New York University Bulletin

NYU Steinhardt
Steinhardt School of Culture, Education, and Human Development

Applied Psychology

Art

Communication

Education

Health

Music
The Department of Administration, Leadership, and Technology prepares leaders, multimedia specialists, researchers, teaching faculty, and trainers for schools, colleges, non-profit agencies, and business settings. Our programs lead to master’s and doctoral degrees and the Certificate of Advanced Study. Courses of study address the needs of the increasingly diverse clientele served by urban institutions. Our students acquire knowledge and expertise to be effective leaders in a variety of educational settings. They think critically about how organizations function. They 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.


Research focuses on qualitative and action research methodologies, school micropolitics, educational leadership, critical theory, and education in Latin America. Recent publications focus on the impact of neoliberal policies on leadership in schools.


Research includes the study of alternative organizational theories and their meaning for schools, including restructuring, renewal, and leadership. Recent publications are about school restructuring, educational reform, and emerging perspectives on organizing.


Research focuses on educational policy, social organization of schools, and understanding the dimensions of teachers’ work. Recent publications have dealt with factors affecting teachers’ work and the consequences of policy decisions for school community.

Ricki Goldman, Associate Professor. B.A. 1969, British Columbia; M.A. 1984, Hebrew; Ph.D. 1990, Massachusetts Institute of Technology.

Research focuses on how digital video ethnography and the design of digital media tools for analysis are used to study the nature of learning in the context of emerging technologies. Current research focuses on how a tool for video analysis advances community memory of social events.

Steven Hubbard, Clinical Assistant Professor. B.S. 1991, Iowa State; M.A. 1996, Iowa; Ph.D. 2006, New York. Research focus is in student learning, assessment, faculty development, and LGBT college students. Before coming to NYU, he worked for 10 years as a student affairs administrator at the University of Iowa and Hamline University. He is coordinator of the master’s degree program in higher education.


Research focuses on the methodologies of interpretive inquiry used for studying issues of equity in institutions and examines the sociopolitical theories of equity underpinning public policy and institutional reform in industrialized and developing nations. Recent publications provide insight into how policies, systems, and normative practices can sustain inequity and limit opportunity for historically marginalized groups.
Ann Marcus, Professor. B.A. 1965, Brandeis; M.Sc. 1966, London School of Economics; Ed.D. 1989, Columbia. Research interests in higher education include leadership studies, organizational culture, and a wide range of policy questions focused on issues of access and quality.

Matthew J. Mayhew, Assistant Professor. B.A. 1996, Wheaton College; M.A. 1999, Brandeis; Ph.D. 2004, Michigan. Research interests include how collegiate conditions, educational practices, and student experience influence student development and learning. He is currently investigating how gender identities inform students’ likelihood of engaging in high-risk drinking behaviors and how students understand campus violence, with funding by the United States Department of Education.

Teboho Moja, Clinical Professor. B.A. 1977, B.Ed. 1979, North (South Africa); M.Ed. 1982, Witwatersrand (South Africa); Ph.D. 1985, Wisconsin (Madison). Specialist in education policy, institutional development, and change. Research and experience in policy research in the area of transformation strategies and new policy initiatives. Experience as special adviser to the minister of education, South Africa; general manager for educational broadcasting at the SABC; and executive director and commissioner of the National Commission on Higher Education, South Africa.

Bridget N. O’Connor, Professor. B.A. 1973, Evansville; M.S. 1978, Ph.D. 1983, Indiana. Research focuses on elements related to the design of learning initiatives for both the classroom and the workplace, as well as effective university-corporate partnerships. Specialist in postsecondary curriculum development in both information systems and corporate education. Recently published work focuses on individual and organizational learning.

Jan L. Plass, Associate Professor. M.A. 1990, Ph.D. 1994, Erfurt (Germany). Research at the intersection of cognitive science, computer science, and design to further our understanding of the effective use of multimedia and the Web for learning and instruction. Current focus on cognitive load in multimedia learning, the effects of individual differences on second language acquisition and on the comprehension of scientific materials. Interests also include the design and development of instructional multimedia and Web applications and particularly issues of information architecture, interaction design, and information design.

Richard C. Richardson, Jr., Chair and Professor. B.S. 1954, Castleton State College; M.A. 1958, Michigan State; Ph.D. 1963, Texas (Austin). Research in higher education with focuses on policy, governance, and issues of access and equity. Current focus is on international policy issues in postsecondary education. Areas of expertise include university and community college administration, policy analysis, and research.

Francine Shuchat Shaw, Associate Professor. A.A. 1967, Stephens College; B.S.Ed. 1969, M.A. 1971, Ph.D. 1976, Ohio State. Educational design research for and production of video learning environments; critical evaluation of instructional materials. Current research is on the effects of theoretically grounded video design principles on health-related attitudes and practices.

Janelle T. Scott, Assistant Professor. B.A. 1991, California (Berkeley); Ph.D. 2002, California (Los Angeles). Examines the politics of urban education with an emphasis on issues of race, class, and equity. Research includes charter schools, educational privatization, and the impact of school choice reforms on high-poverty communities of color. Recent publications include School Choice and Diversity: What the Evidence Says (Teachers College Press, 2005).

Frances King Stage, Professor. B.S. 1972, Miami; M.S. 1973, Drexel; Ph.D. 1986, Arizona State. Research interests include college student learning and development, learning in math and science, and policies leading to multicultural campus environments. Recent publications focus on case studies for working with access and equity in postsecondary education and emerging issues in research.

Robert T. Teranishi, Assistant Professor. B.A. 1996, California (Santa Cruz); M.A. 1998, Ph.D. 2001, California (Los Angeles). Research interests include access, equity, and diversity in higher education. He is currently investigating the access and success of Asian American students with funding from the College Board.

