

Program Overview

The doctoral program in Educational and Community Leadership is designed for individuals in a variety of educational roles who wish to develop and refine their abilities to provide leadership for educational excellence. The program prepares education professionals to individually and collaboratively engage in reflective and ethical practice as they foster the development of individual learners as well as existing and emerging learning communities, including schools, post-secondary institutions, workplaces, and community-based organizations.

The program admits students in the fall term only, and the students enroll each year as a cohort group. All students in a given cohort (including full-time and part-time students) will enroll together in each core course during the first year. All students in a given cohort who choose the same major also ordinarily enroll together in each course in the major.

Educational Goal

The College of Education's educational goal is to provide graduates with the experience to:

1. act as change agents;
2. apply the fundamental principles of facilitating student-centered, life-long learning;
3. accommodate the diverse needs of those they teach;
4. use technology as a tool for communication, research, teaching, and learning;
5. make ethically sound decisions and articulate the values and principles that guide decision making;
6. engage in professional development and support the professional development of others;
7. conduct and use research to strengthen the ties between educational theory and practice.

Financial Assistance

Doctoral assistantships are available to qualified candidates. Please see the Ph.D. program website (<http://si.education.txstate.edu/Student-Resources/doc-assistantships.html>) or contact the doctoral program director for more information about assistantships and the degree program. Please see The Graduate College website for information on scholarship opportunities (<http://www.gradcollege.txstate.edu/funding> (<http://www.gradcollege.txstate.edu/funding.html>)).

Advising

During the first year, the student will be assigned an academic program mentor. The academic program mentor will work with the student to develop a program of study, and provide general academic and career-related advisement to the student. The doctoral program director, acting in the role of graduate advisor for the program, will submit all recommendations for the program of study and results of programs examinations to the dean of The Graduate College for approval. The dean of The Graduate College has final approval on all recommendations from the doctoral program director.

A dissertation advisor must be selected by the time a student takes the comprehensive examination; a complete dissertation committee must be formed prior to presenting a dissertation proposal for defense.

In the first term that a student enrolls for doctoral study, the student should confer with their graduate advisor and prepare a degree audit for their program. Doctoral degree audits are tailored with the individual

student in mind. It is therefore possible for the individual degree audit to exceed the number of degree hours identified in the catalog.

Application Requirements

The items listed below are required for admission consideration for applicable semesters of entry during the current academic year. Submission instructions, additional details, and changes to admission requirements for semesters other than the current academic year can be found on The Graduate College's website (<http://www.gradcollege.txstate.edu>). International students should review the International Admission Documents page (<http://mycatalog.txstate.edu/graduate/admission-documents/international/>) for additional requirements.

- completed online application
 - \$55 nonrefundable application fee
- or
- \$90 nonrefundable application fee for applications with international credentials
 - baccalaureate degree from a regionally accredited university (Non-U.S. degrees must be equivalent to a four-year U.S. Bachelor's degree. In most cases, three-year degrees are not considered. Visit our International FAQs (<https://www.gradcollege.txst.edu/international/faqs.html>) for more information.)
 - master's degree in a field related to the proposed studies from a regionally accredited university
 - official transcripts from **each institution** where course credit was granted
 - minimum 3.5 GPA in all completed graduate course work
 - GRE not required
 - resume/CV
 - statement of purpose (approximately 500 words) describing background and professional goals, including the student's rationale for pursuing a doctoral degree
 - three recommendation forms addressing the student's professional and academic background. References are required to use the program's Professional Reference Evaluation form and are also strongly encouraged to attach a recommendation letter to the form.
 - possible interview with program faculty
 - possible academic writing sample

Approved English Proficiency Exam Scores

Applicants are required to submit an approved English proficiency exam score that meets the minimum program requirements below unless they have earned a bachelor's degree or higher from a regionally accredited U.S. institution or the equivalent from a country on our exempt countries list (<http://www.gradcollege.txstate.edu/international/language.html#waiver>).

- official TOEFL iBT scores required with a 78 overall
- official PTE scores required with a 52
- official IELTS (academic) scores required with a 6.5 overall and minimum individual module scores of 6.0
- official Duolingo Scores required with a 110 overall
- official TOEFL Essentials scores required with an 8.5 overall

This program does **not** offer admission if the scores above are not met.

Degree Requirements

The Doctor of Philosophy (Ph.D.) degree with a major in Educational and Community Leadership requires 60 semester credit hours. In some cases, a student may need to complete additional hours before being allowed to advance to candidacy. The student must have satisfied the residency requirement of 18 graduate credit hours.

Course Requirements

Code	Title	Hours
Required Courses		
Semester One		
ED 7311	Educational Philosophy in a Social Context	3
ED 7364	Personal, Team, and Professional Development in Education	3
Semester Two		
ED 7315	Models of Inquiry: Understanding Epistemologies	3
ED 7351	Beginning Quantitative Research Design and Analysis	3
or ED 7352	Beginning Qualitative Design and Analysis	
Semester Three		
ED 7313	Advanced Studies in Adult Learning and Development	3
ED 7314	Community Development for Educators	3
Semester Four		
ED 7319	Foundations of Educational and Community Leadership	3
ED 7352	Beginning Qualitative Design and Analysis	3
or ED 7351	Beginning Quantitative Research Design and Analysis	
Semester Five		
ED 7317	Instructional Leadership for Organizational Change	3
ED 7325	Sociocultural Dynamics in Learning Communities	3
Semester Six		
ED 7326	Policy and Politics as Practice	3
ED 7353	Intermediate Quantitative Research Design and Analysis	3
or ED 7354	Intermediate Qualitative Design and Analysis	
Semester Seven		
ED 7334	Processes for Educational Evaluation and Analysis	3
Elective #1 (Must be 7000 level course; may be taken out of department)		3
Semester Eight		
ED 7341	Dissertation Proposal Development	3
Must submit Dissertation Advisor Form (Form A) before enrolling		
Elective #2 (Must be 7000 level course; may be taken out of department)		3
Semester Nine		
ED 7399B	Dissertation	3
Semester Ten		
ED 7399B	Dissertation	3
Semester Eleven		
ED 7699B	Dissertation	6
Total Hours		60

