

# Educational Leadership and Workforce Development

4100 Education Building  
757-683-4305

Mickey Kosloski, Chair

The Department of Educational Foundations and Leadership offers graduate programs in workforce and organizational development (PhD, career and technical education post-baccalaureate), educational leadership (MSEd, EdS, PhD), higher education (MSEd, EdS, PhD), and community college leadership (certificate, PhD).

Due to changing University requirements, national accreditation standards, and Commonwealth licensure regulations, the programs in the Darden College of Education and Professional Studies are under constant revision. Any changes resulting from these factors supersede the program requirements described in the catalog. Students should obtain current program information from their advisors and the Darden College of Education and Professional Studies website at <http://www.odu.edu/education> (<http://www.odu.edu/education/>).

## Workforce and Organizational Development

- Doctor of Philosophy, Education – Workforce and Organizational Development Concentration
  - Career and Technical Education
  - Human Resources Training
  - Technology Education
- Post-baccalaureate, Career and Technical Education

## Educational Leadership

- K-12 Licensure only
- Master of Science in Education – Educational Leadership, Administration and Supervision (K-12 Licensure) Concentration
- Education Specialist, Educational Leadership - Administration and Supervision (K-12 Licensure) Concentration
- Education Specialist, Educational Leadership - Administration and Supervision (Non-Licensure) Concentration
- Doctor of Philosophy, Education – Educational Leadership Concentration

## Higher Education Leadership

- Master of Science in Education – Higher Education
  - Student Affairs Administration
  - Leadership and Administration
  - International Higher Education Leadership
- Education Specialist, Higher Education
- Doctor of Philosophy, Education - Higher Education Concentration

## Community College Leadership

- Certificate, Community College Leadership
- Doctor of Philosophy, Community College Leadership

## Programs

### Doctor of Philosophy Programs

- Community College Leadership (PhD) (<http://catalog.odu.edu/graduate/education/educational-leadership-workforce-development/community-college-leadership-phd/>)

- Education with a Concentration in Educational Leadership (PhD) (<http://catalog.odu.edu/graduate/education/educational-leadership-workforce-development/education-educational-leadership-phd/>)
- Education with a Concentration in Higher Education (PhD) (<http://catalog.odu.edu/graduate/education/educational-leadership-workforce-development/education-higher-phd/>)
- Education with a Concentration in Workforce and Organizational Development (PhD) (<http://catalog.odu.edu/graduate/education/educational-leadership-workforce-development/education-workforce-org-dev-phd/>)

## Education Specialist Programs

- Educational Leadership with a Concentration in Administration and Supervision (Non-Licensure) (EdS) (<http://catalog.odu.edu/graduate/education/educational-leadership-workforce-development/educational-leadership-administration-supervision-non-licensure-eds/>)
- Educational Leadership with a Concentration in Administration and Supervision - Licensure (EdS) (<http://catalog.odu.edu/graduate/education/educational-leadership-workforce-development/educational-leadership-administration-supervision-licensure-eds/>)
- Educational Leadership with a Concentration in Higher Education (EdS) (<http://catalog.odu.edu/graduate/education/educational-leadership-workforce-development/educational-leadership-higher-education-eds/>)
- Educational Leadership with a Concentration in Occupational and Technical Studies (EdS) (<http://catalog.odu.edu/graduate/education/educational-leadership-workforce-development/educational-leadership-occupational-technical-studies-eds/>)

## Master of Science in Education Programs

- Educational Leadership with a Concentration in Administration and Supervision (K-12 Licensure) (MSEd) (<http://catalog.odu.edu/graduate/education/educational-leadership-workforce-development/educational-leadership-administration-supervision-msed/>)
- Educational Leadership with a Concentration in Higher Education - International Higher Education Leadership (MSEd) (<http://catalog.odu.edu/graduate/education/educational-leadership-workforce-development/educational-leadership-higher-education-international-msed/>)
- Educational Leadership with a Concentration in Higher Education - Leadership and Administration (MSEd) (<http://catalog.odu.edu/graduate/education/educational-leadership-workforce-development/educational-leadership-higher-education-administration-msed/>)
- Educational Leadership with a Concentration in Higher Education - Student Affairs Administration (MSEd) (<http://catalog.odu.edu/graduate/education/educational-leadership-workforce-development/educational-leadership-higher-education-student-affairs-administration-msed/>)

## Certificate Program

- Community College Leadership Certificate (<http://catalog.odu.edu/graduate/education/educational-leadership-workforce-development/community-college-leadership-certificate/>)

## Post-Baccalaureate Programs

- Marketing Education Post-Baccalaureate Endorsement (<http://catalog.odu.edu/graduate/education/educational-leadership-workforce-development/marketing-education-post-baccalaureate-endorsement/>)
- Technology Education Post-Baccalaureate Endorsement (<http://catalog.odu.edu/graduate/education/educational-leadership-workforce-development/technology-education-post-baccalaureate-endorsement/>)

## Courses

### Workforce and Organizational Development

#### Community College Leadership (CCL)

##### **CCL 766 Seminar on the Modern Community College: Foundations, Philosophy, and Vision (3 Credit Hours)**

A critical examination of the future of the community college, considering the current strengths and weaknesses within the higher education community. Ultimately, the course strives to prepare students to understand, assess, and contribute to the betterment of community college education. Students develop and articulate thoughts, ideas, and opinions on how to re-imagine the community college in order to improve institutional performance and to more effectively serve all students.

##### **CCL 820 Community College Leadership (3 Credit Hours)**

Provides students with the theory, knowledge and skills needed to be an effective leader within the community college system. Course assignments take a practical approach to identifying and applying theoretical principles and personal leadership style.

##### **CCL 824 Community College Finance, Fundraising, and Resource Management (3 Credit Hours)**

An examination of the necessary financial knowledge and skills required for community college leaders through the exploration of how the mission and goals of the community college are directly connected to financial considerations. Course activities help prepare students to take leadership roles in budget decisions, development of state and local government appropriations, fundraising, resource management, and financial decisions that are based on data and realistic institutional goals.

##### **CCL 826 Community College Curriculum, Program Development, and Quality Assurance (3 Credit Hours)**

A critical examination of community college curricula and program development. Students will develop the knowledge to understand and defend curricular issues related to developmental education, transfer education, career, technical and vocational education, continuing education, and general education.

##### **CCL 830 Community College Politics, Policy, and Advocacy (3 Credit Hours)**

An analysis of the political factors that influence educational policy decisions at community colleges and other higher education institutions. The course will examine policy-in-action in order to help students understand the relationships community college leaders build with community college boards of trustees, county commissioners, state legislators, and federal representatives.

##### **CCL 866 Seminar on the Modern Community College: Foundations, Philosophy, and Vision (3 Credit Hours)**

A critical examination of the future of the community college, considering the current strengths and weaknesses within the higher education community. Ultimately, the course strives to prepare students to understand, assess, and contribute to the betterment of community college education. Students develop and articulate thoughts, ideas, and opinions on how to re-imagine the community college in order to improve institutional performance and to more effectively serve all students.

