Learning, Technology and Leadership Education

Learning, Technology and Leadership Education
(540) 568-2291/6794
http://www.jmu.edu/coe/ltle

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Instructors
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Mission
The mission of the James Madison University professional education unit is to prepare caring, knowledgeable, skilled and reflective educators who believe that all students can learn and succeed. Our candidates and faculty are committed to lifelong learning and aspire to meet educational needs in a changing, pluralistic and democratic society. The personal and professional development of candidates is accomplished by emphasizing excellence and continuous innovation in quality undergraduate, graduate and professional programs.

James Madison University's College of Education is distinguished through faculty and candidate achievements, academic rigor, excellence in teaching, candidate and faculty interactions and relationships, technological innovations, and national recognitions. The college maintains relevance through active and growing interactions with other colleges within the university and with local, state, regional, national and international communities.

The college is committed to providing:

- graduate programs that emphasize advanced knowledge in a specialty area and the development of effective leadership and professional skills for addressing the needs of a changing society.
- continuing professional development and service programs in cooperation with public and private schools and agencies, other colleges, institutions, and businesses.

The undergraduate and graduate teacher education programs are accredited by the National Council for Accreditation of Teacher Education and approved by the Virginia State Board of Education.
The basic philosophy of the college is reflected in the following goals:

- To educate men and women for the multiple professions included in the college at both the undergraduate and graduate levels, not merely by transmitting skills and knowledge but by stimulating creativity, developing cognitive abilities, and encouraging the testing of hypotheses and reinterpretation of the human experience.
- To encourage a balanced faculty orientation toward teaching, research, scholarship, community service and professionalism that recognizes individual strengths and preferences of the college's faculty.
- To create an environment that fosters an atmosphere of open communication among candidates, faculty members and community.
- To anticipate societal needs and provide necessary resources for implementing effective on- and off-campus programs now and in the future.

Programs of Study

Learning, Technology and Leadership Education offers these programs:

- Master of Science in Education (M.S.Ed) in Adult Education/Human Resource Development with six possible concentrations
- Master of Education (M.Ed.) in Education with a concentration in Educational Leadership
- Certificate in Educational Leadership
- Master of Education (M.Ed.) in Education with a concentration in Educational Technology
- Certificate in Educational Technology

Adult Education/Human Resource Development

M.S.Ed in Adult Education/Human Resource Development

Admission Criteria

- An online application submitted at: http://www.jmu.edu/grad/prospective.
- Official transcripts reflecting all post-secondary education, with a cumulative grade point average of 2.75 or higher.
- An official record of scores on the general test of the Graduate Record Examination (scores must be less than five years old).

Transcripts and GRE scores should be mailed to:

The Graduate School
MSC 6702
James Madison University
Harrisonburg, VA 22807

The following must be submitted when submitting the online application:

- A two to three page personal statement explaining why the applicant is interested in pursuing a Masters in AHRD.
- Two letters of recommendation from employers or educators who can attest to the applicant's potential for graduate-level course work.
- A copy of the applicant's current resume.
The Master of Science in Education degree with a major in adult education/human resource development is designed for persons entering or advancing in positions associated with learning in education, business, industry, government, and other public and private sector organizations. The program is targeted to college graduates pursuing a career in the AHRD field, experienced AHRD professionals who want to expand their skills and enhance their career potential, and working managers and professionals in leadership roles where skills in developing and leading people have become critical to their organizations' success. A major strength of the program is that it allows individuals to tailor their programs to individual career needs and objectives.

Program Mission and Outcomes

The mission of the AHRD program is to prepare professionals to lead, design, implement and evaluate learning programs within education, business, industry, government, military, health care, and other public and private sector organizations. In addition to delivering effective instruction, AHRD professionals design ways to improve human performance, facilitate change and enhance creativity. By completing our program, graduates will be able to:

- Understand and apply systems theory, analytic systems, principles of adult development, learning theory, and leadership theory.
- Understand business, industry, educational and other organizational settings.
- Identify, understand and build effective organizational relationships that support teaching, learning and continuous human performance improvement appropriate to the context.
- Organize, manage and evaluate teaching, learning, and continuous human performance improvement efforts.
- Analyze, design, develop, implement and evaluate targeted curriculum in appropriate modes (including distance, action, self-directed, transformative, informal learning, etc.) for individual, team, and organizational applications with a focus on continuous human performance improvement.
- Facilitate and lead team-based learning activities appropriate to the context.
- Apply appropriate technologies in the creation of learning programs.
- Recognize and respond responsibly to issues of diversity and ethics.
- Demonstrate the ability to articulate and forecast the vision and role for teaching, learning and continuous human performance improvement appropriate to a context.
- Interpret and conduct research.

