The Department of Administration, Leadership, and Technology prepares leaders, researchers, teaching faculty, multimedia specialists, technology designers, and trainers for schools, colleges, nonprofit agencies, and business settings. The department’s programs lead to master’s and doctoral degrees and advanced study. Courses of study address the needs of the increasingly diverse clientele served by urban institutions. Students acquire knowledge and expertise to be effective leaders in a variety of educational settings. They think critically about how organizations function and learn to identify the needs of the individuals they will serve. They develop technological competence and appropriate research and evaluation skills to promote equitable, humane, and effective educational practice in their chosen fields.
Faculty


Christopher Hoadley, Associate Professor. B.S. 1991, Massachusetts Institute of Technology; M.S. 1998, Ph.D. 1999, California (Berkeley).

Colleen L. Larson, Department Chair, Associate Professor. B.A. 1976, M.S. 1979, Ph.D. 1984, Wisconsin.


Teboho Moja, Clinical Professor. B.A. 1977, B.Ed. 1979, North (South Africa); M.Ed. 1982, Witwatersrand (South Africa); Ph.D. 1985, Wisconsin (Madison).


Frances King Stage, Professor. B.S. 1972, Miami; M.S. 1973, Drexel; Ph.D. 1986, Arizona State.


Robert T. Teranishi, Associate Professor. B.A. 1996, California (Santa Cruz); M.A. 1998, Ph.D. 2001, California (Los Angeles).

Number of Adjunct Faculty: 15

Affiliated Faculty

Floyd M. Hammack, B.A., M.A., Ph.D.


Educational Leadership

**DIRECTOR**
Terry A. Astuto
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212-998-5520
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**DEGREES**
M.A., Ed.D., Ph.D., Advanced Certificate

**FACULTY**
Anderson, Astuto, Dumas, Larson

**AFFILIATED FACULTY**
Siskin

**ADJUNCT FACULTY**
Ebenstein, Feijoo, Gibson, Guerriero, James, Smith

The Program in Educational Leadership prepares students for leadership positions in education and policy at the community, school, district, state, and national levels. The demands of effective and responsive professional practice in education are increasingly complex. The Educational Leadership curriculum addresses multiple perspectives on professional practice in a multicultural environment.

Students critically examine the conceptual, organizational, political, social, managerial, interpersonal, and technical dimensions of leading schools as well as the social and educational support organizations that are vital to increasing educational opportunities for children and youth living in urban communities. The research agendas of the faculty and students center on the nexus between theory and practice and explore critical issues facing educational leaders and policymakers today. The program emphasizes collaboration between and among faculty and students and linkages with practicing educational leaders.

**OVERVIEW**
The Educational Leadership program is grounded in the belief that advanced graduate study relevant to urban educational issues and leadership requires an inquiry-based orientation to professional learning. The program's curriculum is rooted in the contemporary context of educational practice. Students actively develop habits of scholarship vital to understanding schools and communities, stimulating intellectual growth, and enhancing the practical wisdom of good leaders and policymakers. The department's programs of study cultivate a deep understanding of life in schools and communities and the ability to read and interpret research to inform leadership practice.

The program commits to supporting the work of leaders and policymakers who care about enhancing opportunities for children and youth through programs that are relevant, engaging, and authentically linked to both the daily and enduring challenges of professional practice. Graduate students participate in critical examinations of the multifaceted and complex dimensions of schools and the communities they exist to serve.

**CAREER OPPORTUNITIES**
Graduates of the Educational Leadership program assume key leadership roles in education, nationally and internationally. Among them are superintendents, principals, directors, and supervisors of various programs, school business administrators, assistant principals, university professors, policy researchers, policy analysts, community organizers, and advocates.

**DEGREE REQUIREMENTS**
The Educational Leadership program offers two options leading to master's degrees. Although the programs are distinct, students in both share some common requirements and have opportunities to create learning experiences that join the perspectives of those who work in and with schools. Core faculty for both programs collaborate with talented senior practitioners in relevant fields to create academic and professional experiences that enable students to learn about key issues and emerging practices in their chosen fields.

In both programs, students study issues of politics and policy in education that can prepare those who will want to pursue future study in educational leadership, policy studies, or other related fields of advanced study.

The Master of Arts Degree in Educational Leadership, Politics, and Advocacy
This program prepares students who want to work toward social and education equity through leadership, politics and policy, and advocacy positions. Graduates work in child and community advocacy organizations; policy and research centers; public, private, charter, and independent schools; and international and nongovernmental organizations (NGOs).

The curriculum offers students considerable flexibility in creating a program of study that will best serve each student's purposes and goals. Students can pursue multiple paths toward analyzing and critically assessing issues of leadership and policy at the federal, state, and local levels and learn to employ multiple approaches to inquiry and research. Students choose electives from a wide array of options in education public policy, not-for-profit organizations, child and family services, and research.

The program of study consists of 36 units of coursework and continuous field-based experience. It is designed to accommodate full-time or part-time study; coursework starts each September (summer coursework is also available and encouraged), and full-time students can complete the program in three 12-unit semesters. Each course examines multiple theoretical perspectives, themes of equity and social justice, a focus on the needs and experiences of impoverished children and youth, and implications for leadership within and outside of educational settings. Eighteen of the 36 units represent required courses focusing on content requirements: Advocacy and Education EDLED-GE.2205, Internship in Educational Leadership, Politics, and Advocacy EDLED-GE.2160, Organizational Theory AMLT-GE.2053, Politics of Education EDLED-GE.2341, Participatory Action Research RESCH-GE.2130, Demographic Analysis and School/Community Planning EDLED-GE.2367.