##### **CCL 868 Internship in Community College Leadership (3-6 Credit Hours)**

Provides students an opportunity to obtain hands-on experience in a leadership role at a community college setting. The students learn about leadership skills at the community college by observing a mentor/site supervisor and by being given leadership tasks associated with the site chosen.

##### **CCL 881 Dissertation Seminar (3 Credit Hours)**

A seminar that focuses on the design, implementation, and evaluation of community colleges under real-life conditions in the field. Students and faculty work with community college decision makers utilizing problem solving skills and analysis.

##### **CCL 895 Topics in Community College Leadership (1-3 Credit Hours)**

Study of selected topics in community college leadership.

##### **CCL 897 Independent Study (1-3 Credit Hours)**

Independent study of special topics in community college leadership for doctoral students.

##### **CCL 899 Dissertation (1-12 Credit Hours)**

Directed research for the doctoral dissertation.

##### **CCL 999 Doctoral Graduate Credit (1 Credit Hour)**

This course is a pass/fail course doctoral students may take to maintain active status after advancement to candidacy. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.

### Educational Leadership and Services (ELS)

##### **ELS 596 Topics in Education (1-3 Credit Hours)**

The College of Education offers selected topics designed to permit small groups of qualified students to work on subjects of mutual interest which, due to their specialized nature, may not be offered regularly.

##### **ELS 597 Topics in Education (1-3 Credit Hours)**

The College of Education offers selected topics designed to permit small groups of qualified students to work on subjects of mutual interest which, due to their specialized nature, may not be offered regularly.

##### **ELS 598 Topics in Education (1-3 Credit Hours)**

The College of Education offers selected topics designed to permit small groups of qualified students to work on subjects of mutual interest which, due to their specialized nature, may not be offered regularly.

##### **ELS 623 Design of Service Delivery Plans to Meet the Needs of Military Connected Children and Families (4 Credit Hours)**

Students will apply their foundational and assessment knowledge for supporting military students to a capstone project in service delivery program design. This course will engage participants in surveying and considering a range of services, program elements, and strategies that may be employed to improve educational, social, and emotional school experiences for children of military-related families. Participants will engage in processes for selecting and preparing to implement optimal support strategies and structures to meet the identified needs of military students in their school setting. They will become familiar with and prepared to craft specific plans to utilize, for the benefit of military children, their peers and families: (a) various school, community, and government services; (b) classroom- and school-based programs designed to improve academic achievement and/or emotional well-being; and (c) classroom- and school-based strategies for designing and implementing programs and services that meet the needs of these children and their families.

##### **ELS 660 Program Evaluation, Research and Planning (3 Credit Hours)**

In this course principal licensure candidates learn to identify organizational needs, develop research-based strategies to address those needs, and use data-driven planning to implement, monitor, and manage processes involved in implementing change strategies.

##### **ELS 667 Cooperative Education (1-3 Credit Hours)**

Cooperative Education.

##### **ELS 668 Internship in Educational Leadership (3-6 Credit Hours)**

The internship is designed to establish a bond between theory and practice, while providing opportunities for independent and guided practice, feedback, coaching, and reflection. Ultimately, it will engage prospective administrators in planned and coordinated active learning experiences. Pre- or

##### **ELS 669 Instructional Internship (3 Credit Hours)**

Each internship course will require students to complete a minimum of 160 hours in each course. Course is designed to provide field experiences which will prepare them to serve as instructional and curriculum leadership in K-12 environments. Student must produce 1) a portfolio with required artifacts; 2) prepare a 10-12 reflective paper according to identified guidelines and 3) complete internship evaluation with mentor and college supervisor at least three times during the term.

**ELS 673 Critical Issues Research (3 Credit Hours)**

The student completes an in-depth study of a critical issue in his/her profession and documents the work in a critical issue paper. Student must be able to demonstrate written and oral communication skills and critical and analytical skills in dealing with a major issue in educational leadership. Course to be taken near completion of program.

**ELS 697 Topics in Educational Leadership (1-6 Credit Hours)**

The study of selected topics in educational leadership. Arranged individually with students.

**ELS 700 Strategic Leadership and Management for School Improvement (3 Credit Hours)**

This course is designed to give students entering the ODU Licensure program an understanding of the complex roles and challenges of a school principal, while focusing on the constantly changing nature of administrative responsibility. Students develop an integrated view of the knowledge base, research and practice of administration within a context of multiple perspectives and a wide range of thinking. The purpose of the course is to increase understanding of education, the role of educational administration, the forces that are moving education into a new era, the transitions that are occurring, and the use of the latest, best practices to improve the education of all children.

**ELS 701 Accountability and Organizational Improvement (3 Credit Hours)**

This course is an in-depth study of effective data based decision-making practices for contemporary school leaders. Formative and summative data based decision making practices will be explored, as well as how to work with large and small groups of staff members to analyze multiple measures of data and create school improvement designs for student and school success. An emphasis is placed on using data to make decisions at the division, school, and classroom levels.

**ELS 702 Educational Politics and Policymaking (3 Credit Hours)**

This course teaches aspiring school leaders how politics and policy shapes school-based decision making and how school leaders can influence politics and policy processes to improve learning environments for children. The course focuses contemporary problems that confront school leaders as they work to improve the conditions of learning for their students, faculty and staff. To effectively address and solve problems school leaders need to understand the processes of policymaking at various educational levels and to develop the relevant skills of policymaking needed at the school level. Thus, this course addresses the following three essential principles of educational politics and policy as they apply to school level administrators: political and policy dynamics that influence their work in schools; accurately identify, diagnose, and develop the right solutions to the right problems in order to achieve instructional goals of the school and division; and confront, engage in, and effectively deal with conflict (i.e., politics) emanating from within the school, division, or community in order to achieve school and division learning goals.

**ELS 710 Strategic Communication and External Relations (3 Credit Hours)**

This course serves as an introduction for prospective administrators to the social and political context of the educational environment. The underlying concept of this course is collaboration. Today's administrators face a variety of multifaceted challenges in their daily routines. Therefore, they must recongnize the impact of political, socioeconomic situations, community diversity, equity issues, and school community relations on their leadership practices.

**ELS 727 Learning Theories and Professional Development (3 Credit Hours)**

This course exposes students to the essential elements of instructional leadership. Central to the skills and knowledge necessary to be an effective instructional leader are a deep understanding of the learning sciences that inform us about the essence of effective teaching. Effective instructional leaders have a solid basis for assessing and promoting high quality instruction, giving them the tools to proactively build a school's organizational capacity of sustained growth in student achievement. Students will engage in reading, reflection, dialog, writing, problem solving and field-work, designed to build an understanding of how these topics are intrinsically tied to supporting teachers in their classrooms through facilitating better understandings of standards and accountability, effective lesson planning and curriculum development, assessment and grading, classroom management and discipline.