Comprehensive Examination Requirements

All candidates for graduate degrees must pass one or more comprehensive examinations.

Advancement to Candidacy Application for Advancement to Candidacy

Doctoral students will need to be advanced to candidacy within five years of initiating Ph.D. course work. Students need to indicate their intent to advance to candidacy during the term they complete the 51 hours of required course work. The "Application for Advancement to Candidacy form" may be obtained from The Graduate College website. The doctoral program director will then submit the completed forms to the dean of The Graduate College for review.

Advancement to Candidacy Time Limit

No credit will be applied toward the doctoral degree for course work completed more than five years before the date on which the student is advanced to candidacy. This time limit applies toward credit earned at Texas State as well as credit transferred to Texas State from other accredited institutions.

Requests for a time extension must be submitted to the doctoral program director, who in turn, submits a recommendation to the dean of The Graduate College.

Grade-Point Requirements for Advancement to Candidacy

To be eligible for advancement to candidacy, the student must have a minimum GPA of 3.0. No grade earned below a "B" on any graduate course may apply toward a Ph.D. at Texas State.

Incomplete grades must be cleared through the office of The Graduate College before a student can be approved for advancement to candidacy.

Comprehensive Examination

The doctoral students in the Ph.D. in education program are required to pass a comprehensive examination in which the student must integrate knowledge from core and concentration courses to solve a problem that the student is likely to encounter in a professional work setting. Arrangements for comprehensive examinations are made through the director of the Ph.D. program and the dissertation advisor. The results of the examination must be filed in the office of The Graduate College before the dean of the Graduate College gives final approval of advancement to candidacy. The Department of CLAS is responsible for submitting the reports to The Graduate College.

Dissertation Proposal

The dissertation proposal must be successfully defended and approved by the dean of The Graduate College before a student can be advanced to candidacy. Students must submit the dissertation proposal and one copy of the official "Dissertation Proposal form" to the dissertation advisor. Guidelines that discuss the purpose of the proposal, its preparation, its format, and procedures for its presentation and defense are available from the program director. After defending the dissertation proposal and obtaining committee members' signatures, the student must submit the dissertation proposal and dissertation proposal form to the program director for signature. The form also requires evidence of the IRB approval for any research involving human subjects. The program director will then forward the dissertation proposal and form through the

department chair, to the dean of The Graduate College for final approval. Final approval must be received before proceeding with research on the dissertation. The Dissertation Proposal form may be obtained from The Graduate College website; proposal guidelines are also available at the website or from the doctoral program director.

Defense of the Dissertation Proposal

Students must defend the dissertation proposal in a meeting that begins with a public presentation and continues with an oral examination by the dissertation committee. The examination will address the proposed dissertation topic (problem definition and scope), research method, and relevant literature. The dissertation committee must sign the "Defense of the Dissertation Proposal form" to indicate approval and then submit the form for the signature of the doctoral program director and the department chair. The approved Defense of the Dissertation Proposal form must be forwarded to the dean of The Graduate College. The dissertation proposal must be approved and the Defense of the Dissertation Proposal form must be on file in the office of The Graduate College before any student can be advanced to candidacy.

Recommendation for Advancement to Candidacy

The dissertation committee recommends the applicant for advancement to candidacy to the doctoral program director, the department chair, and the dean of The Graduate College. The dean of The Graduate College certifies the applicant for advancement to candidacy once all requirements have been met. To be eligible for admission to candidacy the student must have successfully completed the comprehensive exam, completed all course work, and successfully defended the dissertation proposal.

Dissertation Research and Writing

All doctoral students are required to complete a dissertation. The dissertation must be an original contribution to scholarship and the result of independent investigation in a significant area. Preparation of the dissertation must follow the latest edition of *Publication Manual of the American Psychological Association*.

Dissertation Enrollment Requirements Enrollment

Any time a student is receiving official guidance on the dissertation, the student must be enrolled in a dissertation course. A student must maintain continuous enrollment in dissertation hours every term from the time they advance to candidacy until the dissertation is defended and approved. If a student is receiving supervision on the dissertation during the summer or the student is graduating during the summer, the student must be enrolled in dissertation hours for the summer. All candidates for graduation must be enrolled in dissertation hours during the term in which the degree is to be conferred.

Students will normally register for at least three credit hours of dissertation. With the approval of the dissertation chair and the program director, they may be allowed to register for one hour of credit (ED 7199A or ED 7199B) when working less intensely on the dissertation (more detailed explanation available from the program director). Approval is not needed to register for ED 7199A or ED 7199B in the summer. This one-credit course is ordinarily repeatable for only three times during fall or spring terms.