Adjunct Faculty

Lyne P. Brown, B.A., M.A., Ph.D.
Patricia Carey, B.A., M.A., Ph.D.
Barbara Ebenstein, B.A., M.A., J.D.
Alicia Hurley, B.A., M.A., Ph.D.
Judy Jackson, B.A., M.A., Ed.D.
Minchi Kim, B.A., M.A., Ph.D.
Leonard Majzlin, B.S.
Joan Malczewski, B.A., M.A., Ph.D.
Frank Migliorelli, B.A., M.A.
Terrence J. Nolan, B.A., J.D., LL.M.

Robert Riccobono, B.S., M.B.A.
Eugene Tobin, B.A., M.A., Ph.D.
Kim Yousey, B.M.E., M.E., Ph.D.
Matthew Zimmerman, B.A., M.A.

AFFILIATED FACULTY

Floyd M. Hammack, Associate Professor, Humanities and Social Sciences. B.A., M.A., Ph.D.

Leslie Santee Siskin, Research Professor, Institute for Education and Social Policy. B.A., M.A., Ph.D.

Mitchell Stevens, Associate Professor, Humanities and Social Sciences. B.A., Ph.D.

Harold Wechsler, Professor, Humanities and Social Sciences. B.A., M.A., Ph.D.
The Program in Educational Leadership is committed to supporting the work of school leaders through a program of advanced study and inquiry that is relevant, engaging, challenging, and authentically linked to both the daily and enduring challenges of professional practice. The demands of effective and responsive professional practice in educational leadership are increasingly complex. Our curriculum addresses these complexities with a solid grounding in multiple perspectives on professional practice in a multicultural environment. Our graduate students participate in the critical examination of the conceptual, organizational, political, social, interpersonal, and technical dimensions of schools, taking roles as leaders and policy makers in a variety of educational settings.

The program reflects the following beliefs: the school is the critical unit for the delivery of educational programs; schools of high quality are places where all children learn and grow in an atmosphere that is engaging, responsible, and just; effective school leaders work collaboratively and inclusively with teachers, parents, students, community members, public agencies, and business to create productive learning environments for all children and youth; and public elementary and secondary education is an essential dimension of a democratic society and is entitled to serious, continuous, and meaningful support from its postsecondary partners.

We believe that high-quality advanced graduate study relevant to urban educational issues and leadership requires an inquiry-based orientation to professional learning, grounded in the contemporary context of educational practice, enabled by the habits of scholarship that are vital to stimulating intellectual growth and enhancing practical wisdom. Our courses integrate the everyday practice of schools and the best of research to make sense of and inform today’s educational practice.

CAREER OPPORTUNITIES
Graduates are in key leadership roles in education. Among the alumni are superintendents, principals, directors, supervisors of various programs, school business administrators, assistant principals, university professors, and policy researchers throughout New York, New Jersey, Connecticut, and cities across the country.

DEGREE REQUIREMENTS

Master of Arts Degree in Educational Leadership: School Building Leader
The master’s program consists of 36 points of course work and continuous leadership experiences. Consistent with the hallmarks of our program, 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 points included in the program are required courses that focus on the content requirements, and 3 points are linked to the culminating internship. The additional 12 points represent electives in which candidates, on the recommendation of their advisers, pursue additional study relevant to the content requirements based on their individual expertise and experience. Electives may be selected from courses in the Educational Leadership Program or from courses in related areas such as teaching and learning, applied psychology, educational foundations, public policy, communications, etc.


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 will be eligible for the Master of Arts degree in Educational Leadership: School Building Leader. Candidates recommended for the certificate of School Building Leader will have successfully completed the state assessment requirements.

Certificate of Advanced Study in Educational Leadership: School District Leader
The Certificate of Advanced Study consists of 24 points, including 21 points of course work, continuous leadership experiences, and a 3-point culminating internship. Prior to admission to the program, candidates must have completed both a master’s degree in education and the requirements for a certificate in School Building Leadership (or its equivalent). The program is appropriate for individuals interested in leadership opportunities as a superintendent, associate superintendent, or other district-level administrator.


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 the 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. Course work 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 a minimum of 42 points beyond the Certificate of Advanced Study.

Administrative Core (15 points): Organizational Theory II E95.2054, Professional Seminar in Administration I and II E65.3097,3098, Seminar in Theories of Administration E65.3015, Educational Policy Analysis E65.3005, Cognates (6 points): electives in teaching and learning, technology, educational communications, counseling, and educational foundations.

The Educational Communication and Technology Program was established in 1946. For its central framework, the program focuses on cognitive science and constructivist views of learning and instruction and their implications for the design and use of educational media and technologies. Other theoretical perspectives are drawn from the fields of human symbolization, human development, communication, aesthetics, and curriculum. Current and potential developments in educational technology are situated in historical context, both of the field itself and of wider educational and social trends, movements, and reforms.

Related interests of the program include the social dimension of technology-based learning experiences and environments; the roles and values of alternative forms of educational experience; the special value and function for learning of particular technologies, symbol systems, and forms of interactivity; and the multiple levels of meaning in the content, form, and use of media and technologies used for educational purposes.

The ECT program and faculty focus on the intersection of design, cognition, and culture to inform the design of technology-based learning environments. Design research involves theory-based design, development, use, and evaluation of educational media, including multimedia and DVD programs, Web environments, television and video programs, and applications for related wireless and handheld technologies. Cognition research involves the study of human cognitive architecture and how it processes technology-based learning environments, to suggest implications for their effective design. Cultural research involves study of cultural contexts and social dimensions of learning environments as they interact with, influence, and impact the use of educational media.

ECT is the home of CREATE, the Consortium for Research and Evaluation of Advanced Technologies in Education. CREATE is engaged in research on the design and evaluation of online learning and other emerging advanced technologies. The mission of CREATE is to advance the cognitive science foundation of the educational use of online learning and other advanced technologies. CREATE works to develop approaches to the design of technology-based instructional materials based on principles derived from theoretical foundations, implement models and examples of instructional applications based on these methods and principles, and develop and apply methods and criteria for the evaluation of such instructional environments. Faculty research projects are ongoing in CREATE, and students have opportunities to participate.