**ELS 728 Instructional Leadership and Supervision (3 Credit Hours)**

This course develops student's skills, knowledge and dispositions in the area of instructional leadership. Students will explore how effective instructional leaders can use their integrated knowledge of quality instruction and the core principles of learning to set the mission and vision for the school, facilitate school improvement planning and professional development and finally how instructional supervision is used to integrate these activities and support the growth of individual teachers as well as building organizational capacity. Effective instructional leaders have a solid basis for assessing and promoting high quality instruction, giving them the tools to proactively build a school's organizational capacity for sustained growth in student achievement. Students will engage in reading, reflection, dialog, writing, problem solving and field-work, designed to help them build an integrated understanding of those leadership practices that help support teacher instructional growth and those that build organizational capacity for sustained improvement.

**ELS 753 Educational Finance and Budgeting (3 Credit Hours)**

This course examines how public schools are financed, including an analysis of the sources of revenues, the distribution of revenue, and the budgeting and expenditure of revenue. Special emphasis will be placed on the Virginia funding formula, education as an investment in human capital, and how funding relates to student achievement. Students will learn the fiscal management skills and understandings necessary to manage the finances of a school or school system, including the study of system and school procedures related to budget planning, budget management, internal school account management, inventory control, and purchasing procedures.

**ELS 757 Educational Law and Ethics (3 Credit Hours)**

This course is an introduction to law, particularly with respect to federal and state statutes and court decisions dealing with the public schools. The topics span a wide spectrum of law-related concerns. The study of law is intended to be practical by providing the legal understanding necessary for a school administrator to negotiate his or her way through the maze of difficult legal and ethical matters commonly faced each day.

**ELS 787 Pupil Personnel Services for Diverse Populations (3 Credit Hours)**

This course focuses on the theories and skills that leaders need in order to administer the broad array of special services (i.e., special education, bilingual programming, counseling, and psychological, social work, and therapy services) so that students with all diverse needs are included in regular education.

**ELS 795 Topics in Educational Leadership (1-3 Credit Hours)**

Study of selected topics in educational leadership.

**ELS 797 Topics in Educational Leadership (1-3 Credit Hours)**

Topics in Educational Leadership.

**ELS 800 Strategic Leadership and Management for School Improvement (3 Credit Hours)**

This course is designed to give students entering the ODU Licensure program an understanding of the complex roles and challenges of a school principal, while focusing on the constantly changing nature of administrative responsibility. Students develop an integrated view of the knowledge base, research and practice of administration within a context of multiple perspectives and a wide range of thinking. The purpose of the course is to increase understanding of education, the role of educational administration, the forces that are moving education into a new era, the transitions that are occurring, and the use of the latest, best practices to improve the education of all children.

**ELS 801 Accountability and Organizational Improvement (3 Credit Hours)**

This course is an in-depth study of effective data based decision-making practices for contemporary school leaders. Formative and summative data based decision making practices will be explored, as well as how to work with large and small groups of staff members to analyze multiple measures of data and create school improvement designs for student and school success. An emphasis is placed on using data to make decisions at the division, school, and classroom levels.

**ELS 802 Educational Politics and Policymaking (3 Credit Hours)**

This course teaches aspiring school leaders how politics and policy shapes school-based decision making and how school leaders can influence politics and policy processes to improve learning environments for children. The course focuses contemporary problems that confront school leaders as they work to improve the conditions of learning for their students, faculty, and staff. To effectively address and solve problems school leaders need to understand the processes of policymaking at various educational levels and to develop the relevant skills of policymaking needed at the school level. Thus, this course addresses the following three essential principles of educational politics and policy as they apply to school level administrators: political and policy dynamics that influence their work in schools; accurately identify, diagnose, and develop the right solutions to the right problems in order to achieve instructional goals of the school and division; and confront, engage in, and effectively deal with conflict (i.e., politics) emanating from within the school, division, or community in order to achieve school and division learning goals.

**ELS 810 Strategic Communication and External Relations (3 Credit Hours)**

This course serves as an introduction for prospective administrators to the social and political context of the educational environment. The underlying concept of this course is collaboration. Today's administrators face a variety of multifaceted challenges in their daily routines. Therefore, they must recognize the impact of political, socioeconomic situations, community diversity, equity issues, and school community relations on their leadership practices.

**ELS 811 Leadership Theory for Educational Improvement (3 Credit Hours)**

This course provides the necessary knowledge to become an integral part of the educational improvement process at the school, division, and state levels. Students will analyze and relate the significant educational trends of the past 20 years to the political process, analyzing the impact on school planning. Students will take an active and vocal role in the discourse and debate about educational policy and practice. Emphasis will be placed on analyzing the context and implementing planning systems to develop mission, goals and programs that result in educational improvement.

**ELS 815 Leadership for Equity and Inclusive Education (3 Credit Hours)**

This course focuses on the theories and practices that help educational leaders ensure that students with special needs receive an equitable and inclusive education. Emphasis is on perspectives of difference versus deviance, historical foundations of specialized programs, current social and legal contexts that influence programming, questions of social justice, and possibilities for the inclusion of all students. While this course addresses the needs of all students, concentration is on individuals with disabilities and the laws that safeguard their rights.

**ELS 821 Policy and Politics in Educational Leadership (3 Credit Hours)**

This course focuses on the theories and practices needed to build relationships and support from the state political process, the local community, businesses, and media. Emphasis will be placed on the use of influence, and its impact on relationships, policies, and programs. Focus is placed on developing a shared vision to bring schools and communities together as partners in improving student learning. Two-way communication mechanisms for school improvement using political influence and power are examined.

**ELS 827 Learning Theories and Professional Development (3 Credit Hours)**

This course exposes students to the essential elements of instructional leadership. Central to the skills and knowledge necessary to be an effective instructional leader are a deep understanding of the learning sciences that inform us about the essence of effective teaching. Effective instructional leaders have a solid basis for assessing and promoting high quality instruction, giving them the tools to proactively build a school's organizational capacity of sustained growth in student achievement. Students will engage in reading, reflection, dialog, writing, problem solving and field-work, designed to build an understanding of how these topics are intrinsically tied to supporting teachers in their classrooms through facilitating better understandings of standards and accountability, effective lesson planning and curriculum development, assessment and grading, classroom management and discipline.

**ELS 828 Instructional Leadership and Supervision (3 Credit Hours)**

This course develops student's skills, knowledge and dispositions in the area of instructional leadership. Students will explore how effective instructional leaders can use their integrated knowledge of quality instruction and the core principles of learning to set the mission and vision for the school, facilitate school improvement planning and professional development and finally how instructional supervision is used to integrate these activities and support the growth of individual teachers as well as building organizational capacity. Effective instructional leaders have a solid basis for assessing and promoting high quality instruction, giving them the tools to proactively build a school's organizational capacity for sustained growth in student achievement. Students will engage in reading, reflection, dialog, writing, problem solving and field-work, designed to help them build an integrated understanding of those leadership practices that help support teacher instructional growth and those that build organizational capacity for sustained improvement.