All students participate in an internship in community-based advocacy organizations, schools, or research centers. Placements take into consideration each student's interests. Additional field-based opportunities are also embedded in coursework throughout the program.

The remaining 18 units represent elective courses. Based on the recommendations of faculty advisers, students pursue additional study relevant to one of the three major foci of the program: leadership, politics, or advocacy.

This program is well-suited for individuals who have a sound background in education as well as for those who have little formal experience but want to study and work at the nexus of leadership, politics and policy, and advocacy within the current sociocultural, political, and economic context of education. Strong candidates for this program are interested in building capacity in and around schools and universities by creating collaborative networks, engaging in research and policy analysis, and enhancing communication between educational systems, human service providers, and the broader public they serve.

This program does not lead to New York State Certification as a School Building Leader (SBL) (assistant principal or principal). Students interested in obtaining state certification through a master’s degree participate in the M.A. Program in Educational Leadership: School Building Leader.

**Master of Arts Degree in Educational Leadership: School Building Leader**

This program prepares students who want to work toward equitable and good schools for all children and youth. Graduates of the program work as teacher leaders, as principals, and in a variety of other educational leadership positions in public and private schools. The master’s degree program consists of 36 units of coursework that provide opportunities for continuous leadership experiences. Each course incorporates multiple perspectives, themes of equity and social justice, a focus on the needs and experiences of diverse children and youth, and implications for leadership. Twenty-one of the 36 units are required courses that focus on the content requirements, and three units are linked to the culminating internship. Required courses include Professional Seminar in Educational Leadership EDLED-GE.2005, Excellent School Seminar I—School Design EDLED-GE.2080, Excellent School Seminar II—Teachers and Students EDLED-GE.2085, Leadership for School Improvement EDLED-GE.2305, Politics of Multicultural School Communities EDLED-GE.2342, Data-Driven Decision Making and Leadership EDLED-GE.2343, and Organizational Theory I AMLT-GE.2053.

The additional 12 units represent electives in which candidates, on the recommendation of their advisers, pursue additional study relevant to school improvement, teaching and learning, and community engagement and collaboration based on their individual expertise and experience. Electives may be selected from courses in the Educational Leadership Program; from departmental courses in educational technology and in higher and postsecondary education; and from courses throughout the University in related areas such as teaching and learning, applied psychology, history and sociology of education, public policy, and communications.

Strong candidates for this program must have experience in PK-12 education and a minimum of two years of teaching or student services experience. Throughout the program, successful candidates develop a leadership portfolio that provides evidence of the competencies they have developed, reflections on their field experiences, and their plans for continuous learning.

Candidates who successfully complete the M.A. program will be eligible for the Master of Arts degree in Educational Leadership: School Building Leader. Completion of the M.A. means that students will have successfully completed the academic preparation leading to New York state certification as a School Building Leader. Students are eligible for the state certification as a School Building Leader when they have also met all other state requirements, including successful completion of the assessment for all School Building Leader candidates administered by the New York State Education Department.

**Certificate of Advanced Study in Educational Leadership: School District Leader**

This program is appropriate for individuals interested in leadership opportunities as a superintendent, associate superintendent, or other district-level administrator. Prior to admission to the program, candidates must have completed both a master’s degree in education and the requirements for certification in School Building Leadership (or its equivalent). The Certificate of Advanced Study consists of 24 units, including 21 units of coursework, continuous leadership experiences, and a three-unit culminating internship.


Candidates are required to develop a portfolio that provides evidence of the competencies they have developed, reflections on their field experiences, and their plans for continuous learning.

Candidates who complete the program are eligible for the Certificate of Advanced Study in Educational Leadership: School District Leader. Candidates recommended for the certificate of school district leader will have successfully completed New York State assessment requirements.

**Doctoral Programs**

The Doctor of Education (Ed.D.) degree program in educational leadership is designed for individuals who intend to pursue leadership positions in the practicing profession. The Doctor of Philosophy (Ph.D.) program is designed for those who wish to pursue careers as professors or researchers. Coursework emphasizes critical analysis of contemporary problems of practice in collaborative study environments with professors, school administrators, and colleague doctoral students. The Ed.D. and Ph.D. programs require 42–60 units of coursework beyond the master’s degree. The minimum of 42 units applies to students who have earned two master’s degrees or a master’s degree and a Certificate of Advanced Study; however, these are not required for admission.


ADMISSION APPLICATION
Applicants must follow the school-wide application requirements for NYU Steinhardt degree programs. In doing so, applicants should specify professional experiences in schools and other organizations that work with children and youth, including volunteer work with nonprofit organizations, service learning projects, community organizing activities, or any other leadership activities in the community and/or other relevant or related experiences; address an interest in and potential for educational leadership in their statement of purpose; and provide two letters of recommendation written by people who have been responsible for evaluating academic or professional work, such as professors and workplace supervisors.

STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS
See page 180.

