

Educational Leadership and Policy Studies

Departmental Mission, Vision and Goals statements

Mission:

The mission of the Department of Educational Leadership and Policy Studies is to advance the quality and effectiveness of educational institutions and individuals engaged in education. The department is guided by the missions of Iowa State University and the College of Human Sciences and embodies the concepts of the land-grant tradition of teaching, research, and service. The department is dedicated to enhancing the intellectual, cultural, social, and ethical potential of students and faculty for the benefit of Iowa, the nation, and the world. Specifically, the Department of Educational Leadership and Policy Studies:

- Provides graduate degree and career preparation programs, coursework, and other learning opportunities for students and practitioners.
- Conducts and disseminates basic and applied research for the advancement of educational theory and practice.
- Provides professional service for institutions, individuals, and organizations at all levels of education.

Vision:

Research: All Educational Leadership and Policy Studies faculty create and disseminate knowledge and promote educational inquiry that enhances educational practices at local, state, national, and international levels.

Teaching: All Educational Leadership and Policy Studies faculty engage in teaching that is consonant with the principles of adult learning and effective teaching that help students develop critical thinking and professionally relevant skills, and that provides a foundation for the application of knowledge to practice.

Service: All Educational Leadership and Policy Studies faculty, using their professional expertise, work with educators, educational institutions, and other constituent groups to solve problems.

Advising: All Educational Leadership and Policy Studies faculty foster students' professional and personal growth by guiding and inspiring them to formulate and complete relevant programs of study and to conduct high quality research.

Curricula/Program: The Educational Leadership and Policy Studies faculty develop and implement futuristic curricula and programs to ensure that students learn to think critically and perform their professional roles in an exemplary fashion.

General Goals:

The general goals of the department, and hence of each of its program areas and affiliated programs, are to:

- Conduct high quality graduate education programs, both on- and off-campus, for students seeking graduate degrees in a major in education and/or seeking professional licensure as school service personnel.
- Establish appropriate conditions, opportunities, and resources with which both faculty and graduate students may engage in scholarly activities.
- Assist the educational enterprise of Iowa in development by utilizing, when appropriate, the talents and expertise of the faculty and graduate student body in such activities as workshops, conferences, and consultation in small groups, both on- and off-campus.

Graduate Study

Degrees: The Department of Educational Leadership and Policy Studies -- ELPS -- offers work for the degrees master of science, master of education, certificate of advanced studies, and doctor of philosophy with a major in education. ELPS also offers minor work to students majoring in other fields of study. At the master's level, students may specialize in educational administration; higher education; and research and evaluation. Interested students should consult the specific program area for master's degree information related to that program.

Students may complete the Ph.D. with a major in education and a specialization in educational leadership with emphasis in either educational administration or higher education. Specific information about the requirements of the Ph.D. degree

is available from the departmental office or on the web (www.elps.hs.iastate.edu/elps/elpsdoc.htm).

The following information refers only to the Ph.D. program:

Prerequisites: Prerequisite to major graduate work in educational leadership is completion of an undergraduate degree with coursework appropriate to the planned specialization, and evidence that the student ranks above average in scholastic achievement and promise of professional competence. In addition it is preferred that students complete a master's degree and 3-5 years of professional experience.

Learning Opportunities: Doctoral students in Educational Leadership and Policy Studies will complete seminars, laboratory experiences, field experiences, independent research, and a capstone experience course. In addition to the common experiences noted above, students will each select an intellectual content area that will prepare them to work in the setting of their choice.

Careers: Graduates of the doctoral program are prepared to serve as leaders in various educational settings, including school administration, community colleges, public and private colleges and universities, and public and private educational agencies.

Outcomes: Graduates of the Ph.D. program, regardless of the emphasis chosen, possess skills and knowledge related to five core domains: leadership, educational research, communication, educational evaluation, and educational foundations. By the time of graduation, students will demonstrate the necessary skills and knowledge to:

- Work effectively with individuals and groups.
- Engage in ethical decision-making and management of resources to accomplish goals.
- Engage in scholarly inquiry.
- Express ideas clearly, both orally and in writing.
- Articulate their values, beliefs, and Philosophy of life.
- Relate sensitively to individuals from diverse backgrounds.
- Use the principles of program evaluation and assessment intelligently.
- Have a clear understanding of the foundations of education, grounding their work in theory and Philosophy.
- Articulate the concepts, theories, and practices related to the educational content area emphasized in their studies.