Learners majoring in adult education/human resource development must follow several fundamental guidelines:

- Consult major and concentration advisers for advice and approval regarding the program. Plan to count no more than six credit hours of workshop credit in any degree program. To be accepted, workshop courses must be approved for credit in the program. The program will not accept workshop courses offered by departments outside the College of Education for elective credit.
- Adhere to The Graduate School policy that at least half of the courses in any major of concentration be at the 600 level.
- Secure the required approval of major and concentration advisers for any course credits to be transferred into a JMU degree program.

Degree Requirements

The major consists of a minimum of 36 credit hours of course work. These credits include core program courses, electives, and either a research project or a thesis. Students electing the thesis option will take one fewer elective course as thesis credits total 6 hours.
## Master of Science in Education in Adult Education/Human Resource Development Degree Requirements

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program courses</td>
<td>30-33</td>
</tr>
<tr>
<td>Research Paper or Thesis</td>
<td>3-6</td>
</tr>
<tr>
<td></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

### Core Courses

The core requirements consist of foundational courses that are the basis for the understanding of adult education/human resource development. These core courses encourage learners to investigate adult education/human resource development and to appreciate all facets of this dynamic field.

<table>
<thead>
<tr>
<th>Minimum Requirements</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>AHRD 520. Foundations of Adult Education/Human Resource Development</td>
<td>3</td>
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<tr>
<td>AHRD 540. Leadership and Facilitation</td>
<td>3</td>
</tr>
<tr>
<td>AHRD 580. Learning in Adulthood</td>
<td>3</td>
</tr>
<tr>
<td>AHRD 600. Performance Analysis and Needs Assessment in Adult Education/</td>
<td>3</td>
</tr>
<tr>
<td>Human Resource Development</td>
<td></td>
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<tr>
<td>AHRD 630. Research Methods and Inquiry in Adult Education/</td>
<td>3</td>
</tr>
<tr>
<td>Human Resource Development</td>
<td></td>
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<tr>
<td>AHRD 640. Program Evaluation and Measurement in Adult Education/</td>
<td>3</td>
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<tr>
<td>Human Resource Development</td>
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<tr>
<td>LTLE 530. Principles of Instructional Design</td>
<td>3</td>
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<tr>
<td>LTLE 570. Design and Development of Digital Media</td>
<td>3</td>
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<td><strong>24</strong></td>
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</table>

### Concentrations

In addition to the core courses, students will choose electives appropriate to their interests. These electives when combined with the core courses may form a concentration. These additional courses may be taken in the AHRD program or in another area related to the students’ interests. These additional courses should complement the learner’s studies in adult education/human resource development and support his/her professional goals.

Concentration areas for adult education/human resource development include the following defined areas of study: leadership and facilitation, instructional design, human resource management, and AHRD program evaluation and measurement. Details for each defined concentration are listed below. A learner, in conjunction with his or her adviser, can also define a concentration in another area of study such as public administration, counseling psychology, secondary education or any content area that is complementary with the learner's professional objectives. Concentrations should be decided in conjunction with the learner's adviser.
**Concentration in AHRD Program Evaluation and Measurement**

This concentration is designed to provide learners with in-depth exposure to and practice of effective evaluation and measurement methods and practices related to various AHRD programs in organizations.

**Minimum Requirements**

Select a minimum of six hours from the electives listed below:

- AHRD 501. Workshop in Adult Education/Human Resource Development
- AHRD 620. Consulting AHRD
- AHRD 690. Special Studies in Adult Education/Human Resource Development
- EDUC 630. Inquiry in Education
- ISAT 620. Research Methods in a Multidisciplinary Environment
- LTLE 590. Clinical Practicum
- PSYC 600. Introduction to Measurement and Statistics
- PSYC 605. Research and Inferential Statistics
- PSYC 606. Advanced Measurement Theory
- PSYC 608. Multivariate Statistical Methods in Psychology

**Concentration in Higher Education**

The concentration in higher education is designed to prepare learners who have experience and/or in-depth preparation in an academic area to provide instruction for undergraduate learners and adapt to other aspects of the undergraduate teaching environment in institutions of higher education.

**Concentration in Human Resource Management**

This concentration is designed to acquaint learners with business and industry and practices related to the management of human resources.

**Minimum Requirements**

Select a minimum of six hours from the electives listed below.

- AHRD 501. Workshop in Adult Education/Human Resource Development
- AHRD 620. Consulting in AHRD
- AHRD 635. Organization and Administration of Adult Education Human Resource Development
- AHRD 690. Special Studies in Adult Education/Human Resource Development
- LTLE 590. Clinical Practicum
- MBA 600. Organizational Behavior
- MBA 650. Managing Human Resources/Personnel Administration
- MBA 651. Labor Relations

**Concentration in Instructional Design**

This concentration is designed to equip learners with skills to design and implement learning strategies using principles of adult learning and instructional design together with technology applications in adult education/human resource development settings.