**ELS 831 Accountability Systems in Public Education (3 Credit Hours)**

This course addresses the design, development, implementation, and alignment of public education accountability systems at the federal, state, and local levels. Particular attention is given to how the design and implementation of accountability systems affects educational equity and school reform efforts.

**ELS 835 Organizational Theory and Behavior in Education (3 Credit Hours)**

This course includes the psychology of organizational behaviors, theories of managing people, individual and organizational learning, individual motivation and organizational behavior, interpersonal communications and perceptions, group dynamics, problem management, managing multigroup work, managing diversity, leadership and organizational culture, leadership and decision making, the effective exercise of power and influence, supervision and employee development, organizational analysis, and managing change.

**ELS 853 Educational Finance and Budgeting (3 Credit Hours)**

This course examines how public schools are financed, including an analysis of the sources of revenues, the distribution of revenue, and the budgeting and expenditure of revenue. Special emphasis will be placed on the Virginia funding formula, education as an investment in human capital, and how funding relates to student achievement. Students will learn the fiscal management skills and understandings necessary to manage the finances of a school or school system, including the study of system and school procedures related to budget planning, budget management, internal school account management, inventory control, and purchasing procedures.

**ELS 857 Educational Law and Ethics (3 Credit Hours)**

This course is an introduction to law, particularly with respect to federal and state statutes and court decisions dealing with the public schools. The topics span a wide spectrum of law-related concerns. The study of law is intended to be practical by providing the legal understanding necessary for a school administrator to negotiate his or her way through the maze of difficult legal and ethical matters commonly faced each day.

**ELS 869 Instructional Internship (3 Credit Hours)**

Course is designed to provide field experiences that will prepare students to serve as instructional and curriculum leadership in K-12 environments. Student must 1) produce a portfolio with required artifacts; 2) prepare a 10-12 page reflective paper according to identified guidelines and 3) complete internship evaluation with mentor and college supervisor at least three times during the term. Each internship course will require students to complete a minimum of 160 hours.

**ELS 871 Educational Systems Planning and Futures (3 Credit Hours)**

The course covers the theoretical framework of strategic, operational, cooperative and future planning in education, leading to the development of a cyclic planning process which includes the appropriate tasks, steps and skills to effect administrative and policy change.

**ELS 874 Advanced School Finance, and Operations (3 Credit Hours)**

This course examines social justice issues related to the financial, political, and operational aspects of America's public schools. The politics of current legislation, court cases, finances, and operations of the school system are included.

**ELS 876 Leadership for Social Justice (3 Credit Hours)**

In this course, students study and engage in dialogue related to the critical role of education in a democratic society in a rapidly changing and increasingly complex world. Through a focused discussion of theories and concepts such as democratic schools, social justice, critical theory and power, feminism, critical race theory, and difference/normalization, students come to understand the possible roles education can play in society and their need to continuously reflect on their own vision for leadership in public schools.

**ELS 878 Leadership for Teaching and Learning (3 Credit Hours)**

In this course, participants examine what is currently known and explore what needs to be known about pedagogy in a context of school renewal. The foundational perspective for the course is social justice in which course participants seek ways to transform teaching/instruction so that all schools work for all students particularly those students who historically have been disenfranchised from receiving an equitable education.

**ELS 879 Field Research in School Administration and Supervision (3 Credit Hours)**

Field study approach to problems related to school administration and supervision.

**ELS 880 Multicultural Curriculum Leadership and Globalization (3 Credit Hours)**

This course examines social justice issues related to the curriculum leadership aspect of America's public schools and abroad. This course is designed to provide advanced understanding of the curriculum development process through conception, implementation, and evaluation with a particular focus on multiculturalism. Theoretical and philosophical bases of curriculum development are addressed as well as current trends including brain-based learning, multiculturalism, globalization, organizational thinking and the strategic change process.

**ELS 883 Contemporary Issues in Education (3 Credit Hours)**

This course is a survey of current issues in education, as well as the political, financial, and social issues affecting education leadership. The course will explore relationships between current issues, historical perspectives, philosophical theories, and sociologic influences. The exploration of contemporary issues related to equity and achievement will serve as a critical component of the class.

**ELS 895 Topics in Educational Leadership (1-3 Credit Hours)**

Study of selected topics in educational leadership.

**ELS 896 Topics in Urban Educational Leadership (1-3 Credit Hours)**

Study of selected topics in urban educational leadership.

**ELS 897 Topics in Educational Leadership (1-3 Credit Hours)**

Independent Study, topics in Educational Leadership.

**ELS 899 Dissertation (1-12 Credit Hours)**

1-12 credits.

**ELS 998 Master's Graduate Credit (1 Credit Hour)**

This course is a pass/fail course for master's students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master's students are required to be registered for at least one graduate credit hour in the semester of their graduation.

**ELS 999 Doctoral Graduate Credit (1 Credit Hour)**

This course is a pass/fail course doctoral students may take to maintain active status after successfully passing the candidacy examination. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.

**Higher Education (HIED)****HIED 708 Foundations of Higher Education (3 Credit Hours)**

An examination of the historical foundations and contemporary challenges facing higher education leaders. Coursework encourages students to explore linkages between research, theory, and practice, promoting a nuanced understanding of differing perspectives on complex and evolving issues. Development of graduate-level writing is emphasized.

**HIED 710 Student Affairs Administration (3 Credit Hours)**

An overview of the student affairs function across diverse institutions, by connecting the history of higher education with contemporary issues facing student affairs professionals. Students will spend time exploring various student affairs functions, connecting the importance of student learning and development outside the classroom. In addition, students will explore the dynamics of student affairs organizations while identifying personal long- and short-term student affairs career goals.

**HIED 712 Strategic Planning (3 Credit Hours)**

This course provides the necessary knowledge and skills for administrators to both participate in and lead a strategic planning effort. Students will explore the role of strategic planning and institutional effectiveness in the context of changes in funding and demands for accountability.

**HIED 720 The Private College and University (3 Credit Hours)**

The U.S. Higher Education system contains great diversity due to the inclusion of private institutions. This course will examine the structure and organization of Higher Education in the U.S. as well as differences and similarities between private and public institutions.

**HIED 725 Higher Education Politics and Policy (3 Credit Hours)**

This course examines policy-in-action to help students understand how policies are developed at the organizational, state, and national levels, while gaining an understanding of the interplay of public perception and policymaking that can impact university operations. Students will explore the process by which policies are made, and they will consider why some problems are escalated to the public agenda, why some solutions are adopted and others rejected, and why some policies appear to succeed while others seem to fail.

**HIED 733 Professional Helping Skills in Higher Education (3 Credit Hours)**

This course explores the benefits of developing student response and support skills and how they affect the day-to-day role of a student affairs professional. Students will work in small groups to acquire the knowledge, skills, and attitudes necessary to provide support, direction, and guidance to individuals and groups. Guest speakers currently working in student affairs roles will be featured.