**CAREER OPPORTUNITIES**

The program prepares professionals for leadership roles in the design and production, evaluation, and use of educational materials and environments for various technologies: computer-based multimedia, online telecommunications, television, new handheld and remote network devices, and the blending of these. The program is concerned with this work as it applies to many content areas, types of learners, and settings in which media and technology are used for educational purposes. These include educational institutions at all levels; cultural centers; corporate organizations and training centers; health and social service institutions; government and public service agencies; publishing companies; broadcast institutions; independent educational media design and production companies; educational technology and research organizations; distance learning, teleconferencing, and online service organizations; and so on. In such settings, graduates of the program assume positions as educational media specialists and producers, instructional writers and designers, instructional media researchers and evaluators, and as administrative leaders and faculty members in educational technology.

**DEGREE REQUIREMENTS**

ECT courses are organized in several categories: general foundation, design foundations, media design electives, advanced media design electives, media research, professional applications, and final Master of Arts project. Students in the program participate with faculty on special media design and evaluation projects, and wide-ranging internship opportunities and K–12 technology specialist placements in the New York City metropolitan area are available.

**Master of Arts**

Master of Arts students must complete a minimum of 36 points. This includes 6 required general foundations, design foundations, and thesis courses (18 points) and 6 electives selected from ECT courses in media design, advanced media design, media research, and professional applications and from other courses in the University. Within this 36-point requirement, 24 points must be completed in residence (at NYU). Theses may be instructional design and development projects, research studies, or comprehensive literature reviews. Transfer credit may be approved by advisers, typically a maximum of 9–11 points, if they meet criteria established by the Steinhardt School of Culture, Education, and Human Development. Students must maintain a minimum 3.0 grade point average. Students, who must maintain “active” status from the semester of matriculation through the semester of graduation, have six years in which to complete the degree.

**Certificate of Advanced Study in Education**

Certificate students must complete a minimum of 30 points, including 24 specialization points (courses in the ECT program) and 6 elective points. Within this 30-point requirement, 24 points must be completed in residence (at NYU). Transfer points may be approved by advisers, typically a maximum of 6 points, if they meet criteria established by the Steinhardt School of Culture, Education, and Human Development. Students must maintain a minimum 3.0 grade point average. Students, who must maintain “active” status from the semester of matriculation through the semester of graduation, have six years in which to complete the certificate.

**Doctor of Philosophy**

Doctoral students must complete a minimum of 57 points, including 21 specialization points (courses in the ECT program) and 36 points in general degree requirements established for all doctoral students in the Steinhardt School of Culture, Education, and Human Development (electives, educational foundations, research, content seminar, dissertation proposal seminar). Within the 57-point requirement, 6 points must be completed in residence (at NYU). Students must maintain a minimum 3.0 grade point average. Students, who must maintain “active” status from the semester of matriculation through the semester of graduation, have 10 years in which to complete the degree.

**CERTIFICATION**

Students interested in applying for educational technology or media specialist certifications or for permanent teacher positions should consult the Steinhardt School of Culture, Education, and Human Development.
certification in their provisional areas are given special advisement to plan their curricula accordingly. Graduates must apply as individuals for certification to the state of their choice.

SUPPLEMENTAL APPLICATION REQUIREMENTS

See general admission section, page 204.

Master of Arts

Applicants to the Master of Arts program must complete the standard application to the Steinhardt School of Culture, Education, and Human Development graduate programs and submit it to the Office of Graduate Admissions. Applicants must submit two letters of recommendation that address the applicant’s ability to pursue and complete graduate studies successfully and are written by former professors, faculty advisers, academic administrators, or employers knowledgeable about the applicant’s academic work or professional accomplishments. They must also submit half-page essay responses to the following points: (1) What are your professional goals? (2) What areas of knowledge and skills do you expect to develop while in the Master of Arts program? (3) In your view, what are several of the strengths of media and technology when designed and used for educational purposes? (4) 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. Finally, applicants attend an admissions interview.

Doctoral Program

Applicants to the Ph.D. program must complete the standard application to the Steinhardt School of Culture, Education, and Human Development graduate programs and submit both the application and the scores on the Graduate Record Examination (GRE) to the Office of Graduate Admissions. Applicants must also submit directly to the program three letters of recommendation that address the applicant’s ability to pursue and complete doctoral studies successfully and are written by former professors, faculty advisers, academic administrators, or employers knowledgeable about the applicant’s academic work or professional accomplishments. They must also submit half-page essay responses to the following points: (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 educational media programs? 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 situations 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) Describe one or two crucial problems that, in your view, impede effective learning or instruction in a particular setting or type of institution. Outline briefly how you would approach research on these problems, including useful theoretical frameworks and methodology. (9) What technology skills do you have, e.g., skills in computer-based multimedia, Web, or productivity tools; in videography or editing? Applicants may also submit samples of previous academic or professional work in the field. Finally, applicants attend an admissions interview.

SPECIAL OPPORTUNITIES

The program offers an excellent array of educational media field internships in over 100 institutions in the greater metropolitan area. Students assist faculty in research, design, and production projects in all media with which the program is concerned; these may be externally funded media projects, projects produced for departments within the University, or media programs developed for schools and other community organizations. In addition, students may participate in ongoing research projects conducted by the Consortium for Research and Evaluation of Advanced Technologies in Education (CREATE). The program hosts guest speakers, an alumni panel event, and M.A. student presentations and Doctoral Colloquia throughout the year.
The Program in Higher Education prepares individuals for leadership and service in a variety of postsecondary settings. The Master of Arts program focuses on entry- and midlevel 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 training specialists who can develop curriculum, administer instruction, and teach within business, industry, and government.

The Doctoral Program in Higher and Postsecondary Education helps individuals develop the skills and knowledge necessary to serve as research faculty, as teaching faculty, and as administrators in such areas as urban college leadership, policy analysis, student affairs, institutional research, fiscal management, postsecondary teaching and learning, and international higher education.

**CAREER OPPORTUNITIES**

Graduates of the M.A. Program in Student Personnel Administration are employed in entry-level and mid-level 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 training environments. Those emphasizing teaching teach business subjects including accounting, management, marketing, international business, and information systems at community colleges and private business schools.