**Minimum Requirements**

Select a minimum of six hours from the electives listed below.

- AHRD 501. Workshop in Adult Education/Human Resource Development
- AHRD 620. Consulting in AHRD
- AHRD 650. Instructional Design for E-Learning
- AHRD 690. Special Studies in Adult Education/Human Resource Development
EDUC 540. Educational Technology
LTLE 590. Clinical Practicum

Concentration in Leadership and Facilitation
This concentration is designed for learners who wish to combine leadership, facilitation and creativity with an approved adult education/human resource development program.

Minimum Requirements
Select a minimum of six hours from the electives listed below.

- AHRD 501. Workshop in Adult Education/Human Resource Development
- AHRD 560. Facilitating in Adult Education/Human Resource Development
- AHRD 620. Consulting in AHRD
- AHRD 660. Facilitating Experiential and Action Learning
- AHRD 690. Special Studies in Adult Education/Human Resource Development
- ADSU 632. Leadership for School – Community Relations
- LTLE 590. Clinical Practicum
- MBA 600. Organizational Behavior
- MGT 633. Leadership and Human Relations

Individualized Concentration
For minimum requirements, see the adviser.

Oral Comprehensive Examination
During the final semester in which the learner is enrolled in this program, he/she will participate in an oral and written comprehensive examination to be conducted by the learner's advisory committee. This examination will cover key concepts, principles, theories, and practices covered in the core courses. The comprehensive examination committee consists of at least two full-time AHRD faculty members and/or faculty of courses taken by the student.
Educational Leadership

M.Ed in Educational Leadership

The Master of Education Degree (M. Ed.) with a concentration in Educational Technology serves students who work in, or who intend to pursue careers in, K12, higher education, business and industry, and consulting. The program provides candidates with opportunities to explore and research emerging technologies for learning. Candidates in the program will discover effective ways to integrate these technologies in their chosen professional settings. Graduates will possess a broad and deep understanding of the practice of educational design and technology.

Admission Criteria

All criteria are considered when reviewing the candidates for admission to the Master of Education degree program. However, no one criterion will be the sole reason for lack of admission to the program. Students must meet the following criteria to be considered for admission:

- GRE scores at the 25th percentile or higher for both verbal and quantitative sections.
- Undergraduate grade point average of 2.75 or higher.
- Baccalaureate degree from a regionally accredited college/university.
- Professional resume and 2-3 related work samples.
- Work experience.
- A two- to three-page written statement (double spaced) describing the applicant's professional background, the educational issues that the applicant would like to address in the master's program and the applicant's long-term professional goals.

Program Mission and Outcomes

The Master of Education Degree (M. Ed.) with a concentration in Educational Technology serves students who work in, or who intend to pursue careers in, K12, higher education, business and industry, and consulting. Graduates will possess a broad and deep understanding of the practice of educational design and technology.

Outcomes

- Candidates will demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles of instructional systems design, message design, instructional strategies, and learner characteristics.
- Candidates will demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences using print, audiovisual, computer-based, and integrated technologies.
- Candidates will demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles and theories of media utilization, diffusion, implementation, and policy-making.
- Candidates will demonstrate knowledge, skills, and dispositions to plan, organize, coordinate, and supervise instructional technology by applying principles of project, resource, delivery system, and information management.
- Candidates will demonstrate knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles of problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning.
Educational Technology Requirements

<table>
<thead>
<tr>
<th>Professional Core:</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>EDUC 630. Inquiry in Education (3)</td>
<td>12</td>
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<tr>
<td>EDUC 641. Learning Theory and Instructional Models (3)</td>
<td></td>
</tr>
<tr>
<td>EDUC 642. Curriculum Theory and Issues (3)</td>
<td></td>
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<tr>
<td>LTLE 610. Principles of Instructional Design (3)</td>
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<table>
<thead>
<tr>
<th>Educational Technology Core:</th>
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<tbody>
<tr>
<td>LTLE 560. Foundations of Educational Technology (3)</td>
<td></td>
</tr>
<tr>
<td>LTLE 565. Educational Technology Management (3)</td>
<td></td>
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<tr>
<td>LTLE 570. Design and Dev of Digital Media (3)</td>
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<tr>
<td>LTLE 580. Developing and Critiquing Visual Literacy (3)</td>
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<tr>
<th>Educational Technology Advanced Courses:</th>
<th>9</th>
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<tbody>
<tr>
<td>Choose three:</td>
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<tr>
<td>LTLE 611. User Interface Design (3)</td>
<td></td>
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<tr>
<td>LTLE 622. Professional Development in Education Technology (3)</td>
<td></td>
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<tr>
<td>LTLE 625. Advanced Video and Audio Production (3)</td>
<td></td>
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<td>LTLE 631. Data Visualization (3)</td>
<td></td>
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<tr>
<td>LTLE 645. Games Sims and Virtual Worlds for Learning (3)</td>
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<tr>
<td>LTLE 650. eLearning Design (3)</td>
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<tr>
<td>LTLE 655. Implementation and Evaluation of eLearning (3)</td>
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<tr>
<th>Final Project:</th>
<th>3</th>
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<tbody>
<tr>
<td>LTLE 695. Applied Research (3)</td>
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</tbody>
</table>