**HIED 743 Campus Internationalization (3 Credit Hours)**

This course examines the four key professional practices of campus internationalization: comprehensive internationalization, international student enrollment, international student and scholar services, and education abroad. Students learn the importance of aligning internationalization on-campus through courses, curriculum, international students, and internationalization programs, all of which help to connect the institution to the changing local and global community. Guest speakers will address competencies for international educators and provide insights on functional areas in international education.

**HIED 744 Global Higher Education Systems: A Comparative Approach (1-3 Credit Hours)**

An examination of the development of the three primary systems of higher education in the world today: the U.S., British and European (Continental) systems. The course will also examine, as appropriate, other systems of higher education from around the world. A study abroad component is required, for which additional costs will apply.

**HIED 745 Today's College Student (3 Credit Hours)**

A survey of college student experiences, with an emphasis on growth and development. Coursework will encourage students to apply theory to practice.

**HIED 752 The Law of Higher Education (3 Credit Hours)**

An exploration of the legal issues facing higher education in the United States. Topics to be discussed include the foundations from which higher education law emerges, current case law, state and federal statutory law, and contract law, as well as risk management and liability issues. Students may have the opportunity to visit the Supreme Court and to view oral arguments. Additionally, the course will address the ethical issues faced when shaping and implementing institutional policy, curriculum, and procedures.

**HIED 756 Institutional Finance and Resource Management (3 Credit Hours)**

This course examines the budget process in colleges and universities, as well as the impact of budget activities on all areas of planning and operations within an institution. It will cover elements of educational finance, including budgeting and resource management, with a focus on process and environmental factors that affect how institutions operate. Students will develop and enhance their abilities to write and speak effectively about finance-related issues.

**HIED 757 Learning Environment Design and Assessment (3 Credit Hours)**

This course provides students with skills to design educational experiences, plan educational programs, and conduct research on a variety of teaching and learning-related questions. Participants will consider the meaning of learning and the various contextual factors that influence the learning process in higher education, as well as the application of the learning sciences to the design of learning environments. Students will focus on creating inclusive, diverse, and equitable educational environments and use their insights to improve the practices through assessment.

**HIED 758 Higher Education Leadership (3 Credit Hours)**

This course provides students with the basic theory, knowledge and skills needed to be an effective leader within higher education institutions. Classes are designed for those who intend to pursue careers as higher education practitioners. Course assignments will take a practical approach to applying theoretical principles and identifying students' personal leadership styles.

**HIED 761 Higher Education Capstone (3 Credit Hours)**

The culminating experience for the master's degree, intended to integrate and apply the knowledge gained in the degree program to complex issues regarding policy and practice in higher education. Groups of students address a real world problem currently faced by a department or unit on campus and work on comprehensive portfolios.

**HIED 762 Institutional Advancement (3 Credit Hours)**

An exploration of institutional advancement in the areas of institutional marketing, event management, campaign development, social media, donor identification and cultivation, planned giving, corporate partnership development, and foundation management.

**HIED 763 Topical Issues in Higher Education (3 Credit Hours)**

This course provides a thorough analysis and dissection of a rotating, current issue in higher education, covering a broad range of higher education administrative areas. For each issue, students will examine relevant benchmark law, contemporary issues, historical perspectives, political realities, institutional missions and cultures, ethical considerations, leadership and management approaches, and courses of action available to decision-makers.

**HIED 764 College and the University Presidency (3 Credit Hours)**

This course is designed to provide greater understanding of the leadership role of college and university presidents and the multiplex of issues associated with the office of the presidency at the various types of American institutions. The course will utilize case study analysis, guest presentation, and review of the literature. There will be rigorous discussion, readings, and analyses in a collegial and reciprocal learning environment.

**HIED 765 Adult and Continuing Education (3 Credit Hours)**

An advanced seminar emphasizing the historical, philosophical, and institutional analyses of the development and status of adult and continuing education within the higher education community.

**HIED 768 Internship in Higher Education Administration (3 Credit Hours)**

The University advisor and site supervisor work together with students to develop and implement a set of objectives intended to familiarize them with the operation of an administrative area within an institution of higher education, to assist them in acquiring the practical skills necessary for the operation of that office, and to develop skills that are transferable to other administrative areas.

**HIED 770 External and Internal Relations for Higher Education (3 Credit Hours)**

This course serves as an introduction for prospective and current administrators to the social and political context of the higher education environment and its various constituencies. It will teach them to recognize the impact of politics, socioeconomic situations, diversity, media, monetary issues, and equity issues on their leadership practices.

**HIED 771 Global and Intercultural Perspectives in Higher Education (3 Credit Hours)**

This course explores global and intercultural issues for higher education leaders. Students examine issues encountered by student affairs and higher education professionals from global and intercultural perspectives, including program design and evaluation, partnerships between individuals and organizations worldwide, and budgeting and staff management. The course will prepare students with knowledge and skills that can be used to promote internationally-oriented practice, professional dialogue, and research.

**HIED 793 History of Higher Education (3 Credit Hours)**

An examination of the history of higher education and its connection to current higher education events. The course provides an understanding of the foundations of higher education, including European influences, societal forces, and economic factors.

**HIED 794 Governance, Organization, and Administration of Higher Education (3 Credit Hours)**

An exploration of how organizational structures, behavior, culture, and context influence institutional governance and administration. In-class activities examine the approaches institutions use in decision-making. Through discussion of assigned readings, current events, and guest lectures, students learn how institutions govern themselves and the effects of various governance practices. Case studies, role playing, and active discussion allow students to apply theoretical perspectives to the practical workings of higher education administration.

**HIED 795 Topics in Higher Education Administration (1-6 Credit Hours)**

Study of selected topics in higher education administration.

**HIED 797 Independent Study (1-3 Credit Hours)**

Independent study of special topics in higher education for master's students.

**HIED 805 Contemporary Issues in Higher Education (3 Credit Hours)**

Explores issues of contemporary concern among practitioner-scholars in American higher education. The course utilizes a historical perspective to establish the background for the discussion of the issues influencing higher education today. Coursework and readings provide a nuanced understanding of differing perspectives on complex issues. Research and professional practice are examined through an issues based format that challenges students to develop and support their perspectives on the issues discussed. Doctoral-level writing is emphasized.

**HIED 808 Foundations of Higher Education (3 Credit Hours)**

An examination of the historical foundations and contemporary challenges facing higher education leaders. Coursework encourages students to explore linkages between research, theory, and practice, promoting a nuanced understanding of differing perspectives on complex and evolving issues. Development of graduate-level writing is emphasized.

**HIED 809 Proseminar in Doctoral Studies (1-3 Credit Hours)**

This course is designed to be taken in three parts throughout the program. It provides information on the doctoral process to help students successfully navigate their programs. It helps doctoral students enhance their abilities to search the scholarly literature; narrow their research topics; and improve their critical reading and inquiry, critical thinking and analysis, and writing. It focuses on approaches to scholarly writing in the field, strategies for inviting and providing peer review and feedback, and skills useful in analytical reading of scholarly work.