Education-school improvement majors will enroll in a combination of:

Code	Title	Hours
ED 7199B	Dissertation in Education-School Improvement	1
ED 7299B	Dissertation in Education - School Improvement	2
ED 7399A	Dissertation	3
ED 7399B	Dissertation	3
ED 7599B	Dissertation in Education - School Improvement	5
ED 7699A	Dissertation	6
ED 7699B	Dissertation	6
ED 7999B	Dissertation in Education - School Improvement	9

Hours

Students must complete a minimum of 12 semester hours of dissertation research and writing credit.

Dissertation Time Limit

Students are expected to complete the dissertation within five years of advancement to candidacy. The dissertation committee will review the student's progress annually.

Dissertation Advisor and Committee

A dissertation committee must be formed to oversee the research and writing of the dissertation. The dissertation committee will include a dissertation advisor and a minimum of three additional committee members.

The members must be chosen from qualified Ph.D. faculty. The dissertation advisor will chair the dissertation committee and must be from the College of Education. The committee members must be selected in consultation with the dissertation advisor. At least two members of the dissertation committee must be from the Department of Counseling, Leadership, Adult Education, and School Psychology. No more than one of the four required members of the committee should be someone external to the University (either a practitioner or a faculty member from another university approved as adjunct doctoral faculty). The doctoral program director, the department chair, and the dean of The Graduate College must approve the dissertation advisor and committee members.

Committee Changes

Any changes to the dissertation committee must be submitted for approval to the dissertation advisor, the doctoral program director, the department chair, and the dean of The Graduate College. Changes must be submitted no less than sixty days before the final dissertation defense. The "Dissertation Advisor/Committee Member Change Request form" may be obtained from The Graduate College website.

Defense of the Dissertation

Students must pass the final oral examination that covers the dissertation and the general field of the dissertation. Students must defend the dissertation in a meeting that begins with a public presentation and continues with an oral exam by the dissertation committee. Before scheduling the final oral exam, the student must have received approval of the dissertation chair. A completed "Dissertation Defense Report form" must be submitted according to the schedule posted by the dean of The Graduate College and no later than ten days before the date of graduation.

Approval and Submission of the Dissertation and Abstract

The approval of the dissertation and abstract requires positive votes from the dissertation advisor and from a majority of the dissertation committee members. Refer to the *Graduate College Guide to Preparing and Submitting a Thesis or Dissertation* for specific guidelines regarding submission of the dissertation. The document must be submitted in electronic format.

Doctoral level courses in Education: ADED (p. 4), COMM (p. 4), ED (p. 5), EDCL (p. 11), SAHE (p. 11)

Courses Offered

Adult Education (ADED)

ADED 7325. Teaching Adults: Principles and Practices.

Seminar that addresses methods and techniques for effective instruction of adults across a variety of settings and content. Emphasis on concepts, theories, and principles relevant to the selection, use, and evaluation of instructional strategies. Participants will have an opportunity to practice strategies that expand their teaching repertoire.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

ADED 7337. Adult Literacy.

This course is designed to provide students with a broad foundation about the needs of undereducated students with a broad foundation about the needs of undereducated adults, including adult English language learners. Students will analyze and evaluate adult literacy legislation, instruction, research, and delivery systems.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

ADED 7342. Adult ESL Methods and Materials.

This course reviews traditional and contemporary adult language teaching methodologies. It focuses on the design of lessons that integrate listening, speaking, reading, writing, culture and all language skills. This class provides strategies for choosing, adopting, and adapting textbooks that integrate teaching material appropriate to different adult language learning settings.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

ADED 7343. Organizational Learning and Development.

The course addresses a range of topics, including the effects of change, methods of organizational change, and factors influencing organizational development success. Students learn the roles of internal and external organizational development consultants, tools and processes for helping organizational members identify problems, gather and analyze information, and implement solutions.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

ADED 7344. Multicultural Perspectives in Postsecondary Education and Adult Education.

This seminar covers a broad range of topics related to diversity within postsecondary and adult education. Course readings and projects relate to a wide variety of setting including colleges and universities, adult literacy programs, the workplace, and community based organizations. Students who have completed ADED 5344 may not take this course for doctoral credit. (MULT).

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Course Attribute(s): Multicultural Content

Grade Mode: Standard Letter

ADED 7345. Current Issues in Adult, Continuing and Professional Education.

A seminar style course focusing on current issues in continuing and professional education including research and professional practice. Specific emphasis will vary depending on changes in contemporary issues. Students who have completed ADED 5345 may not take this course for doctoral credit.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

ADED 7346. Adult and Nontraditional Students in Higher Education.

This seminar focuses on the "nontraditional student" in higher education, with emphasis on undergraduates 25 and older. Also considered are other nontraditional students facing similar challenges to participation in higher education. Topics include student characteristics, motivations, barriers, persistence, and outcomes as well as institutional and programmatic responses to this population.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

Communications (COMM)

COMM 7315. Directed Research in Communication Studies.

Independent study of a specific communication research area. May be repeated with different emphasis for additional credit. Prerequisite: Doctoral level standing.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Course Attribute(s): Exclude from 3-peat Processing

Grade Mode: Standard Letter

COMM 7325A. Instructional Communication.