English Language Learning Academy

Dr. Laura Desportes, Dr. Diane Foucar-Szocki, Co-directors
Phone: (540) 568-6193, Phone: 540-568-8012
http://www.jmu.edu/coe/ltle/ella.shtml

The mission of the English Language Learning Academy is to provide language learning opportunities and support through licensure, minor, clinical and direct service programs. The English Language Learning Academy offers initial PK-12 licensure program in Teaching English as a Second Language (TESL) at the bachelor's and post-baccalaureate (MAT) levels, and an M.Ed. in Education, Equity and Cultural Diversity.

K-12 English as a Second Language Undergraduate Licensure Program

Dr. C. Ruth Bosch, Program Advisor
Phone: (540) 568-5813

James Madison University's College of Education, through the ELL Academy offers a bachelor degree preparation for K-12 English as a Second Language (ESL) Licensure. This program will draw upon theories of linguistics, research on social and cultural variables that influence second language acquisition, and the knowledge required to facilitate second language learning. This will prepare future educators to understand and implement more equitable and effective ways of working with English Language Learners in a variety of contexts, including inclusion in content/general education classes, sheltered-ESL classes.
and pullout classes. Completion of this four year program may lead to eligibility for a Virginia teaching license for K-12 English as a Second Language.

The College of Education's ELL Academy is interested in candidates who are committed to social justice and are committed to creating affirming and academically challenging learning environments for their future students.

Application and Admission Criteria

All candidates for initial teacher licensure must be fully accepted into the teacher education master's program to register for certain education courses, including student teaching. Students are prevented from taking designated education courses until the following requirements are met. Candidates must:

- Declare the program and the teaching concentration minor using the form available in the program area. Have the form signed by the student's education adviser and submitted to the Registrar's Office.
- Give the AR-2 reference forms to two persons (employers, clergy, teachers or other professionals) familiar the candidate. They must have known the candidate in a professional capacity for a minimum of six months and be able to evaluate potential as a future educator.
- Ask references to return the forms directly to the Education Support Center (ESC).
- Complete the following course requirements with a minimum grade of "C:"
  - GWRTC 103 (or equivalent)
  - MATH 107 (or equivalent)
  - GPSYC 160 (or equivalent).
- Provide ESC with a transcript of any courses from other institutions which may be used for admission and do not appear on the JMU transcript.
- Take the Virginia Communication and Literacy Assessment (VCLA), which measures the communication and literacy skills necessary for Virginia educators.
- Take the Praxis I: Academic Skills Assessment and have the scores sent to JMU (test code is 5392). Praxis scores may be waived if SAT® scores or ACT scores qualify.
- Take the Praxis II: Subject Assessment specialty area test in their respective licensure area, if one is required, prior to applying for a teaching license. The Virginia Board of Education has adopted new specialty area tests and new minimum scores for many of the teacher licensure areas. Changes in specialty area test requirements may occur over the next several years. Make sure the most current requirements are checked before registering for a specialty area test.
- Have and maintain a GPA of 2.5 or better. GPA information is updated in the teacher education database at the end of each semester.
- Have no record of any felony conviction or misdemeanors involving children or drugs. This requirement is mandatory in order to be accepted into teacher education.
- Complete online training in Universal Precautions. UP training sessions are offered by the JMU Health Center. ESC receives verification that candidates have completed the training. In addition, HTH 204, HTH 370 or Red Cross First Aid or equivalent training will meet this requirement.
- Complete the Child Abuse Prevention Training online at ESC web site and pass the quiz. Scores will be sent electronically to the ESC. Keep the printed certificate.
- Subscribe to Tk20 after completing all of the requirements previously listed by purchasing a student account.
- Complete the Application to Teacher Education Writing Sample in Tk20 after receiving a response that the Tk20 subscription is available.
Licensure Advising

Upon admission to the College of Education's ELL Academy, candidates are assigned a faculty adviser. Faculty advisers meet with students regularly to plan and revise their course of study. In addition, a licensure adviser assists licensure candidates with the licensure process.