Educational Technology programs:
Educational Communication and Technology; Digital Media Design for Learning; Games for Learning

CO-DIRECTOR
Francine Shaw and Christopher Hoadley

82 Washington Square East, 6th Floor
212-998-5520
Fax: 212-995-4041

DEGREES
M.S. in Games for Learning; M.A. in Digital Media Design for Learning, Advanced Certificate in Digital Media Design for Learning; Ph.D. in Educational Communication and Technology

FACULTY
Goldman, Hoadley, Plass

ADJUNCT FACULTY
Fadoj, Kanter, Majzlin, Migliorelli, Reardon, Richard, Schwartz, Singh

The Program in Digital Media Design for Learning (DMDL) awards the Master of Arts degree and the Certificate of Advanced Study. The curriculum focuses on the design, use, and evaluation of digital media learning environments.

The Program in Games for Learning (G4L) awards the Master of Science degree. The program focuses on design, evaluation, and application of digital games for learning outcomes and other non-entertainment purposes.

The Program in Educational Communication and Technology (ECT) awards a Doctor of Philosophy. This Ph.D. program focuses on conducting qualitative and quantitative empirical research and evaluation of the effectiveness and learning outcomes of such resources and environments.

Courses across the programs are organized in several categories: foundations of communication and technology learning theory; educational media design foundations; games for learning foundations; media design electives; field internships; and learning sciences research, including a master’s thesis, doctoral courses, and dissertation seminars.

All four programs prepare individuals for leadership and other professional roles in the diverse field of educational media and technology. Many Masters and Advanced Certificate graduates design and produce digital technology-based learning environments, for example simulations and games. Some of our students work as interaction designers for exhibitions in museums and other cultural institutions. Others design and produce educational media for network and cable television, radio, handheld and portable devices; their work includes educational videos, multimedia, and software applications. Others are administrators and directors of academic technology, either K-12 or in higher education, or in corporate training for which media and technology have long been used. Graduates from the ECT doctoral program are typically faculty in higher education, where they teach and do research in educational communication and technology, media studies, cognition and human-computer interaction, and design; others with advanced degrees conduct research, evaluation, design, and development in centers with university, government, or corporate affiliations.

All of our graduate students ground their design decisions and principles in a strong, research-based theoretical framework. The program is particularly interested in those features of digital media and technologies with potential to have cognitive, motivational, and sociocultural significance for learners. Design is viewed as pivotal to the nature, quality, and effectiveness of learning with technologies. Students and faculty approach this matter of design by understanding diverse perspectives on learning. Of special interest is the development of design principles informed by theoretical foundations and empirical findings, including cognitive science, the learning sciences, sociocultural theory, constructivism and constructionism, visual and auditory communication, human-computer interaction, and human symbolization.

Of special interest is the intersection of design, cognition, and culture and how their interchange can inform the design of media-based learning environments. Cultural research involves the study of cultural contexts and social dimensions of learning environments, including using digital video-based ethnographic data analysis and interactive software as tools for data analysis.

Cognition-based research involves the study of human cognitive architecture and socio-cultural learning theories. Design-based research includes the development, use, and evaluation of emerging media for learning.

The educational technology programs house two research laboratories and one institute. The two labs are CREATE, the Consortium for Research and Evaluation of Advanced Technologies in Education, and dolcelab, the Laboratory for Design Of Collaboration, Learning, & Experience. CREATE’s goal is to advance the cognitive science and sociocultural foundations by conducting empirical research on the educational design and use of advanced digital media for learning, with projects in areas such as secondary chemistry education, medical education, and learning through videogames. The dolcelab houses primarily design-based research for human empowerment through learning, with a special focus on learning for sustainability and global development, equity, and non-cognitive learning goals. A variety of research projects are ongoing in both labs, providing a range of research opportunities for doctoral, master’s, and advanced undergraduate students at NYU. Faculty from our programs also play a leadership role in the Games for Learning Institute (G4L), a multi-institutional, cross-disciplinary initiative to study the design of effective games for learning.

DEGREE REQUIREMENTS

The Master’s and Advanced Certificate educational technology programs are primarily course based, with a final capstone (thesis) requirement for Master’s degrees. Internships provide an important optional component of these degrees as well. The doctoral degree is based on both coursework and research milestones, with a continuous research apprenticeship model.

Master of Science

The G4L Master of Science is a 36-unit program: two courses in the foundations of educational communication and technology category; four courses in the games foundations category; five electives chosen from either design electives and professional applications or from games-related courses in other NYU graduate programs; and the Master of Science capstone or thesis project.

Master of Arts

The DMDL Master of Arts is a 36-unit program: three courses in the foundations of educational communication and technology category; two courses in the design foundations category; four courses selected from the design elective category, games foundation category and/or the professional applications category; one or two electives chosen from other NYU graduate programs; and the Master of Arts capstone or thesis project. Students who take three of the four foundations of games for learning courses may declare a formal concentration in games for learning to be notated on the transcript.

Certificate of Advanced Study

The DMDL Advanced Certificate is a 30-unit program: three courses in the foundations of educational communication and technology category; two courses in the design foundations category; three courses selected from the design elective category and professional applications category; and two electives chosen from other NYU graduate programs. In addition, students in the certificate program must complete and write a report about three years of professional work experience in the field of educational media and technology; this three-year requirement may be completed before, during, or after completion of coursework. There is no thesis requirement.