Graduates with a training focus are employed in human resource development and training departments in both the public and private sectors.

**DEGREE REQUIREMENTS**

**Master of Arts**

**Master of Arts in Student Personnel Administration in Higher Education**

The M.A. Program in Student Personnel Administration in Higher Education blends academic study with practice through intensive internships at NYU and throughout the New York City metropolitan areas. 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-point program includes 18 required points in higher education and 18 points in electives and areas of interest, such as counseling, international education, educational technology, or human resource management.

Academic course work is applied to practice through a two-year internship taken in the first year 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 less.


**Master of Arts in Teachers of Business Education in Higher 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 training specialists who can develop curriculum, administer instruction, and teach within business, industry, and government. For completion of the master's degree, 36 points are required in the following areas:

- **Foundations** (9 points): Foundations courses can come from higher education as well as educational psychology and educational sociology.
- **Content** (9 points): 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.

**Doctoral Program**

The Ph.D. Program in Higher and Postsecondary Education Administration helps promote student understanding of changes that affect the meaning and processes of higher education around the world as well as the changing conceptions of the individual roles of those who serve as teachers, researchers, and administrators and policy makers in community colleges, colleges, universities, higher education agencies, and other postsecondary settings. The program is designed to offer an integrated experience that helps students see each aspect in relation to their final objectives. Students enroll in the Doctoral Seminar E98.3009 during their initial semester in which they are introduced to scholarly inquiry and assisted with strategic planning to help them make the best use of available resources.
Courses

The courses listed herein are to be offered in 2007-2009.

DEPARTMENTAL COURSES/E95

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

SPECIAL OPPORTUNITIES

The Department of Administration, Leadership, and Technology, in conjunction with the University of Pretoria in South Africa, offers an intensive 6-point 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.

Organizational Theory I
E95.2053 Astuto. 30 hours: 3 points. Spring.
Basic principles of design and explication of theory about organizing. Surveys theories on the structure and design of organizations, with emphasis on application of theories and concepts to educational organizations.

Organizational Theory II
E95.2054 Astuto. 30 hours: 3 points. Fall.
Prerequisite: E95.2053 or permission of instructor. Examination of theories of individual, interpersonal, and group behavior in organizations. Emphasis on development of skills in analyzing theory and research to understand and study complex organizations.

Introduction to Management and Information Science
E95.2055 Staff. 30 hours: 3 points. Fall.
The administration of complex organizations. Development of administration skills in planning, decision making, leadership, training, and assessment in education and other management settings.

International Perspectives on Education Reform
E95.2072 Maga. 30 hours: 3 points. Fall.
In-depth study of education reform across all sub-sectors, e.g., K-16. The goal is to understand education policy reform, with attention to the contexts and variables contributing to reform initiatives.

Introduction to Information Systems
E95.2080 O’Connor. 30 hours: 3 points. Spring.
A survey of the major technologies, both hardware and software, used to support end users—managers, professional/technical staff, sales, and administrative support. With an emphasis on technology selection and implementation, the course assists the student in understanding the hardware and software options available and how to manage their introduction and use in organizations. Text, data, image, and video-based technologies as well as major vendors are examined in terms of their evolution, current state of maturity, and future directions.

Application of Computers to Administration
E95.2428 Staff. 30 hours: 3 points. Fall, spring.
Provides a basic understanding of computers and telecommunications. Initial competencies are developed in using the computer to meet the administrative and research needs of education.

Quantitative Methods in Organizational and Administrative Studies
E95.3027 Driscoll. 30 hours: 3 points. Spring.
The application of quantitative methods to organizational analysis, problem solving, and research. Utilizes appropriate computer hardware and software technology for analyzing empirical data drawn from practical organizational and administrative settings.

Educational Reform and Leadership in the New Economy
E95.3501 Anderson. 30 hours: 3 points. Spring.
This course explores educational reform and leadership in the context of fundamental economic, cultural, and technological changes that have occurred globally, particularly in the last 30 years. The course includes study of the impact of postwelfare, neoliberal policies on schools, universities, and classrooms; teachers, professors, and administrators; the public and private spheres; racialized and gendered identities; and youth culture.
Dissertation Proposal Seminar  E95.3400  Staff. 45 hours: 3 points. Fall, spring.
Assists advanced doctoral students develop dissertation proposals. Course credit is granted only on completion of a doctoral research proposal.

**BUSINESS EDUCATION/E32**

Study and analysis of significant current writing in business and higher education periodicals and books; consideration of solutions to inherent problems and application to business and postsecondary classroom settings.

Supporting Learning in the Workplace  E32.2010  O'Connor. 30 hours: 3 points. Spring.
The integration of concepts related to understanding the development and evaluation of individual and organizational learning. Students combine business management and adult learning concepts as a framework to plan for and evaluate learning strategies in organizations.

Curriculum Development in Business Education  E32.2046  Staff. 30 hours: 3 points. Fall.
Principles and sources of curriculum construction; curriculum development in business education at various levels; the systems approach; concept and process of curricular change; participants in curriculum development and change; evaluation criteria for business curricula.

Colloquium in Workplace Education  E32.2070  O'Connor. 30 hours: 3 points. Spring.
Analysis of the changing nature of workplace and workforce education. The colloquium examines such educational issues as the corporate university and government legislation and policies. Includes guest lectures by a wide variety of professionals in classroom and site-specific settings. Selected current research related to these topics is examined.

Designing and Managing Organizational Learning Programs  E32.2081  O'Connor. 30 hours: 3 points. Fall.
A guide in the design, development, management, and evaluation of learning programs in organizational settings. Topics include the development of learning program proposals, innovative instructional techniques, and the best practices in learning management.

Institutional Assessment in Higher Education  E32.2090  (See E98.2087)

Internship in Business Education  E32.2105,2106  O'Connor. 90 hours: 3-6 points each term. Fall, spring; hours to be arranged.
Registration by permission of instructor. Internships are developed for field experiences in designing and managing organizational learning programs or to provide experiences in postsecondary classroom settings with master teachers. Seminar meetings are held with program faculty to analyze experiences within the designated field setting.