Course of Study

The course of study for the undergraduate K-12 licensure in ESL consists of the following:

- General Education Requirements (50 credits)
- ESL Course Requirements (30 credits)
- ESL Additional Requirements (15 credits)
- Practicum (3 credits)
- Student Teaching (6 credits)
- Modern Foreign Language Proficiency (6 credits)
- Major Course Requirements (30 credits)

K-12 ESL Undergraduate Licensure Program Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td><strong>General Education:</strong></td>
<td>50</td>
</tr>
<tr>
<td>GENG 239. Studies in World Literatures (3)</td>
<td></td>
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<tr>
<td>GWRTC 103. Critical Reading and Writing (3)</td>
<td></td>
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<tr>
<td><strong>Choose one (3):</strong></td>
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<tr>
<td>GCOM 121. Fundamental Human Communication: Presentations</td>
<td></td>
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<tr>
<td>GCOM 122. Fundamental Human Communication: Individual</td>
<td></td>
</tr>
<tr>
<td>GCOM 123. Fundamental Human Communication: Group</td>
<td></td>
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<tr>
<td>GHIST 101. World History to 1500 (3)</td>
<td></td>
</tr>
<tr>
<td>GHIST 102. World History Since 1500 (3)</td>
<td></td>
</tr>
<tr>
<td>GHIST 225. U.S. History (4)</td>
<td></td>
</tr>
<tr>
<td>GPOSC 225. U.S. Government(4)</td>
<td></td>
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<tr>
<td>GANTH 195. Cultural Anthropology (3)</td>
<td></td>
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<tr>
<td>GPSYC 160. Life Span Human Development (3)</td>
<td></td>
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<tr>
<td>GKin 100. Lifetime Fitness and Wellness (3)</td>
<td></td>
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<tr>
<td>GHTH 100. Personal Wellness (3)</td>
<td></td>
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<tr>
<td>MATH 107. Fundamentals of Math I (3)</td>
<td></td>
</tr>
<tr>
<td>MATH 108. Fundamentals of Math II (3)</td>
<td></td>
</tr>
<tr>
<td><strong>Choose six credits (6):</strong></td>
<td></td>
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<tr>
<td>GSCI 161. Science Processes (1)</td>
<td></td>
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<tr>
<td>GSCI 162. The Science of the Planets (2)</td>
<td></td>
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<tr>
<td>GSCI 163. The Matter of Matter (1)</td>
<td></td>
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<tr>
<td>GSCI 164. Physical Science: Learning Through Teaching (2)</td>
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<tr>
<td>GSCI 165. The Way Life Works (1)</td>
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</tbody>
</table>
GSCI 166. Environment in Context (2)

Choose one (3):
GHIST 150. Critical Issues in Recent Global History (3)
GMAD 150. Mediated Communication: Issues and Skills (3)
GPHIL 120. Critical Thinking (3)

Choose one (3):
GART 200. Art in General Culture (3)
GMUS 200. Music in General Culture (3)
GMUS 203. Music in America (3)
GMUS 206. Introduction to Global Music (3)

ESL Core Courses 30
GPSYC 160. Life Span Human Development (3)
EXED 440. Classroom Management (3)
EDUC 360. Foundations of American Education (3)
EDUC 370. Instructional Technology (3)
READ 4XX. Literacy Development for ELL (3)
READ 430. Literacy Foundations (3)
TESL 4XX. Applied Linguistics for ESL/FL (3)
TESL 425. Cross Cultural Education or EDUC 310 (3)
TESL 470. Methods of Teaching ESL (3)

Choose one (3):
TESL 426. Concepts of 1st/2nd Language Acquisition
TESL 428. Assessment for Language Development

Additional ESL Requirements: 15
Practicum (3)
EDUC 480. Student Teaching (6)
Modern Language Proficiency (6)

Additional Program Requirements 30

The chosen major must be in a liberal arts discipline as defined by the Virginia Department of Education. The following majors are highly recommended:

- Anthropology
- Communication Studies
- English
- IDLS
- Modern Foreign Languages (Spanish)
- Psychology
- Sociology
- Writing Rhetoric and Technical Communication
Course Offerings

School Administration

**ADSU 640. The Fundamentals of Educational Administration.**
3 credits.
Examines the fundamental principles and concepts of organizational theory, structure and climate. There is an emphasis on the administrative processes and professional ethics of leadership, motivation, decision making, communication, organizational change and strategic planning. The course offers opportunities to apply theory to professional practice through the use of case studies.

**ADSU 641. School Law.**
3 credits.
Acquaints teachers and prospective school administrators with the laws governing public education and the legal responsibilities and powers of state and local governing bodies and individuals. Emphasis is given to federal and Virginia statutes and case law affecting due process, liability, equal protection, and the rights of teachers and students.

**ADSU 642. Leadership for School-Community Relations.**
3 credits.
The influence of the social and political structures and conditions on school leadership, personnel, programs and activities is explored. Strategies for interacting and cooperating with parents, community leaders, businesses and organizations for support in the effective attainment of school objectives and the educational goals of the community are emphasized.