Doctor of Philosophy

The ECT doctorate is a 57-unit program. Doctoral students are required to take seven specialization courses (21 units, including two courses in the foundations of educational communication and technology category, two courses in the research and doctoral seminars category, and three courses selected from any other ECT course category). An additional requirement of 36 units, in categories established by NYU Steinhardt, include six courses on research design and methods; two courses in educational foundations; the ECT content seminar; the dissertation proposal seminar; and two cognate (elective) courses. ECT doctoral students must meet and successfully pass the candidacy requirement, a scholarly literature review and research proposal related to dissertation research planned; prepare and present an approved dissertation proposal; and conduct and document dissertation research and present it successfully in an oral defense. To provide a venue for continuous research mentorship, all doctoral students in the program must maintain continuous registration in the doctoral colloquium, and are expected to participate in research activities in collaboration with faculty. Depending on how long it takes to complete the program, this may entail more than 57 units.

SUPPLEMENTARY APPLICATION REQUIREMENTS

Master of Arts/Master of Science

While neither GRE scores nor a portfolio of prior professional work in learning media or technology is required, either may be provided. In some cases applicants may be required to attend an admissions interview either face to face or online.

Certificate Program

In addition to the standard Steinhardt application form, the certificate program requires a supplemental application requirement—a set of half-page essay responses to the following units: (1) What are your professional goals? (2) What areas of knowledge and skills do you expect to develop while in the doctoral program, and how will these be useful to your professional plans and goals? (3) What academic, personal, or professional experiences have led to your interest in pursuing a doctorate in educational communication and technology? What considerations led to your decision? (4) Summarize the area of knowledge, set of issues or problems, and body of literature in the field of educational communication and technology or related fields with which you are most conversant. In what areas do you have an interest in research and theory? (5) In what content areas or for which audiences do you have an interest in designing digital media programs for learning? What experiences led to these interests? (6) Describe your position on what is effective instruction, the relation of media and technology to instruction, and the theoretical or conceptual frameworks you find most powerful and useful to support your position. (7) Describe one or more significant academic or professional situation(s) in which you have encountered the problem of improving learning or instruction. How did you identify and analyze the problem, and how did you or would you have solved it? (8) What technology skills do you have, e.g., skills in digital media design, social network services, video game design, or productivity tools; in videography or editing? (9) What research skills and experiences do you have? Describe any previous research activities in which you participated, with a focus on the overall goal and your particular contributions toward achieving this goal.

view, what are several of the strengths of media and technology when designed and used for educational purposes? (5) What technology skills do you have, e.g., skills in computer-based multimedia, Web, or productivity tools; in videography or editing?

Applicants may also provide samples of previous academic or professional work in the field and in some cases applicants may be required to attend an admissions interview either face to face or online.

Doctoral Program

In addition to the standard Steinhardt application form, the ECT doctoral program requires a supplemental application requirement—a set of half-page essay responses to the following units: (1) What are your professional goals? (2) What areas of knowledge and skills do you expect to develop while in the doctoral program, and how will these be useful to your professional plans and goals? (3) What academic, personal, or professional experiences have led to your interest in pursuing a doctorate in educational communication and technology? What considerations led to your decision? (4) Summarize the area of knowledge, set of issues or problems, and body of literature in the field of educational communication and technology or related fields with which you are most conversant. In what areas do you have an interest in research and theory? (5) In what content areas or for which audiences do you have an interest in designing digital media programs for learning? What experiences led to these interests? (6) Describe your position on what is effective instruction, the relation of media and technology to instruction, and the theoretical or conceptual frameworks you find most powerful and useful to support your position. (7) Describe one or more significant academic or professional situation(s) in which you have encountered the problem of improving learning or instruction. How did you identify and analyze the problem, and how did you or would you have solved it? (8) What technology skills do you have, e.g., skills in digital media design, social network services, video game design, or productivity tools; in videography or editing? (9) What research skills and experiences do you have? Describe any previous research activities in which you participated, with a focus on the overall goal and your particular contributions toward achieving this goal.

The Program in Higher and Postsecondary Education prepares individuals for leadership and service in a variety of postsecondary settings. The Master of Arts Program focuses on entry- and mid-level positions in student activities, enrollment management, financial aid, housing and residence life, student life, career services, and similar opportunities in student affairs. Doctoral programs help individuals develop competencies in such areas as urban college leadership, policy analysis, student affairs, institutional research, fiscal management, and international higher education. Students benefit from strong links with two- and four-year institutions in the metropolitan New York area as well as the frequent and close interaction among students, faculty, and NYU administrators.

The Master of Arts Program in Teachers of Business in Higher Education and the Advanced Certificate in Workplace Learning program focus on careers as teachers of business subjects in community colleges and private (for-profit) business schools and as learning and development specialists who can develop curriculum, administer instruction, and teach within business, industry, and government.

New York University’s Program in Higher and Postsecondary Education offers two doctoral programs: the Ph.D. program in higher and postsecondary education and the Ed.D. program in higher and postsecondary education. Both programs emphasize broad knowledge of the field, including an international dimension; issues of access and equity; state and federal policy; student learning and development; workplace learning; and institutional development and assessment. While the programs share some commonalities, the goals and objectives are quite different. The Ph.D. program is a research degree designed for students who aspire to conduct research throughout their careers in roles such as faculty, researchers, government employees, policy scholars, or institutional researchers. The Ed.D. program, on the other hand, is designed for current practitioners who aspire to senior leadership positions in colleges, universities, and other public and private organizations and who may occasionally participate in designing research studies but will more frequently use their knowledge gained in the program to interpret the research of others for their own institution.