Independent Study  E32.2300  Staff. 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.

**EDUCATIONAL LEADERSHIP/E65**

Professional Seminar in Educational Leadership  E65.2005  Staff. 30 hours: 3 points. Fall.
Introduces students to graduate study in educational leadership. Students develop habits of scholarship while exploring the lived realities of children and their school experiences. This dual focus deepens understanding of educational practice and increases the capacity to examine complex issues that are central to educational leadership and practice, e.g., student outcomes and the state learning standards, effects of testing, implications of reform policies.

School Finance, Budget, and Facilities  E65.2022  Staff. 30 hours: 3 points.
Focuses on three major areas: finance (i.e., revenue and expenditures, state aid, taxation, equity, enrollments, inflation, and productivity); budgeting (i.e., preparation and management of a district budget, accounting requirements, state reporting, management control of cash flow, personnel requirements, purchasing, and other fiscal services) facilities (building, maintenance, use). Computerized techniques in fiscal management operations are analyzed.

School District Leadership  E65.2035  Staff. 30 hours: 3 points.
Focuses on leadership issues and experiences critical at the district/LEA level, including relationships with school boards, community engagement, facilities planning and utilization, management and facilitation of interagency collaboration, workforce development for building leadership and succession planning, and development of systems for compliance with mandates for education of children with disabilities and for ELL, testing and accountability, and the distribution of equitable learning opportunities.

Management Information Systems for Administrators  E65.2057  Staff. 30 hours: 3 points. Spring.
An introduction to the concepts and methods used in the analysis and design of computer-based educational information systems. Explores the issues and tools applicable at each stage of information systems analysis and design. Topics include feasibility studies, analysis of input/process/output requirements, data organization and file structure, and project planning and control.

Excellent School Seminar I: School Design  E65.2080  Anderson. 30 hours: 3 points. Fall.
Deals with research and practice regarding leadership of school units, with emphasis on the knowledge and planning required of school leaders focused on the provision of high-quality instruction. Emphasis is on the study and design of classroom and school processes that promote equity in educational opportunities across the school community, including design of learning environments, accountability systems, and assessment strategies. The legal and fiscal environments in which schools function are introduced.

Excellent School Seminar II: Teachers and Students  E65.2085  Astuto. 30 hours: 3 points. Spring.
Deals with research and practice regarding school leadership and teacher’s work, including analysis of current policies, practices, standards of ethical behavior, and trends in professional and student development. The conditions of teachers’ work, support for ongoing professional learning, engagement in planning, and decision making are explored. Also focuses on workforce development (recruitment, staffing, tenure, promotion, and retirement); fiscal issues (salary, welfare, and fringe benefits); distributed power (academic freedom, teacher unionism, negotiations, grievance procedures); development of staff, board, and community relationships; collaboration with colleges and universities in teacher preparation.

Internship in Educational Leadership  E65.2159  Staff. 300 hours: 3 points. Fall, spring, summer.
Each student is assigned to a superintendent, principal, or supervising administrator. The student’s activities include field experiences in administration and community leadership.
Internship Seminar in School Leadership
E65.2361 Staff. 30 hours: 3 points. Fall, spring, summer.
Practical problems that arise in the internship are discussed; development of competence in rendering professional leadership service is the focus.

Education Law
E65.2207 Staff. 30 hours: 3 points. Fall.
Develops an understanding of legal principles and procedures affecting the work of the teacher, administrator, and school board member. Consideration of legislation and court decisions arising in connection with organization, policies, and administration of schools and districts. Major topics are certification, tenure, tort liability, academic freedom, civil rights, religion and the schools, legal implications of fiscal policy for the creation of learning opportunities, and consideration of the powers of the commissioner, school boards, legislatures, superintendents, principals, and trustees.

Independent Study
E65.2300* Staff. 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.

Leadership for School Improvement
E65.2305 Driscoll. 30 hours: 3 points. Fall, summer.
Develops awareness and understanding of the dynamics of change. Theoretical frameworks are used to aid students in improving their ability to undertake leadership responsibility and to facilitate school improvement. Planning and analysis of school reforms address issues of classroom organization, school community, and relationships between schools and communities.

Politics of Education
E65.2341 Scott. 30 hours: 3 points. Spring, summer.
Explores tools of political analysis and strategy in education, including concepts and theoretical frameworks applicable to the political process; political and governance structures in education; and major issues in educational policy.

The Politics of Multicultural School Communities
E65.2342 Larson. 30 hours: 3 points. Spring, summer.
Examines the politics of teaching and leading in multicultural school communities. Explores how dominant cultures, subcultures, and countercultures influence education. Illuminates expectations, interests, and concerns that diverse communities bring to public school environments and examines the relationships between public schools and the multiple communities they serve.

Decision Making and Leadership Development
E65.2343 Driscoll. 30 hours: 3 points. Spring.
Develops conceptual and technical skills for comprehensive long-range planning, decision making, and school improvement. Uses simulations, data sets, and case studies to enhance skills in describing school conditions, identifying root problems, providing information to staff to enhance learning, and recognizing the dimensions, potential, and limitations of data-driven decision making.

Research on School Choice
E65.2350 Scott. 30 hours: 3 points. Spring.
Examines the history of school choice in the United States and in other countries; one of the most controversial and fastest growing policies in public education. This course covers choice policies in the U.S., from early Southern academies to current charter schools and vouchers.

Demographic Analysis and Long-Range Planning
E65.2367 Driscoll. 30 hours: 3 points. Spring.
Develops understanding and skills in the analysis and interpretation of demographic data using U.S. census, regional, and local data sets. Uses forecasting and strategic analysis methods as a basis for long-range planning of school facilities, programs, and client needs. Includes the use of computer-based methodologies, geographic information systems, and community asset mapping to formulate processes that connect schools with a wide array of higher education and community resources, including social service and health providers.

Individual Learning Systems for Administrators
E65.2901* Staff. 30-120 hours: 3-12 points. Fall, spring.
Individual and small group work in organization theory and research methods, educational systems and environments, and administrative skills and professional socialization in educational administration.