**HIED 810 Student Affairs Administration (3 Credit Hours)**

An overview of the student affairs function across diverse institutions, by connecting the history of higher education with contemporary issues facing student affairs professionals. Students will spend time exploring various student affairs functions, connecting the importance of student learning and development outside the classroom. In addition, students will explore the dynamics of student affairs organizations while identifying personal long- and short-term student affairs career goals.

**HIED 812 Strategic Planning (3 Credit Hours)**

This course provides the necessary knowledge and skills for administrators both to participate in and lead a meaningful strategic planning effort. Students will explore the role of strategic planning and institutional effectiveness in the context of changes in funding and demands for accountability.

**HIED 820 The Private College and University (3 Credit Hours)**

The U.S. Higher Education system contains great diversity due to the inclusion of private institutions. This course will examine the structure and organization of Higher Education in the U.S. as well as differences and similarities between private and public institutions.

**HIED 825 Higher Education Politics and Policy (3 Credit Hours)**

This course examines policy-in-action to help students understand how policies are developed at the organizational, state, and national levels, while gaining an understanding of the interplay of public perception and policymaking that can impact university operations. Students will explore the process by which policies are made, and they will consider why some problems are escalated to the public agenda, why some solutions are adopted and others rejected, and why some policies appear to succeed while others seem to fail.

**HIED 833 Professional Helping Skills in Higher Education (3 Credit Hours)**

This course explores the benefits of developing student response and support skills and how they affect the day-to-day role of a student affairs professional. Students will work in small groups to acquire the knowledge, skills, and attitudes necessary to provide support, direction, and guidance to individuals and groups. Guest speakers currently working in student affairs roles will be featured.

**HIED 843 Campus Internationalization (3 Credit Hours)**

This course examines the four key professional practices of campus internationalization: comprehensive internationalization, international student enrollment, international student and scholar services, and education abroad. Students learn the importance of aligning internationalization on-campus through courses, curriculum, international students, and internationalization programs, all of which help to connect the institution to the changing local and global community. Guest speakers will address competencies for international educators and provide insights on functional areas in international education.

**HIED 844 Global Higher Education Systems: A Comparative Approach (1-3 Credit Hours)**

An examination of the development of the three primary systems of higher education in the world today: the U.S., British and European (Continental) systems. The course will also examine, as appropriate, other systems of higher education from around the world. A study abroad component is required, for which additional costs will apply.

**HIED 845 Today's College Student (3 Credit Hours)**

A survey of college student experiences, with an emphasis on growth and development. Coursework will encourage students to apply theory to practice.

**HIED 852 The Law of Higher Education (3 Credit Hours)**

An exploration of the legal issues facing higher education in the United States. Topics to be discussed include the foundations from which higher education law emerges, current case law, state and federal statutory law, and contract law, as well as risk management and liability issues. Students may have the opportunity to visit the Supreme Court and to view oral arguments. Additionally, the course will address the ethical issues faced when shaping and implementing institutional policy, curriculum, and procedures.

**HIED 856 Institutional Finance and Resource Management (3 Credit Hours)**

This course examines the budget process in colleges and universities, as well as the impact of budget activities on all areas of planning and operations within an institution. It will cover elements of educational finance, including budgeting and resource management, with a focus on process and environmental factors that affect how institutions operate. Students will develop and enhance their abilities to write and speak effectively about finance-related issues.

**HIED 857 Learning Environment Design and Assessment (3 Credit Hours)**

This course provides students with skills to design educational experiences, plan educational programs, and conduct research on a variety of teaching and learning-related questions. Participants will consider the meaning of learning and the various contextual factors that influence the learning process in higher education, as well as the application of the learning sciences to the design of learning environments. Students will focus on creating inclusive, diverse, and equitable educational environments and use their insights to improve the practices through assessment.

**HIED 858 Higher Education Leadership (3 Credit Hours)**

This course provides students with the basic theory, knowledge and skills needed to be an effective leader within higher education institutions. Classes are designed for those who intend to pursue careers as higher education practitioners. Course assignments will take a practical approach to applying theoretical principles and identifying students' personal leadership styles.

**HIED 862 Institutional Advancement (3 Credit Hours)**

An exploration of institutional advancement in the areas of institutional marketing, event management, campaign development, social media, donor identification and cultivation, planned giving, corporate partnership development, and foundation management.

**HIED 863 Topical Issues in Higher Education (3 Credit Hours)**

This course provides a thorough analysis and dissection of a rotating, current issue in higher education, covering a broad range of higher education administrative areas. For each issue, students will examine relevant benchmark law, contemporary issues, historical perspectives, political realities, institutional missions and cultures, ethical considerations, leadership and management approaches, and courses of action available to decision-makers.

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**HIED 895 Topics in Higher Education Administration (1-6 Credit Hours)**

Study of selected topics in higher education administration.

**HIED 897 Independent Study (1-3 Credit Hours)**

Independent study of special topics in higher education for doctoral students.

**HIED 899 Dissertation (1-12 Credit Hours)**

Work on dissertation under the direction of dissertation chair.

**HIED 998 Master's Graduate Credit (1 Credit Hour)**

This course is a pass/fail course for master's students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master's students are required to be registered for at least one graduate credit hour in the semester of their graduation.

**HIED 999 Doctoral Graduate Credit (1 Credit Hour)**

This course is a pass/fail course doctoral students may take to maintain active status after advancement to candidacy. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.

**STEM Education and Professional Studies (SEPS)****SEPS 500 Instructional Systems Development (3 Credit Hours)**

Students learn how to design and develop classroom instructional materials including career and technical education and training curricula and programs for youths and adults. Skills in this area include the selection and use of materials, including media and computers and evaluation of pupil performance. Training specialist students learn to develop instructional materials using the instructional systems design process. Career and technical education students learn to plan instruction, to implement competency-based and standards-based education, and to modify and use the Virginia career and technical education curriculum guides.

**SEPS 501 Foundations of Career and Technical Education (3 Credit Hours)**

This course is designed to teach career and technical education majors to plan, develop, and administer a comprehensive program of career and technical education for high school students and adults. Students also develop an understanding of the historical and sociological foundations underlying the role, development and organization of public education in the United States.

**SEPS 502 Instructional Methods in Occupational Studies (3 Credit Hours)**

Designed to develop a student's ability to use basic instructional techniques and methods applicable to career and technical education, and adults in business, government, and industrial organizations. It involves videotaped micro-teaching demonstrations.

**SEPS 503 Methods in Career and Technical Education (3 Credit Hours)**

A practical study and application of recommended methods of teaching career and technical education to high school students. Video-taped micro-teaching demonstrations are included. The course should be taken the semester prior to student teaching.