Other Related Programs: Other graduate programs related to education (including Interdisciplinary Graduate Studies) may be more suited to the interests of potential students on the basis of previous education and experiences as well as future plans and needs. Potential students should refer to programs in the Departments of Agricultural Education and Studies, Curriculum and Instruction, Family and Consumer Sciences Education and Studies, Kinesiology, and Interdisciplinary Graduate Studies, or to graduate level course offerings within the other departments, to determine if these offerings may be more closely matched with their career interests.

The following information refers only to the masters level programs:

Prerequisites: Prerequisite to major graduate work in educational leadership is completion of an undergraduate degree with coursework appropriate to the planned specialization, and evidence that the student ranks above average in scholastic achievement and promise of professional competence.

Educational Administration (EdAdm)

Degrees and Certificates: Several programs are offered: (1) master of science degree, with thesis or creative component, in elementary or secondary school administration; (2) master of education practitioner; (3) advanced study leading to principal's license; (4) certificate of advanced studies providing post-master's training for superintendency licensure; and (5) doctor of philosophy with major in education and specialization in educational leadership. Courses are scheduled with consideration for cohort-collegial teams or groups.

Emphasis: The Educational Administration Program places dual emphasis on preparation of professional educational administrators and on the academic/scholarly aspects of educational leadership and management.

Prerequisites: Prerequisite to major graduate work in educational leadership is completion of an undergraduate degree with coursework appropriate to the planned specialization, and evidence that the student ranks above average in scholastic achievement and promise of professional competence.

Learning Opportunities: Students will complete courses, laboratory experiences, field experiences, and independent research so that they can effectively serve in leadership roles.

Careers: Graduates of Master's Degree and Certificate of Advanced Study Programs in Educational Administration are prepared for leadership roles in Pre K-12 school districts and education agencies, typically as building-level principals, assistant principals, curriculum directors, and central office administrators. Doctoral graduates are prepared for PreK-12 leadership roles and academic or leadership positions in higher education.

Outcomes: Graduates of the Certificate of Advanced Studies Program will possess administrative and leadership skills necessary for the superintendency and central office administration. By the time of graduation, students will demonstrate the necessary skills and knowledge to:

- Serve as visionary leaders, with effective skills in curricular and instructional leadership.
- Work effectively with individuals and groups, both within the district and community, to create and sustain a positive learning culture.
- Engage in ethical decision-making and effective management of human, material, and financial resources to accomplish district goals.
- Express ideas clearly to various publics, both orally and in writing.
- Articulate their values, beliefs, and Philosophies of education.
- Relate sensitively to individuals from diverse backgrounds.
- Access and utilize research information and technology to assist with organizational improvement.
- Translate educational administration concepts and theories into sound management and leadership practices.

Graduates of the Master's Program with a specialization in educational administration and the Principal Licensure Program possess administrative and leadership skills necessary for PreK-12 building-level leadership roles. Upon program completion, each student will possess the knowledge and skills to:

- Work effectively with all members of the school community to create a shared vision of learning, which builds upon the formation of a shared understanding of the purposes of schooling in a pluralistic society.
- Demonstrate effective skills in collaborative instructional leadership, including an understanding of curriculum standards, principles of effective teaching practices, and effective assessment practices that lead to improved student learning.
- Implement a system of shared governance and empower faculty, staff, students, and families in the school improvement process.
- Create and sustain a safe and caring school culture that values diversity and maintains a commitment to equity in school practices.
- Engage in ethical and moral leadership practices and the effective management of human, material, and financial resources to accomplish school goals.
- Work collaboratively with internal and external stakeholders in responding to school needs and providing community resources to support the learning process.
- Access research and use data to inform teaching and learning practices and support the process of continuous improvement.
- Apply various technologies to support and enhance administrative and instructional purposes.
- Use leadership skills to transform the school into a learning community that promotes change and sustains school improvement initiatives.
- Engage all members of the school community in critical inquiry and reflection, to promote the belief that learning is a lifelong endeavor for every individual.

Graduates of the Ph.D. Program with a specialization in educational administration will possess skills and knowledge related to the six core domains: leadership, educational research, communication, educational evaluation, educational foundations, and educational technology. By the time of graduation, students will demonstrate the necessary skills and knowledge for those outcomes as listed under the ELPS Ph.D. program outcomes.