A review of instructional communication theory and research with an emphasis on the function of communication in instructional settings. Prerequisite: Doctoral level standing.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Course Attribute(s): Exclude from 3-peat Processing|Topics

Grade Mode: Standard Letter

COMM 7325B. Organizational Communication.

A review of organizational communication theory and research with an emphasis on organizational development from a communication perspective. Prerequisite: Doctoral level standing.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Course Attribute(s): Exclude from 3-peat Processing|Topics

Grade Mode: Standard Letter

COMM 7325C. Communication Assessment.

An in depth study of communication assessment techniques employed in the field of oral communication. Statistical, experimental, and observational methods of assessing oral communication in interpersonal, group, and classroom settings are included.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Course Attribute(s): Exclude from 3-peat Processing|Topics

Grade Mode: Standard Letter

Education (ED)**ED 7199A. Dissertation.**

Original research and writing in Education-Adult, Professional and Community Education, to be accomplished under direct supervision on the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled.

1 Credit Hour. 1 Lecture Contact Hour. 0 Lab Contact Hours.

Grade Mode: Credit/No Credit

ED 7199B. Dissertation.

Original research and writing in Education-School improvement, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled.

1 Credit Hour. 1 Lecture Contact Hour. 0 Lab Contact Hours.

Grade Mode: Credit/No Credit

ED 7299A. Dissertation.

Original research and writing in Education-Adult, Professional and Community Education, to be accomplished under direct supervision on the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled.

2 Credit Hours. 2 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Credit/No Credit

ED 7299B. Dissertation.

Original research and writing in Education-School improvement, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled.

2 Credit Hours. 2 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Credit/No Credit

ED 7310. Instructional Roles in Counseling, Leadership, Adult Education & School Psychology.

This seminar is intended to prepare graduate teaching and instructional assistants in the CLAS Department to function effectively in various instructional and instructional support roles. Required for first-year teaching assistants and GIAs. This course does not earn graduate degree credit. Repeatable with different emphasis.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Course Attribute(s): Graduate Assistantship|Exclude from Graduate GPA

Grade Mode: Leveling/Assistantships

ED 7311. Educational Philosophy in a Social Context.

This course examines the philosophical foundations of education from the time of Plato through current writings. It frames these foundations through the lens of educational challenges of today. Readings include classical and current writings.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

ED 7312. Leadership and Organizational Change.

This course will familiarize students with different perspectives on organizations, different paradigms by which they might be viewed, and a survey of research done on organizations, organizational leadership and change.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Course Attribute(s): Multicultural Perspective|Multicultural Content

Grade Mode: Standard Letter

ED 7313. Advanced Studies in Adult Learning and Development.

This advanced seminar will examine research and theoretical literature on a variety of topics including: characteristics of adult learners; models of adult cognitive and psychosocial development; adult cognition, memory, and intelligence; and principles for facilitating adult learning. Restricted to Ph.D. in Education degree, Major in School Improvement.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

ED 7314. Community Development for Educators.

Examines models and methods of community development as relevant to the practice and scholarship of formal and non-formal education.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

ED 7315. Models of Inquiry: Understanding Epistemologies.

This course examines the philosophies informing different research epistemologies, and examples of how these can be actualized methodologically. Philosophies to be analyzed include feminism, and race-based theory. This course will help students see the multiple possibilities for conducting research.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

ED 7316. Advanced Studies in Adult Development.

This course examines current theories of adult development, fundamental developmental changes in adulthood, and the implications for practice in adult education. Restricted to students admitted to the Education Ph.D. Program- APCE major or with permission of instructor.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

ED 7317. Instructional Leadership for Organizational Change.

This course will introduce students to the major stream of research on instructional leadership and organizational change in education while analyzing models of leadership and change from critical, systemic, and cross-cultural context lenses. The relationship between instructional supervision, professional development, and curriculum development, with experiential applications will also be explored. Prerequisite: Instructor approval.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

ED 7318. Advanced Studies in Adult Learning.

This advanced seminar will examine research and theoretical literature on a variety of topics related to adult learning such as: characteristics and diversity of adult learners; key theories of adult learning; alternative perspectives on adult learning; intelligence, aging and wisdom; and learning in the digital age. Restricted to students admitted to the Education Ph.D. Program – APCE major or with permission of instructor.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

ED 7319. Foundations of Educational and Community Leadership.

This course examines the philosophical, political, psychological, cultural, ethical, and technological foundations of educational and community leadership, with a focus on the purpose of education and history of educational and community leadership in American education and how leadership shapes teaching and learning. Some topics related to educational and community leadership to be explored include decision and policy making, school culture, schools as learning communities, the change process, action plans, and research-based school improvement models/networks.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

ED 7320. Literature Review for Research Writing.

In this seminar course, students conduct a careful examination of a body of literature related to a research topic in adult/professional/community/lifelong education. The literature review tests research questions in relation to what is published about a topic, discusses various positions, crafts coherent arguments and addresses knowledge gaps. Prerequisites: ED 7352 or ED 7351, all with a grade of "B" or better. Restriction: Doctoral standing.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

ED 7321. Historical and Philosophical Foundations and Contemporary Issues in Adult Education.

Examines historical and philosophical foundations for the study and practice of adult professional, and community education in formal and non-formal settings; and contemporary issues in adult education in a "learning society." Prerequisites: Core courses or instructor's permission.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

ED 7322. Human Resource and Professional Development.