**SEPS 508 Advanced Classroom Issues and Practices in Career and Technical Education (3 Credit Hours)**

An overview of classroom issues and practices for prospective career and technical teachers. The course covers classroom management and safety, communication processes, reading in the content area and child abuse and neglect recognition and intervention. Students learn the legal requirements and alternative teaching strategies for serving students with special needs. Students visit schools for a 30-hour student observation. PRAXIS II completion is a course requirement.

**SEPS 509 Fashion Forecasting Market Trip (3 Credit Hours)**

This is the study of planning and conducting a fashion buying trip to one of the major fashion markets in the United States like the Las Vegas Magic Trade Show. The students envision themselves as buyers in action and learn how trend forecasting and creative presentations help market fashion products and services to trade customers and consumers.

**SEPS 510 The Foreign Fashion Market Trip (3 Credit Hours)**

Students plan and conduct a fashion buying trip to a foreign market in Europe or Asia, and learn how to buy merchandise in the global marketplace. The course requires students to go on the trip as well as attend the pre- and post-trip classes.

**SEPS 511 Fashion Show Production (3 Credit Hours)**

Students plan and produce a fashion show. They examine each behind-the-scenes step from concept to execution as they organize and stage a show that is profitable, entertaining, and aesthetically pleasing.

**SEPS 523 Visual Merchandising and Display (3 Credit Hours)**

This course is designed to introduce students to the best practices and effective strategies in visual merchandising. It will provide the basic framework with which prospective merchandisers plan and construct visual displays that enhance the selling of merchandise and ideas.

**SEPS 524 Fashion, Textiles, and Construction Analysis (3 Credit Hours)**

This course explores information related to new technological advances in the textile/apparel industry and determines consumer preferences and concepts of fashion product quality. It includes the development of standards for judging qualities of merchandise. Fabrics are examined to determine the value they provide to the apparel and accessories customer.

**SEPS 531 Web-Based Organization for Fashion (3 Credit Hours)**

This course provides the basic communications foundations needed to conceive, plan, develop, implement, and maintain a Web-based organization for fashion. Upon completion, students will understand what is required to plan, launch and maintain a successful online venture, limited only by the willingness of the student to explore these technological advances.

**SEPS 535 International Retailing (3 Credit Hours)**

This course examines globalization and the development of an integrated global economy. Primary emphasis is placed on the strategies for successful global business expansion for retailers in international markets.

**SEPS 540 Fashion Global Sourcing/Supply Chain Management (3 Credit Hours)**

This course examines the role of global sourcing in the strategic positioning of retailers in the global economy. Emphasis is placed on economic, political, logistical, and ethical factors affecting world trade and global sourcing decisions.

**SEPS 550 Assessment, Evaluation and Improvement (3 Credit Hours)**

This course prepares training and educational professionals to plan for and conduct assessments to use in planning instructional programs, evaluate individual learning, monitor student progress, measure program effectiveness and efficiency, and evaluate the return on investments of training courses and programs.

**SEPS 584 Student Teaching Mentored (6-12 Credit Hours)**

Classroom placement in school systems for students to apply content and methodologies. The student is mentored by a school mentor and university faculty. This course is for newly hired teachers on provisional contracts.

**SEPS 586 Middle School Student Teaching for Technical Education (6 Credit Hours)**

Classroom placement for student teaching in a middle school technology laboratory. Students apply content and methodology under the supervision of a cooperating teacher and university faculty member. Available for pass/fail grading only.

**SEPS 595 Topics in Occupational Education (1-3 Credit Hours)**

The department offers selected topics designed to permit small groups of qualified students to work in subjects of mutual interest which, due to their specialized nature, may not be offered regularly.

**SEPS 596 Topics in Career and Technical Education (1-3 Credit Hours)**

The department offers selected topics designed to permit small groups of qualified students to work in subjects of mutual interest which, due to their specialized nature, may not be offered regularly.

**SEPS 597 Independent Study in Occupational Education (1-6 Credit Hours)**

Independent study.

**SEPS 636 Problems in Occupational and Technical Studies (3 Credit Hours)**

Taken the last semester of graduate work. Practice in the use of statistical and analytical techniques in solving problems in occupational and technical studies related to secondary, community college, and training environments.

**SEPS 695 Topics in Occupational Education (1-3 Credit Hours)**

The department offers selected topics designed to permit groups of qualified students to work on subjects of mutual interest which, due to their specialized nature, may not be offered regularly.

**SEPS 696 Topics in Occupational Education (1-3 Credit Hours)**

The department offers selected topics designed to permit groups of qualified students to work on subjects of mutual interest which, due to their specialized nature, may not be offered regularly.

**SEPS 697 Independent Study in Occupational Education (1-3 Credit Hours)**

Individual study under the supervision of a graduate faculty member.

**SEPS 698 Thesis in Occupational Education (3-6 Credit Hours)**

Research and writing of the master's thesis and scheduled conferences with the candidate's advisor.

**SEPS 740 Readings in Occupational and Technical Studies (3 Credit Hours)**

A guided review of the literature to determine the history, development, and issues of occupational and technical education, including specialization in technology education, career and technical education specialties, and human resources training.

**SEPS 750 Trends and Issues in Training: Modeling and Simulation (3 Credit Hours)**

This course is designed to explore the issues and trends in developing and implementing technology-based training with emphasis on modeling and simulation.

**SEPS 760 Trends and Issues in Occupational Education (3 Credit Hours)**

This course prepares training and educational professionals to plan for and conduct assessments to use in planning research findings and issues related to tech prep and other articulated programs being established in secondary schools, community colleges, and four-year institutions.

**SEPS 761 Foundations of Adult Education and Training (3 Credit Hours)**

This course is a study of adult education and training in many settings including the community college, business, industry, labor, government, the military, and social service agencies of many types. An attempt will be made to assess the important trends or directions such activities are taking, including the needs of non-traditional learners and education and labor.

**SEPS 762 Administration and Management of Education and Training Programs (3 Credit Hours)**

This course deals with organizational policy, human and financial resources, facilities, and the planning process as applied to occupational education and adult training programs.

**SEPS 765 Trends and Issues of Economic and Workforce Development (3 Credit Hours)**

An analysis of economic trends and issues that lead to workforce development decisions. Focus is on planning for educational and training programs to meet workforce needs dictated by local and regional economic issues. This course is designed for community college and school system personnel.

**SEPS 785 Curriculum Development in Occupational Education and Training (3 Credit Hours)**

A course designed to prepare students to design and develop curriculum for occupational education and training courses and programs. Included is a focus on articulation between secondary and post-secondary curriculum.

**SEPS 787 Career and Technical Education Curriculum (3 Credit Hours)**

Learn the various curriculum options taught in secondary schools under the auspices of career and technical education. Work from an administrative standpoint to learn the mission and goals of the various subject areas and plan to direct such efforts.

