation of career and technical education materials.

EDW 734 **Needs Assessments and Training Program Evaluation** **3 credits**

Discusses approaches to identifying performance problems in organizations and determining appropriate interventions. Emphasis/focus on assessment, evaluation, and measurement of workplace learning and performance activities.

EDW 735 **Practicum in Workforce Education** **3 credits**

Contemporary public school workforce education settings. Includes structured field experience and campus-based instruction. Prerequisites: EDW 712 or equivalent or consent of instructor.

EDW 736 **Training Program Development** **3 credits**

Provide concepts, models, and techniques for designing and developing training programs.

EDW 737 **Facilitation Skills for Workplace Learning and Performance** **3 credits**

Introductory course providing overview of roles and functions of the training professional. Ample opportunities to practice facilitation skills. Topics include evolution of training, current paradigms in training and development, media development, and delivery techniques.

EDW 738 **Curriculum Laboratory in Secondary, Postsecondary, and Vocational Education** **3 credits**

Laboratory work in construction of specific instructional units with objectives, content, materials, procedures, and evaluation designed to implement research findings. Emphasis according to individual interest. Prerequisite: ICS 703.

EDW 739 **Tools for Success in Secondary Workforce Education** **3 credits**

Combination of workshops presented by UNLV and School District personnel covering relevant and timely topics deemed important for 1st year Workforce Education teachers. Class meets monthly throughout the school year. Course open only to currently employed secondary Workforce Education teachers. Prerequisites: Consent of instructor.

EDW 740 **Technologies for Improving Human Performance** **3 credits**

Concepts and applications of technology-assisted methods for facilitating and delivering instruction in a variety of workforce education and development settings.

EDW 741 **Advanced Training Program Development** **3 credits**

Theory, concepts, models, techniques and practices of program development and management as applied to workplace learning and performance. Focus on macro issues in designing, developing, implementing and managing various WLP interventions including distance learning, e-learning, and other learning system and interventions. Prerequisite: EDW 736.

EDW 742 (Formerly EDW 714) **Policies and Practices in Workforce Training and Development** **3 credits**

Introduction to major concepts, skills, and techniques required by corporate, business, industry trainers to facilitate and support organizational change. Explores models and methods for analyzing policies for corporate training and development.

EDW 745 **Theories of Adult Learning** **3 credits**

Overview of adult education to give an understanding of adults as learners as well as the history, philosophy, and nature of adult education. Includes exposure to fundamental adult education concepts such as lifelong learning, self-directed learning, and contract learning.

EDW 746 **History and Development of Two Year Postsecondary Institution** **3 credits**

Focuses on the history, development, aims, and objectives of the American educational institution, the community college. Two year colleges in the U.S. are examined in the context of their history, philosophy, unique processes, curriculum, governance structures, and student characteristics.

EDW 747 **Workforce Education Teaching** **3 credits**

Introduction to the theories and practices for teaching and learning in workforce education settings. Course focuses on teaching methods and strategies, organization of curriculum, and competency-based evaluation techniques.

EDW 748 **Teaching and Leadership Internship** **3-6 credits**

Supervised professional teaching or administrative experience in an appropriate educational setting. Students will be required to complete a total of eighty hours. Prerequisite: Minimum completion of twenty seven credits in program.

EDW 749 **Internship in WLF** **3 credits**

Supervised internship in a training setting. Student will be supervised by both industry professional and faculty. Course requires eighty hours at internship site. Prerequisite: Completion of twenty seven credits in program.

EDW 755 **Professional Seminar in Workforce Education** **3 credits**

Various contemporary workforce education issues and topics analyzed from the perspective of the classroom teacher. Topics include diversity in the classroom, resource and funding issues, social, economic and demographic concepts, program management, and strategic planning.

EDW 759 **Seminar in Workplace Learning and Performance** **1-3 credits**

Contemporary issues and practices in workplace learning and performance (training) are examined.

EDW 763 **Readings in Postsecondary Education, Workplace Learning and Performance, and Workforce Education Leadership** **3 credits**

Acquaints advanced students with major recent issues in postsecondary and workforce education. Review and critique of current research.

EDW 765 **Fiscal and Facilities Management in Workforce Education** **3 credits**

Provides individuals with leadership skills necessary for the management and administration of adult education programs. Student will be able to engage in policy analysis, planning, budgeting, development, delivery, and support of adult education programs for a global citizenry.

EDW 767 **Accreditation, Assessment of Workforce Education Programs** **3 credits**

Standards, procedures, and policies as they relate to accreditation and assessment of secondary, postsecondary and public or private workforce education programs.

EDW 771 **Workforce Education Leadership Conference** **1-6 credits**

Students will attend and participate in approved State and/or National leadership conferences concerning career and technical education/workforce education and development. Presentations of timely topics, new techniques and curriculum, latest equipment and software, funding, and legislative issues, etc. will be addressed

EDW 772 **Seminar in Workforce Education** **3 credits**

Designed to prepare students to complete their professional papers, projects of thesis. Prerequisite: EPY 702.

EDW 774 **Professional Paper/Project in Workforce Education** **1-3 credits**

Capstone course for students pursuing the M.Ed. S/F grading only. Prerequisite: Completion of thirty credits in program including EDW 772.

EDW 775 **Thesis** **3 credits**

Capstone course for students pursuing the M.S. May be repeated for a maximum of six credits. S/F grading only. Prerequisite: Completion of thirty credits in program including EDW 772.

EDW 785 **Current Trends and Issues in Education** **3 credits**

Contemporary trends and issues in curriculum development, teaching, and learning in education. Limited to students enrolled in specialist or doctoral programs. Prerequisite: Consent of instructor.

EDW 786 **Colloquium in Workforce Education and Development** **3 credits**

Colloquia, discussion, and readings related to leadership in workforce education settings. Course is designed to provide an in depth understanding of the trends and issues in the workplace.

EDW 787 **Organization Development** **3 credits**

Cover concepts, models, theories, and techniques for planning, facilitating, and evaluating OD interventions. Develop skills and competencies necessary to work within a variety of WLP roles while developing strategies for internally and externally implementing OD activities, specifically change management, the relationship between OD consultant and client, current practice and issues. Prerequisite: EDW 732.

EDW 788 **Strategic Planning and Management in WLP** **3 credits**

Helps participants learn how to manage WLP projects and programs at the strategic and policy level in both business and public organizations, especially focusing on integration of business strategy and organization's performance.