Examines the methods, practices, and issues of facilitating learning related to occupational, professional, and volunteer roles. Prerequisites: Core courses or instructor's permission.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

ED 7324. Problems and Strategies in Program Planning Seminar.

Addresses principles and procedures, issues and trends, utilization of assessment, goal setting, and other effective strategies for developing learning opportunities and programs responsive to human, professional, and community needs. Prerequisites: Core courses or instructor's permission.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

ED 7325. Sociocultural Dynamics in Learning Communities.

This course draws on interdisciplinary literature to explore social, cultural, historical, and political dynamics and its implications on education for people, organizations, and communities. This will involve an exploration of the sociocultural dynamics in learning communities through a personal lived perspective and through the ecologies of knowing framework (Guajardo et al., 2013; Guajardo et al., 2016): self, organization, and community. Prerequisite: Instructor approval.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

ED 7326. Policy and Politics as Practice.

This course examines the historical and theoretical underpinnings informing educational policy, politics, and social justice. It addresses both the micro and macro levels of the context, values, and cultural norms guiding policy and politics as practice in a democratic society. Prerequisite: Instructor approval.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

ED 7327. Education Policy Development.

This course equips students with the skills needed to analyze the origins and consequences of existing policy and to play active roles in policy development for educational equity and social justice. Prerequisite: ED 7326 with a grade of "C" or better.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

ED 7328. Research and Analysis in Education Policy.

This course engages students in a field-based educational policy research project using quantitative and qualitative techniques. Students will develop their skills to identify policy issues, gather and analyze data, and draw conclusions, and disseminate findings. Prerequisites: ED 7326 and ED 7327 and ED 7351 and ED 7352, all with a grade of "C" or better.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

ED 7329. Field-Based Experience in Educational Policy.

This course provides fieldbased practice in policy analysis and development from a democratic and social justice perspective. With guidance from a university faculty supervisor and site mentor, the student will develop and implement a policy project related to democracy and social justice. Prerequisite: ED 7328 with a grade of "C" or better.

3 Credit Hours. 3 Lecture Contact Hours. 3 Lab Contact Hours.

Grade Mode: Standard Letter

ED 7331. Foundations of School Improvement.

Examines school improvement efforts from philosophical, political, psychological, cultural, ethical, and technological foundations.

Prerequisites: Core courses or instructor's permission.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

ED 7332. Facilitating School Improvement.

Examines school culture, schools as learning communities, the change process, and research-based school improvement models, with experiential applications. Prerequisites: Core courses or instructor's permission.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

ED 7333. Curriculum and Instructional Leadership.

Examines the relationship between curriculum, instructional improvement, and teacher development, with experiential applications.

Prerequisites: Core courses or instructor's permission.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

ED 7334. Processes for Educational Evaluation and Analysis.

This course focuses on the development of the requisite knowledge and skills to facilitate the evaluation and analysis of educational programs and initiatives in complex community and school settings to inform pedagogy, leadership and community development. The course includes the assessment, evaluation, and analysis of student learning at the individual, classroom, school, and system level; teacher assessment; and program assessment. Prerequisite: Instructor approval.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

ED 7341. Dissertation Proposal Development.

In this course students approaching dissertation stage meet in a seminar designed to help them clarify their research problem and develop a preliminary proposal for the dissertation. Core and concentration courses must be completed with minimum grades of "B" in each course prior to taking ED 7341. Prerequisites: ED 7351 and ED 7352, and ED 7353 or ED 7354, all with a grade of "B" or better. Departmental approval required.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

ED 7345. Human Resources and Instructional Management.

This course focuses on the twin areas of human resource administration and instructional improvement. Topics addressed include legal requirements for personnel management, staff supervision, appraisal, and development, curriculum planning and alignment and student assessment. Students taking the course will complete an original research project under the instructor's direction.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

ED 7347. The Superintendency.

This course addressed issues critical to superintendents in Texas. These include leadership, leadership assessment, school board relations, and other governance issues, management strategies, the role of public education in a democratic society, and professional ethics. Students taking the course will complete an original research project under the instructor's direction.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

ED 7349. School Finance and Business Management.

This course focuses on the financing of public schools. Students will examine the school budgeting process, sources of school revenues, principals of taxation, methods of school fund accounting, and techniques of business management. Students taking the course will complete an original research project under the instructor's direction.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

ED 7351. Beginning Quantitative Research Design and Analysis.

Includes descriptive statistics; sampling techniques; statistical inference including the null hypothesis, significance tests, and confidence intervals; and causal-comparative analyses, including t-test and ANOVA. Prerequisites: Core and Concentration courses or instructor's permission.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

ED 7352. Beginning Qualitative Design and Analysis.

Introduces the qualitative paradigm. Includes distinctive features, alternative qualitative traditions, purposeful sampling, common data collection methods, inductive analysis, the role of the researcher, and evaluating qualitative research. Prerequisites: Core and Concentration courses or instructor's permission.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

ED 7353. Intermediate Quantitative Research Design and Analysis.

This course focuses on issues in the design and implementation of quantitative research. Topics include ANOVA, ANCOVA, and MANOVA, correlation analysis, regression analysis, nonparametric tests, and relationships between experimental designs and statistical analysis techniques. Prerequisite: ED 7351 with a grade of "B" or better, or instructor's permission.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

ED 7354. Intermediate Qualitative Design and Analysis.