Courses primarily for graduate students, open to qualified undergraduates:

EDADM 541. Principles of Educational Leadership.

(3-0) Cr. 3. F.S.SS. *Prereq: Teacher licensure and permission of instructor*
Basic principles of educational organizations, including an understanding of organizational behavior and theoretical approaches to administration. Exploration of substantive elements related to school reform, such as leadership, the change process, current issues in education, and developing a shared vision and mission.

EDADM 551. Supervision for Learning Environments.

(3-0) Cr. 3. F.S.SS. *Prereq: EDADM 541*
Study of effective classroom instructional practices that reflect current principles of learning. Understanding and practice of supervisory techniques that support teachers in improving the teaching and learning process, including skills in observational data collection, data analysis, collaboration, and conferencing skills.

EDADM 552. Current Issues in Site-Level Leadership.

(3-0) Cr. 3. F.S.SS. *Prereq: EDADM 541*
Essential tasks of building-level leadership and management in contemporary school settings, including: curriculum and organizational structure, theory and practice of scheduling, financial management, roles and responsibilities of governance, communication and public relations skills, home/parental involvement and relationships, project and crisis management, technology integration, school climate and culture, effective student support programs such as counseling and guidance, attendance and discipline.

EDADM 554. Leading School Reform.

(3-0) Cr. 3. F.S.SS. *Prereq: EDADM 541*
Study of principles of transformational leadership and collaborative decision-making skills. Leadership activities that facilitate the development of a school culture that embraces change and school reforms that result in high quality schools dedicated to improved student achievement.

EDADM 556. School Systems as Learning Cultures.

(3-0) Cr. 3. F.S.SS. *Prereq: EDADM 541*
Practical and theoretical perspectives on school administrative problems from critical pedagogical studies and research. Exploration of related issues such as cultural literacy, forms of authority and control, and other historical problems of schools in dealing with minorities and culturally different persons.

EDADM 557. Human Resource Development for Learning.

(3-0) Cr. 3. F.S.SS. *Prereq: EDADM 541*
Leadership theory and practice that focuses on the professional development of school staff to promote improved student learning. Principles of school personnel evaluation; legal issues related to hiring, retention, and dismissal; evaluation models for professional and classified staff; and effective professional development models to support lifelong learning and reflective practice.

EDADM 558. Diverse Learning Needs.

(3-0) Cr. 3. F.S.SS. *Prereq: EDADM 541*
Learner needs will be examined from major psycho/social perspectives with stress upon developmental phases of normal growth along with common problems encountered in schools. Issues of racism, gender bias, and socio-economic problems that influence learner responsiveness to school curricula and administrative regulations, routines, and legal requirements.

EDADM 559. Curriculum Leadership.

(3-0) Cr. 3. F.S.SS. *Prereq: EDADM 541*
Generic administrative approaches to the design and delivery of elementary and secondary school curricula including the study of the organizations for learning; cognition and learning theories; validation; concepts of balance; school goals, student assessments and reporting of progress, alignment, and professional development; development of curriculum guides; mapping; employing national standards and benchmarks.

EDADM 575. Education Law and Ethics.

(3-0) Cr. 3. F.S.SS. *Prereq: EDADM 541*
Examination of constitutional, statutory, and judicial provisions as a basis for the legal operation of educational institutions. Rights and ethical responsibilities of school leaders are examined in relation to their roles and responsibilities with boards, other school personnel, and students.

EDADM 590. Special Topics.

Cr. 1-4. Repeatable. *Prereq: 9 credits in education*

EDADM 591. Supervised Field Experience.

Cr. 1-6. Repeatable. *Prereq: EDADM 541 and admission to program and instructor's approval*
Supervised on-the-job field experience in special areas.

EDADM 591A. Supervised Field Experience: Elementary Principal.

Cr. 1-6. Repeatable. *Prereq: EDADM 541 and admission to program and instructor's approval*
Supervised on-the-job field experience in special areas.

EDADM 591B. Supervised Field Experience: Secondary Principal.

Cr. 1-6. Repeatable. *Prereq: EDADM 541 and admission to program and instructor's approval*
Supervised on-the-job field experience in special areas.

EDADM 593. Workshops.

Cr. 1-4. *Prereq: 9 credits in education*

EDADM 599. Creative Component Development.