Research in Educational Leadership
E65.3001 Anderson, Larson. 30 hours: 3 points. Fall.
Acquaints the student with research design and methodology to facilitate an understanding of research in the administration of educational organizations. Focuses on critical evaluation and synthesis of research studies.

Educational Policy Analysis
E65.3005 Scott. 30 hours: 3 points. Fall, spring.
Students develop an understanding of the ways in which they may inquire about policy issues relevant in their academic and professional lives. Students explore the development of policy, the instruments used to affect policy, and policy implementation.

Seminar in Theories of Administration
E65.3015 Driscoll. 30 hours: 3 points. Spring.
Examines, compares, and evaluates theoretical approaches and conceptual models for the study of complex organizations. Theoretical bases for research and organization analysis are explored.

Professional Seminar in Educational Leadership Studies I and II
E65.3097*, 3098* Staff. 30 hours: 3 points. Fall, spring.
Advanced theory-research integration seminar. Designed to examine, compare, and evaluate theories and conceptual models applicable to the study of complex organizations. Explorations of the relationships between the conceptualization and the design of research.

EDUCATIONAL COMMUNICATION AND TECHNOLOGY/E19

Foundations of Educational Communication and Technology
E19.2158 (formerly Instructional Design of Media Environments) Shuchat, Shaw. 30 hours: 3 points. Fall.
Introduction to and application of major instructional design models, particularly as they relate to the development of instructional materials and resources for such technologies as computer-based multimedia, network telecommunication, and television. Models are compared for their substantive and procedural approaches to analyses of needs, content, instructional philosophy, learners, social environment, culture. Developments in the field and critical issues, including conflicts between objectivist and constructivist instructional design models, are addressed in historical perspective.

Cognitive Science and Educational Technology I
E19.2174 Plass. 45 hours: 3 points. Spring.
Introduction to cognitive science applied to teaching, learning, and the design of instructional media. Readings include developments in cognitive science and descriptions and analyses of instructional programs developed in a cognitive science framework. The design and implementation of cognitive learning and teaching strategies are examined through demonstrations, discussions, online activities, readings, and projects.
Cognitive Science and Educational Technology II
E19.2175 Goldmann, Plass. 30 hours: 3 points. Fall.
Restricted to ECT majors.
This course focuses on the social and cultural issues of learning as they relate to individual and group cognition in the context of media-rich technology learning environments. We explore how educational technologies are often designed from particular theoretical approaches that are linked to the work of leading educational research communities. We not only study the often hidden connection between the research community members and the technologies they affect, but also how these theories play upon each other in the invention of new paradigms for learning with technologies. In short, we delve deeply into constructivism/constructionism, scaffolding, apprenticeship, distributed cognition, computer-supported collaborative learning, knowledge-building communities, the learning sciences, perspectivity, and identity formation as they relate to the creation of successful and equitable learning environments for diverse populations of learners. Students write a final paper and conduct an evaluation of the embedded theories in an existing learning environment of their choice (such as Second Life, Logo, Scratch, NetLogo, The Sims).

Professional Applications of Educational Media in New York City
E19.2211 (formerly Communication Technologies: Professional Applications in New York) Magelin. 30 hours: 3 points. Fall.
Context in which media for education is produced and experienced. Emphasis is placed on identifying key players, organizational structure, NFPS, proposals, project management, intellectual property issues, and what affects the media production and implementation process. Includes guest speakers and/or site visits. Recent examples include the American Museum of Natural History, Wildlife Conservation Society, Memorial Sloan-Kettering Cancer Center, Sunburst Technology, Kognito Solutions, Visions in Education & Media, Sesame Workshop, Davis Wright Tremaine LLP, and Edwin Schlossberg, Inc., as well as producers, software designers/publishers, and filmmakers.

Educational Video: Design and Production I
E19.2153 (formerly Instructional Television: Design and Production I) Shuchat Shaw. 30 hours: 3 points. Fall.
Introduction to the design and production of educational video programs and video segments to be integrated into educational multimedia programs. Emphasis is on the unique characteristics of motion pictures for educational communication and the application of cognitive science views of learning to the design of video programs and segments to support learning in linear and nonlinear environments. Includes instructional design and writing; producing and production management; directing; digital production, editing, and graphics technology. Students work in crews on location.

Educational Video: Design and Production II
E19.2154 (formerly Instructional Television: Design and Production II) Shuchat Shaw. 30 hours: 3 points. Spring.
Prerequisite: E19.2153 or permission of the instructor.
Intermediate design and production of educational video programs and video segments to be integrated into educational multimedia programs. Emphasis is on the application of cognitive science views of learning to the design of video programs and segments to support learning in linear and nonlinear environments. Includes advanced instructional design and writing; producing and production management; directing; and the use of digital production, editing, and graphics technology (applications such as Photoshop and Flash may be used to create media to integrate into productions). Students work individually and in crews, on location.

Advanced Video Design Workshop
E19.2156 (formerly Advanced Television Workshop) Shuchat Shaw. 30 hours: 3 points. Fall.
Prerequisite: E19.2154.
Advanced studies in the instructional design of educational television programs or extended video elements to be integrated into an educational, computer-based environment. Emphasis is on learning and instruction in relation to television, from cognitive science and constructivist perspectives, and the application of these perspectives to the design of ETV programs and elements that enable effective learning through self-directed, support effective teaching. Emphasis is also on the process of developing programs and elements, from research for the “design solution phase,” to scriptwriting, production, and postproduction. Students design and produce one significant program or set of elements, individually or in small groups. Discussion of readings and screenings of exemplary programs support advanced work.

Representation and Interaction Design for Learning Environments
E19.2017 (formerly Computer-Based Multimedia Interaction Laboratory I) Platts. 30 hours: 3 points. Fall.
Prerequisites: E19.2174, E19.2175, or permission of the instructor.
Examines cognitive and cultural issues related to the visual design of learning environments, including media selection, representation of information, fundamentals of visual design, interface design, and metaphors. A second focus are cognitive and cultural issues related to interaction design, including types and levels of interactivity, levels of user control, and media-specific instructional strategies for different levels of engagement. Students study these issues in groups work, in discussions, through critical examination and evaluation of examples, through the design of the media interface and interactions for an educational project of their choice, and by writing a theoretical paper.