CAREER OPPORTUNITIES
Graduates of the M.A. Program in Higher Education and Student Affairs are employed in entry-level and middle-management positions in colleges and universities throughout the country. They hold positions as assistant deans, directors, and assistant directors of offices and programs in a broad spectrum of positions in student affairs and services.

Graduates of the master’s degree Program in Teachers of Business in Higher Education, the Advanced Certificate in Workplace Learning, and the post-master’s Advanced Certificate in Business Education are employed in both postsecondary education and organizational learning and development environments. Those emphasizing instruction teach business subjects, including accounting, management, marketing, international business, and information systems, at community colleges and private business schools. Graduates with a learning and development focus are employed in human resource development and learning and development departments in both the public and private sectors.

DEGREE REQUIREMENTS

Master of Arts
Master of Arts in Higher Education and Student AffairsThe M.A. Program in Higher Education and Student Affairs blends academic study with practice through intensive internships at NYU and throughout the New York City metropolitan area. Part-time students combine academic study with their practice in current higher education positions.

The M.A. program allows students to select a program of study from a wide range of interdisciplinary courses. The 36-unit program includes 18 required units in higher education and 18 units in electives, 15 of which may be taken outside the program. Students also have the option of selecting an unofficial Area
of Study in order to design a course plan around one of the following: Student Affairs, Administration and Academic Affairs, International Education, and Workplace Learning Leadership.

Academic coursework is applied to practice through a two-year internship taken in the first years of study unless the individual is currently working in the field. During the final semester of study, students must complete a capstone project that integrates student experiences in the program into a portfolio that communicates their developing areas of interest. Full-time students generally complete the master’s degree in two years or fewer.

**Required Courses in Higher Education**

**Business and Workplace Education**
The M.A. Program in Teachers of Business Education in Higher Education prepares students for careers as teachers of business subjects in community colleges, private business schools, and four-year colleges and as learning and development specialists who can develop curriculum, administer instruction, and teach within business, industry, and government. For completion of the master’s degree, 36 units are required in the following areas:

**Foundations** (9 units): Foundations courses can come from higher and postsecondary education as well as educational psychology, educational sociology, and instructional technology.

**Content** (9 units): Courses in the business discipline specialization, such as accounting, marketing, management, finance, and information systems. Courses may be taken in the graduate division of the Leonard N. Stern School of Business or the Robert F. Wagner Graduate School of Public Service.


**Advanced Certificate**
The program offers two Advanced Certificates. The postbaccalaureate Certificate Program in Workplace Learning consists of 15 units and provides opportunities for organizational learning and performance professionals to study in an integrated curriculum that has immediate applicability to their professional responsibilities. Courses are chosen from among Workplace Learning HPSE-GE.2010, Designing and Managing Organizational Learning Programs HPSE-GE.2081, Research Approaches and Techniques in Postsecondary Education, HPSE-GE.2088, Learning in Higher and Workplace Education HPSE-GE.2122, Evaluation of Current Literature in Business and Business Education HPSE-GE.2004, and Colloquium in Workplace Education HPSE-GE.2070.

The program also offers an Advanced Certificate of Study in Teachers of Business Education in Higher Education that consists of 30 units beyond the master’s degree. This highly flexible program permits students to pursue their individual career goals through focused coursework, independent study, and research.

**Doctoral Programs**
Ph.D. Program in Higher and Postsecondary Education
The Ph.D. curriculum embraces issues of access and equity, state and federal policy, student development, workplace learning, and institutional development and assessment. The strength of the Ph.D. program stems from the range of interests and expertise of faculty in research, policy development, and institutional leadership. The curriculum includes an extensive and rigorous sequence of research courses that prepare students for the dissertation, which requires combined research in literature and empirical investigation. The curriculum offers significant flexibility to ensure that students can construct an individualized program to support their research interests. To be admitted to Ph.D. candidacy, students prepare and defend a candidacy paper, an analytical synthesis of the research and related scholarly literature on a researchable problem of significant interest to higher and postsecondary education. Ph.D. students submit a dissertation, an empirical study that contributes new knowledge to their fields of study.

To be considered for the Ph.D. program, applicants plan to study either full-time or part-time. Applicants are evaluated based on a number of factors, including their prior academic history, GRE scores, statements of interest, academic and professional recommendations, writing sample, and an interview with program faculty.

The Ph.D. requires approximately 60 units beyond the master’s degree, including 18–24 units of higher education specialization, and a dissertation. Full-time students generally complete a doctoral degree in three to five years. The time required for part-time students depends on the time they are able to devote to their studies.

Course plans are designed according to Ph.D. Program Guidelines: Doctoral Seminar HPSE-GE.3009; Higher Education Specialization (18–24 units), including required courses (6 units): Doctoral Colloquium in Higher Education HPSE-GE.3001 and Theoretical Perspectives for Research on College Students HPSE-GE.3120. Foundations of Education (6 units by advisement). Research (18 units of quantitative and qualitative research courses by advisement and the 3-unit Higher Education Dissertation Proposal Seminar HPSE-GE.3015). Cross-disciplinary preparation/cognate electives (6 units by advisement).