Cr. 1-3. *Prereq: 9 credits in educational administration*

Courses for graduate students:**EDADM 615. Seminar.**

Cr. 1-3. Repeatable.

In-depth study of administrative topics of contemporary interest and importance.

EDADM 615A. Seminar: Client Focus.

Cr. 1-3. Repeatable.

In-depth study of administrative topics of contemporary interest and importance.

EDADM 615B. Seminar: Research.

Cr. 1-3. Repeatable.

In-depth study of administrative topics of contemporary interest and importance.

EDADM 615C. Seminar: Quality Improvement.

Cr. 1-3. Repeatable.

In-depth study of administrative topics of contemporary interest and importance.

EDADM 615D. Seminar: Special Services.

Cr. 1-3. Repeatable.

In-depth study of administrative topics of contemporary interest and importance.

EDADM 615E. Seminar: Assessment.

Cr. 1-3. Repeatable.

In-depth study of administrative topics of contemporary interest and importance.

EDADM 615F. Seminar: Leadership.

Cr. 1-3. Repeatable.

In-depth study of administrative topics of contemporary interest and importance.

EDADM 620. Program Induction Leadership Seminar.

(3-0) Cr. 3. SS. *Prereq: EDADM 541*

Assessment of candidate skill areas, including communication, leadership, technology, and team facilitation for the development of an individualized learning plan for the program. Orientation to program expectations and leadership challenges in the context of schooling for a global society.

EDADM 621. Aligning the System for Student Achievement.

(5-0) Cr. 5. F. *Prereq: EDADM 541*

Alignment of system goals and leadership theory with student achievement, governance, systems thinking, and communication and collaboration with various publics.

EDADM 622. Maximizing Human and Financial Resources for Student Achievement.

(3-0) Cr. 3. S. *Prereq: EDADM 541*

Allocation of system resources to enhance student achievement; human resource development and negotiations; and coaching and evaluating the administrative team.

EDADM 623. Mid-Program Leadership Seminar.

(1-0) Cr. 1. SS. *Prereq: EDADM 541*

Mid-program assessment of candidate progress and exploration of leadership strategies for working with diverse populations.

EDADM 624. School Finance.

(2-0) Cr. 2. SS. *Prereq: EDADM 541*

General issues of school finance and managing school financial affairs. Role of the federal, state and local governments in educational finance, tax issues, and structures; bonding; budget procedures; and non-public school finance issues. Includes attendance at selected sessions of the Iowa School Business Management Academy in May and two additional class sessions.

EDADM 631. Achieving Results Through Accountability Strategies.

(5-0) Cr. 5. F. *Prereq: EDADM 541*

Accountability strategies for applying leadership theory to student achievement, governance, systems thinking, change agency, and communication and collaboration with various publics.

EDADM 632. Using System Assets to Create a Culture of Learning.

(3-0) Cr. 3. S. *Prereq: EDADM 541*

Leadership strategies to promote a culture of high student achievement; effective human capital management, including recruitment and induction of new personnel; and effective communication with parents and other patrons.

EDADM 633. Career Induction Leadership Seminar.

(1-0) Cr. 1. SS. *Prereq: EDADM 541*

Development of entry plan for creating a culture of collaboration; professional growth plan for first year in new position; and authentic performance assessment of values and beliefs platform.

EDADM 634. School Business Management and Accountability.

(2-0) Cr. 2. SS. *Prereq: EDADM 541*

Management of school operations; accountability and ethical business practices; risk management; school plant operations, food service and student transportation. Includes attendance at selected sessions of the Iowa School Business Management Academy in May and two additional class days.

EDADM 690. Advanced Special Topics.

Cr. 1-3. Repeatable. *Prereq: 9 credits in educational administration*

EDADM 691. Clinical Dilemmas of Practice.

Cr. 1-3. Repeatable, maximum of 3 credits. *Prereq: EDADM 541, admission to program, and instructor's approval*

Supervised on-the-job field leadership experience in clinical dilemmas of practice. Offered on a satisfactory-fail basis only.

EDADM 699. Dissertation Research.

Cr. arr. Repeatable. *Prereq: 9 credits in education*

Courses primarily for graduate students, open to qualified undergraduates:**EL PS 591. Social Justice Field Experience.**

Cr. 1-3. F.S.SS. *Prereq: EL PS 620*

Supervised field experience in equity and social justice inside/outside higher education.