Focuses on issues in design and implementation of qualitative research. Topics include influence of alternative traditions, literature in qualitative research, access to the field and ethical issues, researcher-participant relationships, purposeful sampling strategies, inductive analysis procedures, developing theory, and reporting research. Prerequisite: ED 7352 with a minimum grade of "B", or instructor's permission.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

ED 7357. Advanced Study in Action Research.

This course examines underlying theory, practice, skills, and issues in action research. Conducting research in the area of action research is also addressed. This course is an appropriate elective for majors in School Improvement or Adult, Professional and Community Education.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

ED 7359. Seminar in Quantitative Research.

This course is a small group seminar that focuses on analytic strategies specific to the doctoral student's dissertation topic. Examples include structural equation modeling, hierarchical linear modeling, log linear modeling, non-parametric analyses, factor analysis, factorial analysis of variance, and other multivariate statistical methods. Prerequisites: ED 7351 and ED 7353, all with a grade of "B" or better.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

ED 7364. Personal, Team, and Professional Development in Education.

This course focuses on the interconnectivity and development of individuals and teams to acquire the knowledge, skills, and dispositions needed in professional education contexts to improve educational organizations, teaching, and learning. Because of its focus on education, it is recommended only for doctoral students preparing for careers in educational settings.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

ED 7371. Anthropology and Education.

This course introduces the student to the basic concepts in anthropology and education and sketches the application of these concepts. It explores the research in anthropology and education with relevance to both K-12 schools and other, more general educational settings. The course is an appropriate elective for Education Ph.D. majors.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

ED 7378. Problems in Education.

Individual problems or topics will be designed and completed to emphasize selected areas of study. May be repeated for additional credit at the discretion of the program coordinator.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Course Attribute(s): Dual Enrollment Permitted

Grade Mode: Standard Letter

ED 7379. Independent Study.

Individual problems or topics will be designed and completed to emphasize selected areas of study in the Counseling, Leadership, Adult Education & School Psychology Department. May be repeated for additional credit at the discretion of the program coordinator.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

ED 7389B. Seminar in International Educational Research: Chile.

This course develops theoretical knowledge, methodological skills, and scholarly capacity for international educational research. It focuses on research within the complex educational environment of Chile, involving seminar components held at the university and research fieldwork in Chile. International research is framed as a form of service learning. Restricted to students in the PhD in Education program.

3 Credit Hours. 2 Lecture Contact Hours. 1 Lab Contact Hour.

Course Attribute(s): Exclude from 3-peat Processing|Topics

Grade Mode: Standard Letter

ED 7389C. Advanced Theory in Qualitative Research.

This course features advanced study in qualitative research methods. The course studies such methods as ethnography, case study, phenomenology, narrative analysis, post-qualitative research, grounded theory, or more advanced qualitative research in general and their constitutive field techniques. Prerequisites: Introduction to Qualitative Research and Intermediate Qualitative Research.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Course Attribute(s): Topics

Grade Mode: Standard Letter

ED 7389D. Advanced Theory in Qualitative Research: Narrative Research.

The purpose of this course is to explore the possibilities of narrative research. The course will provide an overview of narrative inquiry, look at various theories and corresponding examples of research, and explore, analyze, and interpret data using narrative methods. Prerequisites: Introduction to Qualitative Research and Intermediate Qualitative Research.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Course Attribute(s): Topics

Grade Mode: Standard Letter

ED 7389E. Mexican Perspectives on Mexico - U.S. Immigration.

The course gives U.S. educators an understanding of Mexican to U.S. immigration from Mexican women's perspectives. Students will read background information and visit Mexico where through lectures, field interviews, and field visits, they will view immigration from the "other side". They will analyze and write up data when they return. (MULT).

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Course Attribute(s): Multicultural Content|Topics

Grade Mode: Standard Letter

ED 7389H. Oracy and Language Expression for Educators.

This course focuses on the theory and practice of language expression. It emphasizes the relationship between audience analysis, speaker goals, organized outlines, delivery and development of personal style of presentation skills. The course offers direct experience writing, delivering, and constructively evaluating public speeches in a variety of educational contexts.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Course Attribute(s): Exclude from 3-peat Processing|Topics

Grade Mode: Standard Letter

ED 7389I. Comparative Studies in International Adult Education.

This course compares a model of adult learning, communities of practice (CoP) today with its practice in pre-historical times. It will involve international travel and working with scholars to contrast theory and practice in the United States with the new setting. Students from both contexts will be encouraged to present their work in a conference format.

3 Credit Hours. 2 Lecture Contact Hours. 1 Lab Contact Hour.

Course Attribute(s): Exclude from 3-peat Processing|Topics

Grade Mode: Standard Letter

ED 7389L. Writing for Publication.

Students will hone their writing skills. Students will work individually and in groups, getting feedback from other students and the instructor. Topics include APA style, getting started, first drafts, polishing and tightening, re-writing, submitting a manuscript, responding to feedback/reviews and more. Restricted to masters' and doctoral students.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Course Attribute(s): Topics

Grade Mode: Standard Letter

ED 7389M. Shifting Demographics in Texas: Exploring Education, Democracy and Healthy Communities.

Students will explore the shifting population in Texas through multiple frames including historical, sociological, anthropological and political. Class will canvas the literature and emerging community conditions as a vehicle for imagining possible theoretical, policy and local responses to the conditions we see in schools and local communities.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Course Attribute(s): Exclude from 3-peat Processing|Topics

Grade Mode: Standard Letter

ED 7389O. Educational Privatization: Policies, Actors, and Effects.