Ed.D. Program in Higher and Postsecondary Education
The Ed.D. program is a part-time cohort program that focuses on issues of how research can be utilized to inform professional practice and centers on an extensive program of coursework in higher and postsecondary education. It requires 60 units beyond the M.A. degree. Required courses for Ed.D. study: Doctoral Seminar HPSE-GE.3009, Doctoral Colloquium in Higher Education HPSE-GE.3001, Theoretical Perspectives for Research on College Students HPSE-GE.3120, and two summer workshops (one each taken in consecutive summers). Electives can include the history of higher education, organizational theory, globalization, finance and governance, adult and workplace learning, and organizational studies. The culminating experience is a portfolio that includes both a research report and another product that may take the form...
of a policy brief, article, book chapter, workshop design, professional presentation, or curriculum project.

To be considered for the Ed.D. program, applicants should have substantial work experience in a college or university or serving an educational leadership role in a private or public organization, a current administrative position of significant scope, several years of sequentially more responsible administrative experience, and the ability to commit to a three-year course of study. Prior academic history, GRE scores, academic and professional references, and an interview with program faculty are important elements of the application process.

SUPPLEMENTAL APPLICATION REQUIREMENTS

Individuals may apply to study on a full- or part-time basis for the master’s and doctoral programs. Admission to all degree programs is very competitive. Three letters of recommendation are required for both master’s and doctoral applicants.

While candidates for part-time study in the master’s degree program in higher education and student affairs may apply for fall or spring admission, candidates for full-time study may apply only for the fall semester. The deadline for applying to the master’s degree program in higher education and student affairs for the fall semester is January 6. This deadline is mandatory due to the extensive time requirements needed in the internship interview process. After preliminary admission, selected students who seek internships visit campus in order to meet with prospective internship supervisors. Applicants for full-time study must have an internship in order to qualify for admission.

Doctoral applicants should arrange for an interview with a program faculty member to determine the congruence of their professional aspirations and the program’s purposes and directions. Additionally, after admission, visits to campus are helpful to admitted doctoral students who are seeking financial support.

COURSES

The courses listed herein are to be offered in 2013–2015.

NOTES TO COURSES

*Registration closed to special students.

**STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS**

See page 180.

**SPECIAL OPPORTUNITIES**

The Department of Administration, Leadership, and Technology also conduct programs in Turkey, Abu Dhabi, India, and Israel, in conjunction with the University of Pretoria in South Africa, offers an intensive 6-unit summer study abroad program that focuses on education reforms that have been implemented following major social reforms in South Africa. The course is relevant for people with broad interests in education reform issues, including educational administrators, teachers, researchers, policy analysts, and anyone interested in learning about other cultures and other educational systems.

**DEPARTMENTAL COURSES/AMLT-GE**

Courses established by the department to be used by one or more programs as elective or required offerings.

**ORGANIZATIONAL THEORY I**

AMLT-GE.2053

Astuto. 30 hours: 3 units. Fall, spring.

**ORGANIZATIONAL THEORY II**

AMLT-GE.2054

Astuto. 30 hours: 3 units. Spring.

Prerequisite: AMLT-GE.2053 or permission of instructor.

**INTERNATIONAL PERSPECTIVES ON EDUCATION REFORM**

AMLT-GE.2072

Moja. 30 hours: 3 units. Fall.

**EDUCATIONAL REFORM AND LEADERSHIP**

AMLT-GE.3301

Anderson. 30 hours: 3 units. Spring.

**DISSERTATION PROPOSAL SEMINAR**

AMLT-GE.3400

Staff. 45 hours: 3 units. Fall, spring.

**BUSINESS EDUCATION/HPSE-GE**

Readings in Business and Workplace Learning

HPSE-GE.2004

O’Connor. 30 hours: 3 units. Spring.

**INFORMAL LEARNING IN ORGANIZATIONS**

HPSE-GE.2010

O’Connor. 30 hours: 3 units. Spring.

**CURRICULUM DEVELOPMENT IN ORGANIZATIONS AND POST SECONDARY EDUCATION**

HPSE-GE.2046

Staff. 30 hours: 3 units. Fall.

**COLLOQUIUM IN WORKPLACE EDUCATION**

HPSE-GE.2070

O’Connor. 30 hours: 3 units. Spring.

**DESIGNING AND MANAGING ORGANIZATIONAL LEARNING PROGRAMS**

HPSE-GE.2081

O’Connor. 30 hours: 3 units. Fall.

**INSTITUTIONAL ASSESSMENT IN HIGHER EDUCATION**

HPSE-GE.2090

(See HPSE-GE.2087)

**INTERNSHIP IN BUSINESS EDUCATION**

HPSE-GE.2105,2106

O’Connor. 90 hours: 3–6 units each term. Fall, spring; hours to be arranged. Registration by permission of instructor. Independent Study HPSE-GE.2300

Staff. 45 hours per unit: 1–6 units. Fall, spring, summer; hours to be arranged.

**EDUCATIONAL LEADERSHIP/EDLED-GE**

Professional Seminar in Educational Leadership

EDLED-GE.2005

Staff. 30 hours: 3 units. Fall.

School Finance, Budget, and Facilities

EDLED-GE.2012

Staff. 30 hours: 3 units.

School District Leadership

EDLED-GE.2035

Staff. 30 hours: 3 units.