**ADSU 643. The Principalship.**
3 credits.
Emphasis will be on instructional leadership and effective school management that promote positive student achievement, a safe and secure environment, and the efficient use of resources. Curriculum planning, scheduling, school improvement planning, assessment of student progress, school change, and program evaluation will be key topics covered by this course.

**ADSU 644. Supervision and Development of School Personnel.**
3 credits.
Concepts and approaches for planning and implementing activities for effective human resource management are explored. Theories and practices related to recruitment, development and appraisal of personnel are covered. Evaluation of personnel for the purpose of meeting school objectives and for professional development receives emphasis.

**ADSU 652. School Finance and Business Management.**
3 credits.
This course emphasizes the history and principles of public school financing and the roles of federal, state and local governments and agencies in financing public education. Taxation for school purposes, the economics of education, equity and disparity issues, budgetary concerns, strategic planning, and procedures for school-site management are included.

**ADSU 658. Practicum in School Administration.**
3 credits.
The practicum provides administrative field experience in a school setting. Students spend a minimum of
75 hours during the semester working under the guidance of a practicing school administrator and university supervisor. Other course requirements include seminars and the completion of an administrative project. Course graded on an S/U basis. Prerequisites: Completion of a minimum of 15 credits and permission of instructor.

**ADSU 668. Internship for Principals.**
3 credits.
Students spend a minimum of 200 hours over six months working under the supervision of a practicing school administrator and a university professor. The student should experience the full range of duties, problems and issues encountered by a school administrator, and receive developmental and evaluative feedback. Course graded on an S/U basis. Prerequisite: Completion of 30 credits in the Educational Leadership Program or permission of adviser.

**ADSU 678. Full-time Internship for School Administrators.**
3 credits.
Candidates spend a minimum 90 full-time days working under the supervision of a practicing school administrator and a university professor. The candidate should experience the full range of duties, problems and issues encountered by an administrator and receive developmental and evaluative feedback. Course graded on an S/U basis. Prerequisite: Attainment of a full-time administrative position and permission of adviser.

**ADSU 680. Readings and Research.**
1-3 credits.
This course provides opportunities for directed readings and research in areas of special interest. Reading and research may be done only in the major field of study. Prerequisites: Written permission of the adviser and program coordinator.

**ADSU/LEAD 730. Advanced Learning Theories and Instructional Models.**
3 credits.
This course focuses on the design, delivery, assessment and supervision of instruction in schools, across schools, throughout the school division and in the community. Prerequisite: Permission of instructor.

**ADSU/LEAD 735. Advanced Curriculum Theory and Instructional Issues.**
3 credits.
This course focuses on the determination, development, implementation, assessment and revision of curriculum and its relationship to the design, delivery, assessment and supervision of instruction in schools, across schools, throughout the school division and in the community. Prerequisite: Permission of instructor.

**ADSU/LEAD 741. Leading Educational Organizations.**
3 credits.
Analyze, apply study of ethics, values and leadership concepts. Apply four ethical paradigms of justice, care, critique and profession. Integrate and apply knowledge of educational laws, personnel supervision and education finance. Analyze change theory as related to cognitive and social processes and apply to school and organizational change. Analyze the impact of personnel motivation, work performance and evaluation on school culture. Evaluate sociopolitical influences on leadership in schools. Prerequisite: Permission of instructor.
Adult Education/Human Resource Development

Designed to provide workshop experience in a variety of areas involving adult education/human resource development. Workshop content will be determined by demand, interest and input from local, regional and state clientele. May be repeated up to six hours.

AHRD 520. Foundations of Adult Education/Human Resource Development. 3 credits.
Historical beginnings of adult education and human resource development programs are examined in order to understand current practices. Current issues and trends, research, legislation and publications will be incorporated into the course.

AHRD 540. Leadership and Facilitation. 3 credits.
This course examines the multi-faceted concept of leadership and facilitation, focusing on facilitative leadership approaches and how these contribute to organizational and individual performance. Traditional and emergent paradigms will be explored. Emphasis will be placed on knowledge, attitudes and skills that enable a facilitator to work effectively with diverse work groups, enhance creativity and draw from organizational and community resources.

AHRD 560. Facilitating in Adult Education/Human Resource Development. 3 credits.
This course equips students to participate in and facilitate groups in organizational settings. Students examine theories and tools for developing and supporting effective learning groups and will practice facilitation skills. The course will address group dynamics, clarification of group task/agenda, meeting goals and use of the self as a facilitating instrument.

AHRD 570. Diversity and Ethics in AHRD. 3 credits.
This course focuses on two of the critical areas, diversity and ethics, in AHRD. It examines and explores theories and techniques for dealing with institutional "isms" (e.g., multiculturalism, sexism, ageism and professionalism, etc.), as they relate to managing training, conflict resolution, career development, mentoring, performance improvement, team building and peer rating methods. Prerequisite: AHRD 520.