This course interrogates the origins and outcomes of educational privatization. In this course, students will review the foundations of education as a public good, study frameworks and theories of privatization, trace public policies promoting privatization, delineate types of educational privatization over time, and examine the actors involved in educational privatization.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Course Attribute(s): Exclude from 3-peat Processing|Topics

Grade Mode: Standard Letter

ED 7389P. International Comparative Adult, Community, and Higher Education Research and Study: Italy.

This course develops theoretical knowledge, methodological skills, and scholarly capacity for educational research. It focuses on comparative adult, higher, and socio-cultural education within the complex educational environment of Italy, involving seminar components held at the university and research fieldwork and presentation in Italy. Prerequisite: Should the student not be able to participate in the international component of the course, a domestic alternative can be discussed prior to enrollment.

3 Credit Hours. 2 Lecture Contact Hours. 1 Lab Contact Hour.

Course Attribute(s): Exclude from 3-peat Processing|Topics

Grade Mode: Standard Letter

ED 7389Q. Schools, Communities and Race in a Democratic Society.

The class explores race through a personal lived perspective. This class will view race as a social construct. Students will interrogate the phenomena of race through multiple lens and frames, including but not limited to, an ontological perspective, its use in organizations, and its use in re-segregating society.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Course Attribute(s): Exclude from 3-peat Processing|Topics

Grade Mode: Standard Letter

ED 7389R. Understanding the Self: Anatomy of Engaged Scholarship.

Successful leadership in school settings requires an understanding of human behavior. This understanding begins with knowledge of self and leads to the understanding of others at the micro and macro levels. The focus of this course is on you, the learner, and your surroundings. The goal is to enhance the student's self-awareness of values, beliefs, attitudes and the ecological context informing and impacting their school leadership experience. This understanding will inform the past, but also begin to inform your future as you matriculate through your course work. We will employ interdisciplinary literature to inform this work.

3 Credit Hours. 3 Lecture Contact Hours. 3 Lab Contact Hours.

Course Attribute(s): Exclude from 3-peat Processing|Topics

Grade Mode: Standard Letter

ED 7389S. Feminist and Critical Thought in Education.

Feminist and Critical thought provides a means to examine and understand how issues of power shape and impact cultures, societies, and their associated policies and practices. In this seminar, students will engage with varying feminist and critical perspectives, frameworks, theories, epistemologies and methodologies to consider their application in examining their own educational journeys as well as current and systemic issues in education. Course readings and materials will primarily draw from the work of seminal and minoritized feminist and critical scholars, while providing students an opportunity to identify and explore course readings and materials of their choice as well.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Course Attribute(s): Exclude from 3-peat Processing|Topics

Grade Mode: Standard Letter

ED 7389T. LGBTQIA+ Issues in Educational Leadership.

This course examines the intersectionality of gender identity, sexual orientation, and other identities within the educational context, offering a nuanced exploration of the social, legal, and psychological aspects that influence LGBTQIA+ experiences in schools. Participants will engage in critical discussions on policy development, cultural competence, and leadership strategies that promote diversity, equity, and inclusion. The course is designed to address the unique challenges and opportunities facing educational leaders in fostering inclusive and affirming environments for LGBTQIA+ individuals.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Course Attribute(s): Exclude from 3-peat Processing|Topics

Grade Mode: Standard Letter

ED 7389U. The Critical Theory and Critical Pedagogy of Paulo Freire.

This course introduces the student to the basic theoretical contributions of critical theorist and pedagogue Paulo Freire, situating his work within the larger scope of critical theory. While Freire was an educator, this course is an appropriate elective not just for graduate students in education, but any graduate students across the social sciences interested in gaining a deeper understanding of critical theory.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Course Attribute(s): Exclude from 3-peat Processing|Topics

Grade Mode: Standard Letter

ED 7399A. Dissertation.

Original research and writing in Adult, Professional, and Community Education, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each semester (including summer) for at least three dissertation hours.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Course Attribute(s): Dual Enrollment Permitted

Grade Mode: Credit/No Credit

ED 7399B. Dissertation.

Original research and writing in School Improvement, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each semester (including summer) for at least three dissertation hours.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Course Attribute(s): Dual Enrollment Permitted

Grade Mode: Credit/No Credit

ED 7599A. Dissertation.

Original research and writing in Education-Adult, Professional and Community Education, to be accomplished under direct supervision on the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled.

5 Credit Hours. 5 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Credit/No Credit

ED 7599B. Dissertation.

Original research and writing in Education-School improvement, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled.

5 Credit Hours. 5 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Credit/No Credit

ED 7699A. Dissertation.

The student conducts original research and writing in Adult, Professional, and Community Education, guided by the direct supervision of the dissertation chair. While conducting dissertation research and writing, students must be continuously enrolled.

6 Credit Hours. 6 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Credit/No Credit

ED 7699B. Dissertation.

Students produce a dissertation under direct supervision of dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled. Prerequisites: Core, Concentration, and Methodology courses or instructor's permission.

6 Credit Hours. 6 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Credit/No Credit

ED 7999A. Dissertation.

Original research and writing in Education-Adult, Professional and Community Education, to be accomplished under direct supervision on the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled.

9 Credit Hours. 9 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Credit/No Credit

ED 7999B. Dissertation.

Original research and writing in Education-School Improvement, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled.

