

# Course Catalog - Spring 2008

## Educational Organization and Leadership

199 ***Undergraduate Open Seminar*** credit: 1 to 5 hours.

Approved for both letter and S/U grading. May be repeated in the same or separate terms as topics vary.

367 ***The American College*** credit: 3 hours.

Survey of the American college and university; its history, structures, problems, trends, and governance. Provides an opportunity to explore the nature and scope of higher education in the United States.

440 ***Prof Issues for Teachers*** credit: 1 hours.

Provides the basic common understanding of schools as social organizations and the professional role of teachers in public schools; analyzes selected legal issues relating to student rights, employment and teacher rights, and collective bargaining in schools; and serves as an introduction to instructional supervision, teacher evaluation, and continuing professional development of teachers. Concurrent enrollment in EDPR 432 or EDPR 442. Prerequisite: Admission into a teacher preparation program.

518 ***Econ of Ed, Hlth & Hum Capital*** credit: 4 hours.

Basic economic analysis of human capital and the value of human time, with applications to the economics of education and health; theory and analysis of consumer investment in human and physical capital over the life cycle; the returns to education and health, and their effects on growth; the theory of nonmarket time; public finance of education and health; and implications for the analysis of the distribution of income. Same as ECON 545. Prerequisite: A course in microeconomic theory and a course in statistics, or consent of instructor.

540 ***Intro to Edu Admin.*** credit: 4 hours.

Provides the basic common understanding of theory and practice in operation and control of schools useful to teachers and other citizens; analyzes both formal and informal influences on governance; and serves as an introductory course for prospective administrative officers and supervisors. Prerequisite: Graduate standing in the College of Education or consent of instructor.

541 ***Instructional Supervision*** credit: 4 hours.

Methods, theories, and research applying to the supervision and evaluation of classroom instruction; includes analysis and application of research in effective teaching practices, formative and summative evaluation, staff development, data collection techniques, and alternative feedback methods. Prerequisite: EOL 540 or consent of instructor.

542 ***The Principalship*** credit: 4 hours.

Provides an overview and analysis of the administrative, supervisory, and leadership functions of building-level administrators; emphasizes the design and implementation of effective educational programs on a school-wide basis; analyzes administrative tasks and processes through case studies, interviews with practitioners, simulations, and readings. Prerequisite: EOL 540 or consent of instructor.

543 ***School Improvement*** credit: 4 hours.

Study of major ideas on school improvement, past and present, and of emerging research on the condition of public education in the United States. In-depth examination of reform proposals for changing the organization of schools, the instructional program, and the roles of students, teachers, and school administrators. Prerequisite: Graduate standing in the College of Education or consent of instructor.

544 ***School Dist Improvement*** credit: 4 hours.

Course will provide an in-depth examination of reform proposals for changing the organization of school systems, the instructional programs, and the roles of educators to improve learning; will share insights and experiences in building-level and district-level improvement planning; and will explore the pivotal role of the superintendent in district improvement and building a community of learners. Prerequisite: Students must be admitted to the EOL Superintendent Endorsement program or consent of instructor.

546 **Educational Finance** credit: 4 hours.

Advanced graduate study of financing public education systems in the United States; focuses on the social, economic, political, legal, and technical dimensions of developing school finance policy for federal, state, and local governments; relates theory and research in public school finance to administrative practice in budgeting and financial administration. Prerequisite: Graduate standing in the College of Education or consent of instructor.

547 **Educational Law** credit: 4 hours.

Examines the range of federal and state constitutional and statutory sources that apply to the constituents (pupils, parents, teachers, administrators, and board members) engaged in public schools. Emphasizes development of legal analytical skills. Prerequisite: Graduate standing in the College of Education or consent of instructor.

548 **Poli & Cultural Context of Ed** credit: 4 hours.

The political and social environment of public education in the United States; analysis of the power structure and its influence on educational policy making at the district level; examination of the evolving roles of state and federal agencies, the courts, private organizations, and interest groups in school governance. Studies the tension between the ideal of a democratically controlled public school system and the growing power of educational experts. Prerequisite: Graduate standing in the College of Education or consent of instructor.