AHRD 580. Learning in Adulthood. 3 credits.
This course provides a comprehensive overview of learning in adulthood. Emphasis is placed on learning contexts, what and why adults learn, the nature of learning, learning theories, adult development and the development of adult learning theory. Ways and means to enhance learning opportunities in the lives of adults at work, school, worship, in leisure and for better health are explored.

Focuses on knowledge and skills basic to organization, process, and task analyses, including approaches and steps in identifying root causes of performance problems. Current performance analysis practices in AHRD will be discussed. Methods and techniques in developing specific instruments for performance improvement data collection and data analysis will also be covered. Prerequisite: AHRD 520.
AHRD 620. Consulting in AHRD.
3 credits.
This course focuses on models, techniques and practices of consulting skills in developing programs for learners as individuals, groups and organizations. Emphasis is placed on performance analysis, needs assessment, instructional design processes, approaches and practices, implementation procedures and evaluation approaches to various learning settings and clients. Prerequisite: AHRD 520, AHRD 560, AHRD 580, AHRD 600, LTLE 530, or equivalent or permission of the instructor.

3 credits.
This course provides students with knowledge and skills in research and inquiry. This course will focus on different qualitative and quantitative research methods, research designs, approaches to doing literature reviews and analyses, and determining the size and scope of research projects. Data collection instruments and analyses approaches will also be covered. Prerequisite: AHRD 520 or students in the stage of conducting R&R projects.

3 credits.
This course examines current and proposed legislation, program development and organizational structures found in adult education and human resource development. Emphasis is placed on changing existing structures to lifelong learner-driven structures.

3 credits.
Focuses on theories and practices in evaluation and measurement of AHRD programs from the perspective of impact on organizations, work processes, and individuals, as well as follow-up decisions. Methods and processes in developing specific instruments for program evaluation data collection and data analysis will also be discussed. Prerequisite: AHRD 520.

AHRD 650. Instructional Design for E-Learning.
3 credits.
This course focuses on applications of instructional design theories and principles to e-learning. Built on students' learning in AHRD 580 and AHRD 610, this course provides opportunities for students to apply theories and develop skills for real-world e-learning design and development. Design planning, storyboarding, online authoring and other critical e-learning design skills will be addressed. Prerequisites: AHRD 580, Learning in Adulthood and AHRD 610, Instructional Design. Students who have not met the prerequisites but still wish to take the course can meet with the instructor for an assessment prior to registration.

3 credits.
This course examines the historical roots of action learning, organizational learning, various experiential and action methodologies; and a thorough description of action learning including what it is, key elements, when it works, organizational applications, and how it benefits the organization. Prerequisites: AHRD 540 or permission of the instructor.

AHRD 670. American Higher Education.
3 credits.
The objective and organization of prevalent types of institutions are studied. Current issues and problems in American higher education are explored.

AHRD 671. Teaching and Learning Processes in Higher Education.
3 credits.
Instructional practices and themes are studied in relationship to programs in higher education.

AHRD 673. The Community College.
3 credits.
The history, functions and personnel of the comprehensive community college in the American system of higher education are studied. Current issues facing the community college are explored.

AHRD 680. Reading and Research.
3-6 credits.
Designed to provide the opportunity for supervised reading and research in a special interest area of adult education/human resource development. Prerequisite: Approval from major adviser and completion of a basic research course.

3 credits.
Designed to provide learners the opportunity to explore topics of special interest that are more limited than the traditional three credit course. Prerequisite: Approval of major adviser.

AHRD 695. Portfolio.
The portfolio is a non-credit capstone course to demonstrate individual learning processes throughout the AHRD program. Students will construct their portfolios based on their professional and academic goals and experiences, from work completed in graduate courses. The portfolio will assist students, as professionals or advanced students, prove their expertise and academic preparation in the job market or in academia, and contribute to their comprehensive exam experience, allowing for reflection on the program and individual learning. Prerequisites: All core courses and/or concurrent with Reading and Research or Thesis Research.

AHRD 698. Comprehensive Continuance.
1 credit.
Continued preparation in anticipation of the comprehensive examination. Course may be repeated as needed.

2 credits.
Continued study, research and writing in the areas of thesis concentration. Course may be repeated as needed.

AHRD 700. Thesis Research.
3-6 credits.
Continued study, research and writing in the areas of thesis concentration. Course may be repeated as needed. This course is graded on a satisfactory/unsatisfactory/ incomplete (S/U/I) basis. Prerequisites: EDUC 630 and approval of graduate adviser.
Education

EDUC 620 Changing Contexts of American Schools.
3 credits.
This course focuses on the nature of educational change in American schooling. Emphasis will be placed upon contemporary issues facing education, their historical and philosophical roots and the implementation of educational change.

EDUC 625. Evaluation in Education.
3 credits.
The course is designed to help practicing educators improve their development and use of assessment tools and techniques. Attention will also be given to analyzing and interpreting assessment results and investigating newer developments in the evaluation of learning and instructional programs. Prerequisite: An instructional methods course.