Architecture of Learning Environments
E19.2017 (formerly Communicating with Computer-Based Interactive Technology) Goldmann. 30 hours: 3 points. Spring.
This course examines the cognitive, cultural, and social issues related to four cornerstone concepts of designing learning environments: prototype of model (scenarios of need), project group organization, usability, and critique. (Integrated into each cornerstone is the theme of values, ethics, and social justice.) An exemplar is discussed and then students form into a design team and take on the roles of developing a prototype of a unique learning environment based on the cornerstone. The selected environment can be a microworld, a game, distance education board, a content management system, a social network, or a computer-supported collaborative learning (CSCL) tool such as a media-based data archive and analysis tool. Throughout the course, we evaluate a range of existing learning environments that use technologies for game creation, toolkits, community builders, and emerging communications media. Final projects include a theoretical paper and an accompanying “architecture” map/model, and workflow plan based on the theories presented in the course. Final projects are collaboratively critiqued and adjudicated.

Simulations and Games for Education
E19.2176 (formerly Computer-Based Multimedia Interaction Laboratory I) Platts. 30 hours: 3 points. Fall.
Prerequisites: E19.2174, E19.2175, or permission of the instructor.
Examines the potential of various genres of simulations and games (both analog and digital) as learning technologies through readings, discussion, play, design, and research. Literacy, identity, genre, interactivity, play, story, emotions, presence, and information visualization are among the cultural and cognitive concepts covered in this course. Student-selected assignments typically include reflections on game and simulation play, integrating games and simulations in formal learning environments, designing and developing prototypes of educational games and simulations, and conducting short exploratory research.
Advanced World Wide Web Design Lab
E19.2177 (formerly Computer-Based Multimedia Interaction Laboratory II) Plass. 30 hours: 3 points. Spring. Prerequisite: E19.2251.
Advanced design and production of instructional Web-based projects, including text, graphics, digitized images, and sound, using Dreamweaver, Flash, ColdFusion, and other applications. Address issues of design, including knowledge representation, interactivity models, promoting various types of thinking and learning, interfaces, and the contributions of and relationships among various symbolic elements and systems through lectures, demonstrations, and project-based activities.

Evaluating Emerging Technologies for Education
E19.2250 (formerly Telecommunications and Educational Applications) Goldman. 30 hours: 3 points. Fall.
This course is an introduction to tele- or rather, tech-communications and its educational applications. The course has a thematic overview that addresses the range of theories, strategies, and methods of studying the design of emerging learning technologies. In particular, we explore “design strategies” from both an instructionist and a constructionist perspective. In doing so, we explore how these two perspectives complement, supplement, and at times conflict with the goals of a design project.

Educational Design for the World Wide Web I
E19.2251 (formerly Instructional Design for the World Wide Web) Staff. 30 hours: 3 points. Fall.
Prepares students to design instructional systems and environments for the Web, based on principles drawn from instructional design models and cognitive and constructionist perspectives on learning and instruction. Students develop an understanding of the unique design potential and challenges of Web-based instructional materials. Students develop skills in HTML, JavaScript, and Flash to design Web sites and incorporate multimedia content into sites.

Professional Applications
Integrating Media and Technology into the K-12 Curriculum
E19.2018 Goldman. 45 hours: 3 points. Summer, spring.
This course is focused on the integration of new media technologies in the K-12 classroom. Our first goal is to examine the use of media and technology from both constructionist and instructionist perspectives. To accomplish this goal, we learn about the range of learning theories and the kinds of technologies that are used to promote learning in each theory. The second (and related) goal is to provide preservice and in-service teachers with cognitive and technical tools to complement, supplement, and enhance existing instructional content and to rethink the nature of curriculum in a world where new knowledge is continually being created.

Media for Museums and Public Spaces
E19.2200 (formerly Media for Education and Development in Cultural Institutions) Majzlin. 30 hours: 3 points. Spring.
This course examines the nature, application, and use of media—including video, audio, multi-image, computer-based multimedia, Internet, and tie-ins—for such shared learning environments as cultural institutions, historical and visual arts museums, communications and entertainment museums and visitor information centers through the analysis of site visits and case studies. The use of media in curating and interpretation of exhibit environments, educational programs, orientation presentations, community interface, development and fund-raising programs is examined. Emphasis centers on developing criteria in decision-making processes regarding the variety of media choices available, analysis of the visitor experience, the learning environment and the ways in which media choices can serve a museum’s or visitor center’s goals.

Research
Educational Communication and Technology Research
E19.2095 Shachar Shatav. 45 hours: 3 points. Fall, spring. Restricted to ECT majors. Permission of M.A. program coordinator required.
Candidates for the Master of Arts degree conduct their M.A. Final Project, required of all candidates for this degree in the ECT Program, in this course. The purpose of the M.A. Final Project is to give students nearing graduation the opportunity to integrate and apply what they have gained through previous academic course work and field experiences to major, culminating projects while being supervised by ECT faculty members. Options for M.A. Final Projects include instructional design and development projects, research studies, and comprehensive literature reviews and analyses.

Advanced Seminar in Research and Practice in Educational Technology
E19.3076 Goldman, Plass. 30 hours: 3 points. Fall. Prerequisite: E19.3311.
In addition to developing the candidacy paper, this course provides an overview of the profession. Students become familiar with the components of the candidacy paper and begin to research and develop information related to those components. Profession-related topics include vita construction, identifying and pursuing faculty positions in higher education, the major conferences and publications in the profession, the critical steps and major benchmarks in doctoral training, and funding sources for doctoral research.