549 **Administration Theory** credit: 4 hours.

Study of theoretical perspectives and empirical research drawn from the social sciences relating to educational organizations and administrative leadership with an emphasis on application of theory to practice. Prerequisite: Student must be admitted to the EOL Superintendent Endorsement program or consent of instructor.

560 **Clinical Experience Admin** credit: 1 to 12 hours.

Direct experience in the study of educational problems of concern to administrators; features an action component whereby the student is provided with opportunities for assuming responsibility for decision making in a live or simulated setting; each student works under the supervision of a professor, and where possible and appropriate, a practicing administrator. Approved for S/U grading only. May be repeated to a maximum of 12 hours. No more than 4 hours earned at the master's level. Prerequisite: Students must be admitted to the EOL General Administrative or Superintendent Endorsement program and must have completed at least four EOL required courses, or consent of instructor.

561 **Ed Politics and Policies** credit: 4 hours.

Examines the legislative and political processes in the formulation of current federal and state educational policies, together with the evaluation of policy and the formulation of policy alternatives. Prerequisite: EOL 548 or consent of instructor.

562 **School District Management** credit: 4 hours.

Course will introduce students to the literature on school district management from the perspectives of theory, research, and practice. Effective strategies for managing school districts will be presented, including in-depth study of educational facilities management, planning, and decision making. Prerequisite: Students must be admitted to the EOL Superintendent Endorsement program or consent of instructor.

563 **The School Superintendency** credit: 4 hours.

Course examines the legal and fiscal responsibilities of school superintendents, the relationship of superintendents with school boards and employee groups, the importance of public relations and partnerships with community stakeholders, the process for selecting superintendents, and the effect of the position on individuals. Prerequisite: Students must be admitted to the EOL Superintendent Endorsement program or consent of instructor.

564 **Democracy/Politics** credit: 4 hours.

Course examines the foundations and basic concepts of democratic theory and governance and their relationship to administrative practice; considers various approaches in political theory to administration; addresses moral and ethical issues in administration; and develops principles of governance and ethics for educational leadership. Prerequisite: EOL 548 or consent of instructor.

565 **Human Resource Management** credit: 4 hours.

Principles, problems, and trends in the administration of professional public school personnel; organization of

personnel; the legal framework of the personnel function; selection, evaluation and development of staff; collective bargaining, contract administration and personnel policy; and the personnel administrator's role as a catalyst for school improvement. Prerequisite: EOL 547 or consent of instructor.

566 **Financial Administration** credit: 4 hours.

Role of financial administration in public schools; analysis of the budgetary and accounting systems used in American public education agencies; examination of the principles of school fiscal administration, including organizing the fiscal function and intergovernmental fiscal relations; emphasizes the role of financial decision making in public school administration. Prerequisite: EOL 546 or consent of instructor.

567 **Program Planning & Evaluation** credit: 4 to 8 hours.

Open only to persons who have been admitted to doctoral study in the Department of Educational Organization and Leadership. Prerequisite: EOL 540 or equivalent or consent of instructor.

570 **Organization of Higher Ed** credit: 4 hours.

Organizational patterns whereby colleges and universities seek to accomplish their purposes; agencies involved in the governance of higher education. Prerequisite: EOL 571 or equivalent.

571 **Foundation of Higher Edu** credit: 4 hours.

Introduction to higher education as a subject. Its history, purposes, leaders, and literature; attention to conceptual framework in which further development of this subject can progress.

572 **The College Student** credit: 4 hours.

Study of the characteristics and development of college students, the institutional contexts in which they operate, and the interaction of students with the college environment.

573 **The Community College** credit: 4 hours.

Community and technical colleges; their purposes, function, and objectives; social forces related to their development and evaluation; characteristics and needs of students; educational programs and teaching strategies; and organization, control, and financing. Same as HRE 501.

574 **Diversity in Higher Education** credit: 4 hours.

Explores critical topics and issues related to diversity in higher education, including race/ethnicity, class, and gender. Covers current research that explores diversity in higher education, institutional diversity policies and organizational behaviors, campus constituents, and the role of external groups. The course consists of reading, in-class discussion, group exercise, and completing a research project that is of interest to the student.