Courses for graduate students:**EL PS 615. Thematic Seminars.**

Cr. 1. F.S.SS. *Prereq: Admission to educational leadership doctoral program*

EL PS 615A. Thematic Seminars: Communication and Team Building.

Cr. 1. F.S.SS. *Prereq: Admission to educational leadership doctoral program*

EL PS 615B. Thematic Seminars: Governance, Politics and Policies.

Cr. 1. F.S.SS. *Prereq: Admission to educational leadership doctoral program*

EL PS 615C. Thematic Seminars: Law, Equity, Equality.

Cr. 1. F.S.SS. *Prereq: Admission to educational leadership doctoral program*

EL PS 615D. Thematic Seminars: Ethics, Justice, and Caring.

Cr. 1. F.S.SS. *Prereq: Admission to educational leadership doctoral program*

EL PS 615E. Thematic Seminars: Problem Solving and Planning.

Cr. 1. F.S.SS. *Prereq: Admission to educational leadership doctoral program*

EL PS 615F. Thematic Seminars: Critical and Creative Thinking.

Cr. 1. F.S.SS. *Prereq: Admission to educational leadership doctoral program*

EL PS 616. Capstone Experience.

Cr. 3. F.S. *Prereq: 4 credits of EL PS 615*

This experience is designed to explore a topic addressed in one of the thematic seminars. The product of the capstone experience is a written paper of sufficient quality to be submitted to a scholarly journal for review.

EL PS 620. Social Justice Theory, Research, and Practice.

(3-0) Cr. 3. F.

Introduction to social justice theory, research, and practice from a variety of theoretical perspectives in the context of higher education and broader society.

EL PS 621. Pedagogies of Dissent: Radical Theories of Education, Social Justice, and Economic Democracy.

(Cross-listed with W S). (3-0) Cr. 3. S. *Prereq: EL PS 620*

Critical examination of the philosophical foundations of education that seek to challenge the status quo and advance radical educational change. Exploration of macro-level (and some micro-level) issues relevant to educational change, in relation to how they inform practices of dissent and every day social relations.

EL PS 622. Decolonizing Praxis: Anti/post-colonial Theory, Research and Practice.

(3-0) Cr. 3. S. *Prereq: EL PS 620*

Critically probes the philosophical and historical foundations of anti/post-colonial theory. Examination of policy, social, theoretical and educational issues from an anti/post-colonial perspective.

EL PS 624. Critical Race Theory in Higher Education.

Cr. 1-3. SS.

Exploration of the central tenets of critical race theory. Examination of policy, social and educational issues from a critical race perspective.

EL PS 625. Sexual Orientation Issues in Higher Education.

Cr. 1-3. SS.

Exploration of issues related to sexual orientation in higher education. Examination of individual and environmental factors that influence students' success in college. Development of intervention strategies to enhance the college experience for lesbian, gay, and bisexual students.

EL PS 626. Social Justice and Social Change in Higher Education.(3-0) Cr. 3. F. *Prereq: EL PS 621*

An examination of how changes in the interest of social justice have occurred historically in American higher education. Exploration of social movements and theories of social change.

Courses primarily for graduate students, open to qualified undergraduates:

HG ED 504. Higher Education in the United States.(3-0) Cr. 3. S. *Prereq: Graduate classification*

Historical development of higher education; diversity, functions, and philosophies of colleges and universities; federal and state roles; review of general, liberal, technical, graduate, and professional education.

HG ED 540. Foundations of Leadership: Learning, Ethics, Self and Interaction.(2-0) Cr. 2. F. *Prereq: permission of instructor*

Serving as an introduction to developing practicing leaders, this course will create the foundation upon which enduring understanding of leadership will be built. Specifically explored will be learning as the foundation of human enterprise, everyday leadership, determination of common good, roots of individual's actions, sensitivity to others, merits of divergent ideas, questioning the status quo, ethics as personal responsibility and choosing to grow.

HG ED 541. Learning, Leadership, Ethics and Community.(2-0) Cr. 2. S. *Prereq: permission of instructor*

Serving as the second semester in a program to develop practicing leaders, this course will build upon the foundation started first semester to help students embrace the enduring understandings of leadership. Specifically explored will be team learning and the effect on individuals, skills required for a team to move forward, importance of decisions based on the good of the community, reflection as a means of enhancing learning, and interconnectedness of the individual, the community, and the world.