Content Seminar in Research in Instructional Technology
E19.3311 Goldman, Plass. 45 hours: 3 points. Spring. Prerequisite: doctoral status or permission of the instructor. Restricted to ECT majors.
Critical analysis, supported by readings, of selected contemporary research issues and problems, theories, and methods in instructional media and technology. In addition to common readings, students identify and individually research articles related to their research interests and critically assess the studies. They also learn a statistical software program to anchor a conceptual understanding of the primary statistical procedures. The major task is to develop a research proposal that should inform the direction of their candidacy papers and serve as an initial draft of their dissertation proposals.

Digital Video Ethnography: Cultural Interpretations with New Media
E19.2075 Goldman. 30 hours: 3 points. Spring.
This course is an examination of the opportunities and problematics of using digital video and other new media forms in educational research. In this course, students create and critique ethnographic video accounts, and they use online analysis tools to understand how participatory research communities are created. This course is designed specifically for students with a focus on how technologies are used as tools in educational research. The course is also of interest to educators involved in using video as an investigative tool in their classrooms.

Software Skills for Instruction
Introduction to FinalCut Pro for Education
E19.2180 Staff. 15 hours: 1 point. Fall, summer.
Introduction to video editing for instruction with FinalCut Pro.

Introduction to Photoshop for Education
E19.2181 Staff. 15 hours: 1 point. Fall, summer.
Introduction to image manipulation for instruction with Adobe Photoshop.
Introduction to Flash for Education
E19.2182 Staff. 15 hours: 1 point. Fall, summer.
Introduction to Web programming for instruction with Macromedia Flash.

Introduction to Sound Editing for Education
E19.2183 (formerly Introduction to Director for Instruction) Staff. 15 hours: 1 point.
Introduction to sound creation and manipulation for education.

Independent Study

Media Practicum: Field Internships
E19.2197 Maj. M. 180 hours: 3 points. Fall, spring, summer. Includes fieldwork and seminar on campus.
Prerequisite: permission of instructor. Repeatable to a maximum of 6 points.
Students are placed in field internships in the educational media profession. They learn through supervised participation in instructional technology, instructional design and production, and other wide-ranging professional practices. Professional settings include, for example, corporate, cultural, communications, nonprofit, health, and educational media development organizations. May be taken a maximum of two times.

K-12 Student Teaching in Educational Communication and Technology
E19.2198 Maj. M. 180 hours: 3 points. Fall, spring. Includes fieldwork and seminar on campus.
Prerequisite: permission of instructor. Repeatable to a maximum of 6 points.
Students are placed in elementary, middle, or high school settings for student teaching experiences in diverse practices in educational media and technology. These might include, for example, practices in technology integration and implementation, coordination and leadership in technology-related reform efforts, support to teachers for curricular and instructional uses of media and technology to improve learning, or support to teachers and students in media design and production, as well as in media education and literacy. May be taken a maximum of two times.

Independent Study
E19.2500 Staff. 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.

HIGHER EDUCATION/E98

The College Presidency
E98.2025 30 hours: 3 points. Fall.
Designed to promote an understanding of the many facets of the college and university presidency. Students investigate and analyze the college presidency from class discussions and research. Special emphasis is placed on the president as institutional leader to both internal and external constituents.

Comparative Higher Education Studies
E98.2041 30 hours: 3 points. Fall.
The seminar explores higher education in selected countries and compares common issues with those in American higher education such as access, funding, and quality assurance. A comparison is made of policies in both developed and developing countries of the world. The goals of the seminar are to learn about common issues in a variety of other systems of higher education, to develop research skills in higher education studies, and to understand the American system from an international perspective.

The Community College
E98.2057 30 hours: 3 points. Spring.
Examination of the organization, function, and objectives of two-year colleges. Investigation of their operations, including research into problems of curriculum development, student services, articulation, and special programs designed to meet community needs.

College Student Learning and Development
E98.2069 30 hours: 3 points. Spring.
Characteristics of students attending various types of colleges and universities. Theories of growth and development for traditional and older-aged students. Review of research literature.

Enrollment Management and Retention Programs in Higher Education
E98.2070 30 hours: 3 points. Spring.
Focus is on theoretical and practice-based understandings of admissions and retention programming in U.S. colleges. Links between practice and the theory and research relating to college choice, access, and retention are explored. Variations by student population and institutional type are presented, and the implications for programming are considered.

Managing Administrative Services in Colleges
E98.2085 30 hours: 3 points. Summer.
Administrative activities and services that must be efficiently and effectively delivered to faculty, students, administrators, and trustees to ensure the fiscal, enrollment, and infrastructure success of the college. Emphasis is placed on issues such as greater accountability and productivity from administrative and instructional processes.

Institutional Assessment in Higher Education
E98.2087 30 hours: 3 points. Fall.
For college and university administrators and faculty concerned with institutional research, program evaluation, and regional and state accreditation. Research reports of current assessment activities provide a base for examining techniques involved in appraising institutional functioning and effectiveness.

Research Approaches and Techniques in Postsecondary Education
E98.2088 30 hours: 3 points. Fall.
Development of research techniques and their application to higher and business education. Methods of evaluating research studies in both higher and business education areas are developed.

Foundations of Higher Education
E98.2090 30 hours: 3 points.
This course introduces American higher education as a field of study. Emphasis on historical development, philosophical and sociological foundations, the structure and variety of institutions, governance and administration, professional standards, the role of specialists, ethical problems, and relationships to other professions and educational sectors. Attention is given to the evolution of student access and the development of student cultures.

Professional Seminar in Higher Education
E98.2095 Marcus. 30 hours: 3 points. Spring.
Open only to part-time students enrolled in the master's Program in Student Personnel Administration in Higher Education. This seminar reviews the history and scope of higher education and student affairs; the structure and function of administrative areas; professional norms and ethics; issues in professional practice and supervision; case studies pertinent to student roles and responsibilities.

Leadership in Higher Education
E98.2097 Marcus. 30 hours: 3 points. Fall.
Provides understanding of several major theoretical approaches to understanding leadership and how leadership functions in higher education. Case studies and written exercises are used to explore the characteristics of each theory. Students learn how to observe and analyze roles and behaviors of leaders in various types of colleges and universities as a source of insights for their own development as professionals.