**SEPS 788 Instructional Strategies for Innovation in Training and Occupational Education (3 Credit Hours)**

Learning and teaching styles are considered as a basis for developing instructional strategies to maximize occupational and technical education at all levels, including secondary, the community college, and senior institutions. Relevant learning theories and knowledge of self, learner, and the environment are blended to enhance the participants' instructional strategies.

**SEPS 789 Instructional Technology in Education and Training (3 Credit Hours)**

A course that provides insights about trends, issues, and the applications of instructional technologies as they may be applied to education and training environments. Topics include selected technical processes and electronic media to solve practical problems in educations and training.

**SEPS 790 Practicum in Occupational Education (3 Credit Hours)**

Individually prescribed instruction under the supervision of a graduate faculty member. Study intended to professionally fulfill development of graduate candidates.

**SEPS 795 Topics in Occupational Education (1-3 Credit Hours)**

The department offers selected topics designed to permit groups of qualified students to work on subjects of mutual interest which, due to their specialized nature, may not be offered regularly.

**SEPS 797 Independent Study in Occupational Education (1-6 Credit Hours)**

Individual study under the supervision of a graduate faculty member.

**SEPS 835 Research Design for Occupational and Technical Studies (3 Credit Hours)**

Analyses of current research and needs in occupational and technical studies. Students analyze the literature and develop a research focus for future graduate studies.

**SEPS 840 Readings in Occupational and Technical Studies (3 Credit Hours)**

A guided review of the literature to determine the history, development, and issues of occupational and technical education, including specialization in technology education, career and technical education specialties, and human resources training.

**SEPS 850 Trends and Issues in Training: Modeling and Simulation (3 Credit Hours)**

This course is designed to explore the issues and trends in developing and implementing technology-based training with emphasis on modeling and simulation.

**SEPS 860 Trends and Issues in Occupational Education (3 Credit Hours)**

Trends in philosophy, workforce needs, curriculum and teaching procedures in occupational and technical education. Analysis of research findings and issues related to tech prep and other articulated programs being established in secondary schools, community colleges, and four-year institutions.

**SEPS 861 Foundations of Adult Education and Training (3 Credit Hours)**

This course is a study of adult education and training in many settings including the community college, business, industry, labor, government, the military, and social service agencies of many types. An attempt will be made to assess the important trends or directions such activities are taking, including the needs of non-traditional learners and education and labor.

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An analysis of economic trends and issues that lead to workforce development decisions. Focus is on planning for educational and training programs to meet workforce needs dictated by local and regional economic issues. This course is designed for community college and school system personnel.

**SEPS 868 Internship (3 Credit Hours)**

Supervised assignment to an agency operating an occupational education or training program.

**SEPS 885 Curriculum Development in Occupational Education and Training (3 Credit Hours)**

A course designed to prepare students to design and develop curriculum for occupational education and training courses and programs. Included is a focus on articulation between secondary and post-secondary curriculum.

**SEPS 887 Career and Technical Education Curriculum (3 Credit Hours)**

Learn the various curriculum options taught in secondary schools under the auspices of career and technical education. Work from an administrative standpoint to learn the mission and goals of the various subject areas and plan to direct such efforts.

**SEPS 888 Instructional Strategies for Innovation in Training and Occupational Education (3 Credit Hours)**

Learning and teaching styles are considered as a basis for developing instructional strategies to maximize occupational and technical education at all levels, including secondary, the community college, and senior institutions. Relevant learning theories and knowledge of self, learner, and the environment are blended to enhance the participants' instructional strategies.

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**SEPS 897 Independent Study in Occupational Education (1-6 Credit Hours)**

Individual study under the supervision of a graduate faculty member.

**SEPS 899 Dissertation in Occupational Education (1-12 Credit Hours)**

Work on pre-selected dissertation topics under the direction of dissertation committee chair.

**SEPS 998 Master's Graduate Credit (1 Credit Hour)**

This course is a pass/fail course for master's students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master's students are required to be registered for at least one graduate credit hour in the semester of their graduation.

**SEPS 999 Doctoral Graduate Credit (1 Credit Hour)**

This course is a pass/fail course doctoral students may take to maintain active status after successfully passing the candidacy examination. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.

**Science, Technology, Engineering, and Mathematics Education (STEM)**

**STEM 533 Developing Instructional Strategies PreK-6: Mathematics (3 Credit Hours)**

Following a theory into practice philosophy, students explore, develop, and use instructional strategies, materials, technologies, and activities to promote children's development of attitudes, behaviors, and concepts in mathematics in grades PreK-6 in support of NCTM national instructional standards and the Virginia Standards of Learning.

**STEM 534 Developing Instructional Strategies PreK-6: Science (3 Credit Hours)**

Following a theory into practice philosophy, students explore, develop, and use instructional strategies, materials, technologies, and activities to promote children's development of attitudes, behaviors, and concepts in science in grades PreK-6 in support of AAAS national instructional standards and the Virginia Standards of Learning.

**STEM 595 Topics (1-3 Credit Hours)**

The advanced study of selected topics designed to permit small groups of qualified students to work on subjects of mutual interest which, due to their specialized nature, may not be offered regularly. These courses will appear in the course schedule.

**STEM 655 Culturally Responsive Classroom (3 Credit Hours)**

This course will focus on the following elements of effective teaching practice: understanding discipline specific content and methods, employing best-practice strategies to teach discipline specific skills and concepts, assessing student learning, legal and safety issues, use of technology, issues of diversity, engagement with the community, and strategies for continuing to grow as a teacher and learner.

**STEM 720 STEM Educational Foundations (3 Credit Hours)**

A multidisciplinary course designed to provide insights about the fundamental concepts and basis for STEM education programs. Standards for the school subjects of science, technology, engineering education and mathematics literacy will be reviewed. Connections between these subjects will be explored.

**STEM 721 Science, Technology, Engineering, and Mathematics Connection and Integration (3 Credit Hours)**

A course designed to teach how to plan integrated STEM curriculum and instructional materials. A review of projects that have undertaken STEM integration will be made. Students will learn how to map STEM content and then design STEM integrated curriculum and instructional materials.

**STEM 730 Introduction to Technology (3 Credit Hours)**

Order and structure the discipline of technology by identifying and analyzing the component parts and examining technical means as critical variables in the affairs of humankind. Based on the Standards for Technological Literacy.

**STEM 731 Technical Systems (3 Credit Hours)**

Analyze the technical concepts common and unique to the technical systems of technology.

**STEM 732 Program Development for Technology Education (3 Credit Hours)**

Plan and develop effective program in technology related activities. Focus is on identification and development of resources, activities, and materials for classroom programs.

**STEM 795 Topics (1-3 Credit Hours)**

Topics.

**STEM 820 STEM Educational Foundations (3 Credit Hours)**

A multidisciplinary course designed to provide insights about the fundamental concepts and basis for STEM education programs. Standards for the school subjects of science, technology, engineering education and mathematics literacy will be reviewed. Connections between these subjects will be explored.

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**STEM 895 Topics (3 Credit Hours)**

Topics.