576 **Higher Education Finance** credit: 4 hours.

Explores the foundations of higher education finance by analyzing key theories, structures, and challenges of college and university financing. Students will examine readings, present papers and actively participate in class discussions, so as to better comprehend the financial complexities dictating current institutional policies and practices. Prerequisite: EOL 571.

577 **Public Policy in Higher Ed** credit: 4 hours.

Intended primarily for doctoral students in higher education, this course will enable students to analyze contemporary public policy issues confronting American higher education. Selected policy issues will be probed in depth, drawing upon scholarly sources and public reports. Students will comprehend the interaction and tension among higher education leaders, and local, state, and federal policymakers. Prerequisite: EOL 571 or consent of instructor.

578 **Higher Education Law** credit: 4 hours.

Provides graduate students with core knowledge of the law affecting the administration of colleges and universities. Students become versed in legal issues to enhance administrative effectiveness and to address legal issues that confront the administrator in the operation of an institution of higher education. Importantly, the course does not aspire to invest the student with legal knowledge sufficient to operate without advice of professional legal counsel. Prerequisite: EOL 571.

580 **Critical Issues in Higher Ed** credit: 4 hours.

The examination of critical trends that impact higher education from various perspectives, including legal, organizational, and political. May be repeated to a maximum of 8 hours.

582 **College Student Development** credit: 4 hours.

Provides students with an understanding of theories and research involving the cognitive, intrapersonal and interpersonal development of college students. Special attention is paid to the application of student development research in educational settings and the intentional creation of educational environments along developmental principles. Prerequisite: EOL 572 or consent of instructor.

583 **Student Affairs Admin** credit: 4 hours.

Theory, research, and practice of student affairs administration, including philosophical foundations, management, professional development and organizational issues.

585 **College Teaching** credit: 4 hours.

Scholarly approach to curriculum and pedagogy at the college level: models of student development, instructional methods, active and cooperative learning, advising, evaluation and assessment, classroom research. Faculty roles and responsibilities. This course is intended for students who plan to pursue academic careers. Prerequisite: Completion of a campus or departmental orientation for teaching assistants.

586 **Changing College Curriculum** credit: 4 hours.

Examines the historical roots, contemporary controversies, current trends, and possible futures of the curriculum in American postsecondary education. It is a graduate seminar built on small group discussions and conversations about important literature on the changing college curriculum. Increases student understanding of historical and contemporary curricular issues in higher education with the additional goal of fostering the consideration of the possibilities of challenges to enacting curricular change. Prerequisite: EOL 571 or consent of instructor.

587 **Quality Process Improvement** credit: 4 hours.

Same as HRE 531. See HRE 531.

589 **Internship in Higher Ed** credit: 4 hours.

Supervised direct experience in the administration of higher education. With the aid of the faculty, students select the internship relevant to their career goals. Approved for S/U grading only. May be repeated to a maximum of 8 hours. No more than 8 hours may be earned toward an advanced degree. Prerequisite: Consent of instructor.

590 **Advanced Seminar** credit: 4 to 8 hours.

Open only to persons who have been admitted for doctoral study in the Department of Educational Organization and Leadership. Prerequisite: Consent of instructor.

595 **Independent Study** credit: 2 to 4 hours.

Offers opportunity and challenge of self-directive, independent study, that is, develops the individual's ability as an independent student, and enables the student to pursue needed study in a field in which appropriate courses are not being offered during a given term. May be repeated for credit with consent of advisor and department head. Prerequisite: Approval of study outline by adviser and the department head prior to enrollment.

598 **Thesis Seminar** credit: 4 to 8 hours.

Assists doctoral candidates in planning field studies and thesis problems; students are expected to present their studies at each of four stages: (1) the inception, delimitation, tentative design stage; (2) the proposed design stage; (3) the revised design stage; and (4) the final design stage. Students are expected to analyze all presentations critically. Approved for S/U grading only. Prerequisite: Consent of instructor.

599 **Thesis Research** credit: 0 to 16 hours.

Individual direction of research and thesis writing. Approved for S/U grading only. May be repeated.