9 Credit Hours. 9 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Credit/No Credit

Educational Leadership (EDCL)**EDCL 7344. Campus Leadership.**

Develops the skills needed as a practitioner in elementary and secondary schools, focusing on the role and functions of the principal as a leader. Activities lead participants to practice skill development in evaluation processes, student activity programs, staffing patterns, site-based decision-making, community relations, accounting procedures, as well as other skills. Prerequisites: All Level I core courses, and EDCL 6342, EDCL 6343, EDCL 6348, or permission of the instructor.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

EDCL 7348. Public School Law.

Examines constitutional provision, statutory laws, court decisions, and regulations governing public schools, with reference to state and federal relationships. Participants develop skills in researching and interpreting law, policy development and impact on public schools and communities. (Note: Students who took EDCL 6348 may not repeat this course for doctoral credit.)

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

EDCL 7387. Field Practicum, Part I.

Students seeking Principal Certification must complete this field-based 2 semester internship focusing on actual experiences with each of the state standards. The practicum provides opportunities to plan, produce, participate in, and reflect upon campus leadership. (Note: Students who took EDCL 6387 may not repeat these courses for doctoral credit.)

3 Credit Hours. 0 Lecture Contact Hours. 6 Lab Contact Hours.

Grade Mode: Credit/No Credit

EDCL 7388. Field Practicum Part II.

Students seeking Principal Certification must complete this field-based 2-semester internship focusing on actual experiences with each of the state standards. The practicum provides opportunities to plan, produce, participate in, and reflect upon campus leadership. (Note: Students who took EDCL 6388 may not repeat these courses for doctoral credit.)

3 Credit Hours. 0 Lecture Contact Hours. 6 Lab Contact Hours.

Grade Mode: Credit/No Credit

EDCL 7389. Superintendent Practicum I.

The practicum provides prospective superintendents and district leaders with practical experiences to prepare for various roles and responsibilities of central office leadership. Students work under the joint mentorship of a practicing school superintendent and a university supervisor. Offered fall semester only. May be taken concurrently with other superintendent certification courses. Prerequisite: ED 7347 with a grade of "B" or better.

3 Credit Hours. .5 Lecture Contact Hours. 10 Lab Contact Hours.

Grade Mode: Credit/No Credit

EDCL 7390. Superintendent Practicum II.

This course is a continuation of EDCL7389 Superintendent Practicum I, providing prospective district leaders with practical experiences to prepare for central office leadership. Students work under the joint mentorship of a practicing school superintendent and a university supervisor. May be taken concurrently with other superintendent courses. Prerequisite: EDCL 7389.

3 Credit Hours. .5 Lecture Contact Hours. 10 Lab Contact Hours.

Grade Mode: Credit/No Credit

Student Affairs in Higher Education (SAHE)**SAHE 7178. Independent Study.**

This course focuses on individual research topics. Students choose a selected area of study and work independently on a specialized project. Repeatable with departmental approval.

1 Credit Hour. 1 Lecture Contact Hour. 0 Lab Contact Hours.

Course Attribute(s): Exclude from 3-peat Processing

Grade Mode: Credit/No Credit

SAHE 7345. Gender and Sexuality in College.

This course examines the role of gender and sexuality in the college experience. Designed using feminist theory and a social justice framework, the course includes topics of gender identity development, intersectionality, and multiple identities, sexual orientation, gender privilege and oppression, gender disparities in achievement and persistence, femininity, and masculinity. (MULT).

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Course Attribute(s): Multicultural Content

Grade Mode: Standard Letter

SAHE 7378. Independent Study.

This course focuses on individual research topics. Students choose a selected area of study and work independently on a specialized project. Repeatable with departmental approval.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Course Attribute(s): Exclude from 3-peat Processing

Grade Mode: Credit/No Credit

SAHE 7379C. Professional Development in Student Affairs.

Professional development plays an important role in student affairs. This course will allow students to learn more about professional development, professional associations, and conferences. Additionally, students will attend a professional conference and explore the theme of the conference through readings and meetings with professional association leaders and speakers.

3 Credit Hours. 2 Lecture Contact Hours. 1 Lab Contact Hour.

Course Attribute(s): Exclude from 3-peat Processing|Topics

Grade Mode: Standard Letter

SAHE 7379E. Intergroup Dialogue.

This course is designed to give students both a theoretical and practical foundation in the knowledge, understanding, and skills needed to effectively facilitate intergroup dialogue. While providing foundational grounding in the theory and pedagogy of intergroup dialogue, the course directs particular attention to intergroup dynamics.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Course Attribute(s): Exclude from 3-peat Processing|Topics

Grade Mode: Standard Letter

SAHE 7379F. Interpersonal and Group Facilitation.

This course is designed to give students both a theoretical and practical foundation in the knowledge, understanding, and skills needed to effectively facilitate groups and group development. Communication, facilitation, peer leadership, and experiential learning are the focus of the course.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Course Attribute(s): Exclude from 3-peat Processing|Topics

Grade Mode: Standard Letter

SAHE 7379G. Project-Based Applications in Student Affairs.

In this course students engage in project-based applications in the field of student affairs. Students will select a project of their choice and implement the project with support of faculty and practitioners in the field. Students will engage in reflection and document their project for their portfolio.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Course Attribute(s): Exclude from 3-peat Processing|Topics

Grade Mode: Standard Letter