Excellent School Seminar I: School Design

EDLED-GE.2080

Staff. 30 hours: 3 units. Fall.
Courses, continued

Excellent School Seminar II: Teachers and Students
EDLED-GE.2085 Astuto. 30 hours: 3 units. Spring.

Internship in Educational Leadership
EDLED-GE.2159 Astuto. 3 units. Fall, spring, summer.

Internship in Educational Leadership, Politics, and Advocacy
EDLED-GE.2160 Astuto. 3 units. Fall, spring, summer.

Internship Seminar in School Leadership
EDLED-GE.2161 Astuto. 30 hours: 3 units. Fall, spring, summer.

Advocacy in Education
EDLED-GE.2205 Anderson. 30 hours: 3 units. Fall, spring.

Education Law
EDLED-GE.2207 Staff. 30 hours: 3 units. Summer.

Transforming the Urban High School
EDLED-GE.2240 Siskin. 30 hours: 3 units. Spring.

Independent Study
EDLED-GE.2300* Staff. 45 hours per unit: 1-6 units. Fall, spring, summer; hours to be arranged.

Leadership for School Improvement
EDLED-GE.2305 Staff. 30 hours: 3 units. Fall, summer.

Politics of Education
EDLED-GE.2341 Staff. 30 hours: 3 units. Spring.

The Politics of Multicultural School Communities
EDLED-GE.2342 Larson. 30 hours: 3 units. Spring, summer.

Data-Driven Decision Making and Leadership
EDLED-GE.2343 Anderson. 30 hours: 3 units. Spring.

Educational Policy Analysis
EDLED-GE.2355 Dumas. 30 hours: Fall, spring.

Demographic Analysis and School-Community Planning
EDLED-GE.2367 Staff. 30 hours: 3 units. Spring.

Individual Learning Systems for Administrators
EDLED-GE.2901* Astuto. 30-120 hours: 3-12 units. Fall, spring, summer.

Research in Educational Leadership
EDLED-GE.3001 Staff. 30 hours: 3 units. Fall.

Educational Policy Analysis
EDLED-GE.3005 Dumas. 30 hours: 3 units. Spring.

Information Strategies for Educational Policy and Practices
EDLED-GE.3015 Staff. 30 hours: 3 units. Spring.

Professional Seminar in Educational Leadership Studies I and II
EDLED-GE.3097*,3098* Staff. 30 hours: 3 units. Fall, spring.

EDUCATIONAL COMMUNICATION AND TECHNOLOGY/EDCT-GE

FOUNDATIONS OF EDUCATIONAL COMMUNICATION AND TECHNOLOGY

Educational Design for Media Environments
EDCT-GE.2158 Hoadley. 30 hours: 3 units. Fall.

Cognitive Science and Educational Technology I
EDCT-GE.2174 Plass, Hoadley, Schwartz. 45 hours: 3 units. Spring.

Cognitive Science and Educational Technology II
EDCT-GE.2175 Goldman. 30 hours: 3 units. Fall.

EDUCATIONAL MEDIA DESIGN FOUNDATIONS

Architecture of Learning Environments
EDCT-GE.2017 Goldman, Reardon. 30 hours: 3 units. Spring.

Interaction Design for Learning Environments
EDCT-GE.2015 Migliorelli, Plass. 30 hours: 3 units. Fall.

FOUNTIONS OF GAMES FOR LEARNING

Video Games and Play in Education
EDCT-GE.2500 Hoadley, Richard. 30 hours: 3 units. Spring.

Designing Simulations and Games for Learning
EDCT-GE.2505 Plass. 30 hours: 3 units. Fall.

Narrative, Digital Media, and Learning
EDCT-GE.2510 Goldman. 30 hours: 3 units. Fall.

Research on Simulations and Games for Learning
EDCT-GE.2505 Plass. 30 hours: 3 units. Spring.

MEDIA DESIGN ELECTIVES

Educational Video: Design and Production I
EDCT-GE.2153 30 hours: 3 units. Spring.

Media for Museums and Public Spaces
EDCT-GE.2200 Majzlin. 30 hours: 3 units. Spring.

Current Topics in Developing Learning Technologies
EDCT-GE.2220 Fadjo. 30 hours: 3 units. Summer.

Educational Design for the World Wide Web I
EDCT-GE.2251 Staff. 30 hours: 3 units. Fall.

Educational Technology in Global Context
EDCT-GE.2031 Hoadley. 30 hours: 3 units. Fall, Spring.

Educational Video: Design and Production II
EDCT-GE.2154 Staff. 30 hours: 3 units. Fall. Prerequisite: EDCT-GE.2153 or permission of the instructor.

Advanced Video Design Workshop
EDCT-GE.2156 Staff. 30 hours: 3 units. Fall. Prerequisite: EDCT-GE.2154 or permission of instructor.
Courses, continued

Simulations and Games for Education
EDCT-GE.2176 Plass. 30 hours: 3 units. Fall. Prerequisites: EDCT-GE.2174, EDCT-GE.2175, or permission of the instructor.

Advanced World Wide Web Design Lab
EDCT-GE.2177 Staff. 30 hours: 3 units. Spring. Prerequisite: EDCT-GE.2221 or equivalent.

Educational Technology Studio Practicum: Special Topics
EDCT-GE.2550 Staff. 10-40 hours; 1-4 units, Summer, Spring, Fall.