EDUC 630 Inquiry in Education.
3 credits.
Develop skills, insights and understandings which will enable the student to become an intelligent and critical consumer of educational inquiry and a productive participant in the inquiry process. Prerequisites: Appropriate technology skills or EDUC 505.

3 credits.
This course focuses on the diverse nature of learners, the processes of learning and development, the role of the teacher, the design and delivery of instruction and the processes and strategies of teaching.

3 credits.
The study of curriculum theories and issues that lead to a comprehensive understanding of the purposes and functions of schools in a democratic society.

(For a full listing of EDUC courses, see the Early, Elementary and Reading Education section).

Educational Technology

EDTC 611. Multimedia and User-interface Design.
3 credits.
Design and evaluation of effective user interfaces, beginning with principles for product design. Considers the process for user interface development as a separate process from software design and development including such topics as life cycle development, usability, prototyping, and formative user-based evaluation.

EDTC 621. Technology Planning.
3 credits.
This course introduces the process of building a technology plan for a school district or other unit. It explores the roles of the different stakeholders in the process and focuses on issues of funding, implementation and assessment. Prerequisite: EDTC 510 recommended.

EDTC 622. Staff Development in Educational Technology.
3 credits.
This course will focus on instructional models, strategies and assessment of professional development
activities among adult leaders of K-12 educational settings. Course will focus on research supported instructional strategies and techniques to meet educational technology learned society's guidelines for instructional personnel.

**EDTC 631. Imagery and Data Display.**
3 credits.
Detailed study of different data visualization tools, including image processing and geographic information systems. Clear and concise displays of data are emphasized, along with the research base supporting the use of these tools in inquiry-based learning. Prerequisite: EDTC 510 recommended.

**EDTC 632. Simulation and Modeling.**
3 credits.
Exploration of simulation and modeling tools and their application to science and mathematics learning. Software addressing a variety of grade levels and content areas will be explored and assessed for its value in inquiry-based learning. Emphasis will be given to curricular design and implementation. Prerequisite: EDTC 631.

**Learning, Technology and Leadership Education**

**LTLE 530. Principles of Instructional Design.**
3 credits.
Examines the overarching process of instructional design as it relates to the design, development, and implementation of technology-based instruction. Instructional design models will be compared and contrasted, and students will be challenged to develop their own model that is appropriate for the given workplace. Includes discussions on design methodologies, principles, and instructional strategies.

**LTLE 560. Foundations of Educational Technology.**
3 credits.
The purpose of this course is to provide you with a critical framework with which to assess the impact of technology on education. We will be examining the meaning of technology, discourses that construct technology, and a variety of different social issues related to the use of educational technologies.

**LTLE 570. Design and Development of Digital Media.**
3 credits.
The foundational skills course introduces the processes for the design, development, and distribution of digital media elements. Concepts introduced include technical terminology; file management; computer-based learning, distance learning, and blended learning; the use of collaborative tools for learning; and practical applications in K12 and business. This course provides skills for future digital media development.

**LTLE 580. Developing and Critiquing Visual Literacy.**
3 credits.
This course will cultivate the ability to evaluate and create conceptual visual representations. Students will practice the necessary critical attitude, principles, tools and feedback to develop their own high-quality graphics for learning and performance. Topics also include the impact of visual literacy on the learning process related to instructional design, instructional technology, and information presentation.

**LTLE 590. Clinical Practicum.**
3 credits.
This course represents a clinical approach to project development in which students are supervised during the integration and application of theories, practices, and skills in a variety of authentic work settings. Prerequisites: Student must be within six hours of completion of the program; approval of graduate adviser.
Teaching English as a Second Language

**TESL 4XX: Applied Linguistics for ESL/FL.**
3 credits.

**TESL 425. Cross-Cultural Education.**
3 credits.
The course provides students with knowledge of the effects of socio-cultural variables in an instructional setting.

**TESL 426. Concepts in First and Second Language Acquisition.**
3 credits.
This course is designed to help students gain familiarity with first and second language acquisition. In understanding the process of language acquisition, students will be better equipped to design instructional strategies that facilitate English Language Learners' language acquisition, and to create supportive environments. Prerequisites: EDUC 310.

**TESL 428. Assessment for Curriculum Development in English as a Second Language.**
3 credits.
The course provides students with a variety of assessment practices for assessing English language learners' abilities. Students will examine ways to use assessment results in the development of appropriate curriculum. Prerequisites: TESL 426.

**TESL 470. Methods in Teaching English as a Second Language.**
3 credits.
This course is designed to provide pre-service ESL teachers with experiences in designing and implementing instructional strategies to meet the linguistic needs of English Language Learners and utilizing assessment instruments to evaluate student progress.