PROFESSIONAL APPLICATIONS

Professional Applications of Educational Media in New York City
EDCT-GE.2211 Majzlin. 30 hours: 3 units. Fall.

Integrating Media and Technology in the K-12 Curriculum
EDCT-GE.2018 Staff. 10 hours per unit: 1-3 units. Fall, spring, summer.

Media Practicum: Internships
EDCT-GE.2197 Majzlin. 180 hours: 3 units. Fall, spring, summer. Includes fieldwork and seminar on campus. May be taken a maximum of two times.

K-12 Student Teaching in Educational Communication and Technology
EDCT-GE.2198 Majzlin. 180 hours: 3 units. Fall, spring. Includes fieldwork and seminar on campus. May be taken a maximum of two times. Permission of the instructor is required. Repeatable to a maximum of 6 units.

MASTER OF ARTS/MASTER OF SCIENCE CAPSTONE (THESIS) PROJECT

Educational Communication and Technology Research
EDCT-GE.2095 Staff. 15 hours per unit: 1-3 units. Fall, spring. Restricted to ECT majors. Permission of the program coordinator required.

RESEARCH AND DOCTORAL SEMINARS

Digital Video Ethnography: Cultural Interpretations with New Media
EDCT-GE.2075 Goldman. 30 hours: 3 units. Spring.

Content Seminar in Research in Instructional Technology
EDCT-GE.3311 Goldman, Plass, Hoadley. 45 hours: 3 units. Spring. Permission of the instructor required. Restricted to ECT majors.

Advanced Seminar in Research and Practice in Educational Technology
EDCT-GE.3076 Goldman, Plass, Hoadley. 30 hours: 3 units. Fall. Prerequisite: EDCT-GE.3311.

Doctoral Colloquium in Educational Communication and Technology
EDCT-GE.3315 Staff. 15 hours per unit: 1-3 units. Fall, Spring, Summer. Permission of the instructor required.

INDEPENDENT STUDY

Independent Study
EDCT-GE.2300 Staff. 45 hours per unit: 1-6 units. Fall, spring, summer; hours to be arranged. For description, see page 173.

HIGHER AND POSTSECONDARY EDUCATION/HPSE-GE

The College Environment
HPSE-GE.2015 30 hours: 3 units.

The College Presidency
HPSE-GE.2025 30 hours: 3 units. Fall.

Comparative Higher Education Studies
HPSE-GE.2041 30 hours: 3 units. Fall.

The Community College
HPSE-GE.2057 30 hours: 3 units. Spring.

The Impact of College on Student Success
HPSE-GE.2068 30 hours: 3 units.

College Student Learning and Development
HPSE-GE.2069 30 hours: 3 units. Spring.

Enrollment Management and Retention Programs in Higher Education
HPSE-GE.2070 30 hours: 3 units. Spring.

Managing Administrative Services in Colleges
HPSE-GE.2085 30 hours: 3 units. Summer.

Institutional Assessment in Higher Education
HPSE-GE.2087 30 hours: 3 units. Fall.

Research Approaches and Techniques in Postsecondary Education
HPSE-GE.2088 30 hours: 3 units. Fall.

Foundations of Higher Education
HPSE-GE.2090 30 hours: 3 units.

Professional Seminar in Higher Education
HPSE-GE.2093 Marcus. 30 hours: 3 units. Fall.

Leadership in Higher Education
HPSE-GE.2097 Marcus. 30 hours: 3 units. Fall.

Higher Education and the Law
HPSE-GE.2115 Nolan. 30 hours: 3 units. Spring.

Financing Higher Education
HPSE-GE.2117 Staff. 30 hours: 3 units. Spring.

Higher Education Studies, Administrative Work, and Field Experiences
HPSE-GE.2121 135 hours: 3 units. Fall, spring. Permission of the instructor required.

Learning in Higher and Workplace Education
HPSE-GE.2122 O’Connor. 30 hours: 3 units. Spring.

Higher Education and Contemporary Society
HPSE-GE.2131 Staff. 30 hours: 3 units. Summer.

The Politics of Higher Education
HPSE-GE.2135 Brown. 30 hours: 3 units. Fall.

Internship in Higher Education
HPSE-GE.2141 Hubbard. 135 hours: 3 units. Fall.

Global Perspectives in Higher Education
HPSE-GE.2151 30 hours: 3 units. May be repeated once.

Diversity in Higher Education
HPSE-GE.2161 Teranishi. 30 hours: 3 units. Spring.
Courses, continued

Independent Study
HPSE-GE.2300  Staff. 45 hours per unit: 1-6 units. Fall, spring, summer; hours to be arranged.

Doctoral Colloquium in Higher Education
HPSE-GE.3001  Marcus. 30 hours: 1-3 units.

Doctoral Seminar in Higher Education
HPSE-GE.3009  Staff. 30 hours: 3 units. Fall; hours to be arranged.

Globalization and Higher Education Reforms
HPSE-GE.3109  Moja. 30 hours: 3 units. Spring.

Economics and Finance of Higher Education
HPSE-GE.3110  Richardson. 30 hours: 3 units. Spring.

Governance of Colleges and Universities
HPSE-GE.3119  Richardson. 30 hours: 3 units. Spring.

Theoretical Perspectives for Research on College Students
HPSE-GE.3120  Stage. 30 hours: 3 units. Fall.