HG ED 542. Learning, Leadership, Ethics, and Teams; Knowing, Doing and Being.(2-0) Cr. 2. F. *Prereq: permission of instructor*

The overall purpose of this course is to expand the foundation started in Foundations of Leadership: Learning, Ethics, Self and Interactions and Learning, Leadership, Ethics and Community for developing practicing leadership. The focus will shift from a naive understanding of the concepts of self within a team and community to a more sophisticated understanding of knowing, being and doing leadership.

HG ED 543. Learning, Leadership, Ethics and Teams in Action.(2-0) Cr. 2. S. *Prereq: permission of instructor*

The purpose of this last (in a series of four) course is to allow students to put their knowledge, skills, and abilities related to leadership, learning, Ethics and Teams into practice. In addition to planning and implementing a major service learning project, the focus will be on the next wave of the study of leadership - connecting leadership to the research about the brain and human learning.

HG ED 544. Foundations of Leadership & Learning.(3-0) Cr. 3. F. *Prereq: graduate student classification*

First of two-course series to help leaders develop the knowledge and skills to engage the collective capacity of a group to think, learn, and achieve important purpose. The foundation for developing deep understanding about leadership, learning, and the relationships therein. Focus on application of recent knowledge about human learning in the professional practice of leadership. Relationship leadership model and relationship to other leadership models, theories, and concepts; current theories of human learning (including expert/novice and transfer of learning), and interrelationships with leadership practice; critical understanding of self; facilitating learning for others; metacognition as a habit of mind; fundamentals of group interaction theories; social interdependence, communication, trusting, trustworthy goals, decision-making, cohesion, controversy, team development; power, resources, and development of community.

HG ED 545. Connecting Leadership & Learning in Practice.(3-0) Cr. 3. F. *Prereq: Graduate student classification and completion of HG Ed 544*

Second of a two-course series designed to help leaders develop the knowledge and skills to best engage the collective capacity of a group to think, learn and achieve important purpose. Builds on foundation course to support students in creating applications of the relationships between leadership and learning. Focus on developing the habits of mind and habits of practice to best use knowledge about human learning in the professional practice of leadership. Applications of relational leadership model; applications of group interaction theories; development and implementation of action plans to achieve measurable goals; application of current theories of human learning as they relate to leadership; exploration of the fundamentals of emotional intelligence and the impacts on leadership; developing critical habits of mind to practice leadership focused on learning.

HG ED 550. Teaching, Learning and Leadership.(3-0) Cr. 3. F. *Prereq: Teacher licensure*

Current issues and practices in community college teaching and learning, and the roles and responsibilities of teachers as leaders.

HG ED 561. College Teaching.(3-0) Cr. 3. *Prereq: 6 graduate credits*

Educational theories, methods and strategies for the improvement of college instruction. Assist potential college instructors in developing knowledge of protocol, assessment, and the scholarship and art of teaching. Emphasis on the unique challenge of college teaching in a changing student population environment.

HG ED 562. Curriculum Development in Colleges.(3-0) Cr. 3. *Prereq: Graduate classification*

Modes of curriculum design, development, and change in colleges. Development of curricular leadership and evaluation strategies.

HG ED 568. Global Education Policy Analysis.(3-0) Cr. 3. *Prereq: HG ED 504*

Assessment of global education policy issues in education. Analysis of policies, implementation strategies, and policy outcomes.

HG ED 570. Current Topics in Student Affairs.Cr. 1-3. *Prereq: Graduate classification*

Current issues and new directions in student affairs practice. Topics developed to the specific needs of student affairs professionals. Primarily for off-campus.

HG ED 570D. Current Topics in Student Affairs: Residential Life.Cr. 1-3. *Prereq: Graduate classification*

Current issues and new directions in student affairs practice. Topics developed to the specific needs of student affairs professionals. Primarily for off-campus.

HG ED 570G. Current Topics in Student Affairs: Student Affairs Institute.Cr. 1-3. *Prereq: Graduate classification*

Current issues and new directions in student affairs practice. Topics developed to the specific needs of student affairs professionals. Primarily for off-campus.

HG ED 570H. Current Topics in Student Affairs: Student Diversity.Cr. 1-3. *Prereq: Graduate classification*

Current issues and new directions in student affairs practice. Topics developed to the specific needs of student affairs professionals. Primarily for off-campus.

HG ED 574. Student Affairs Practice in Higher Education.(3-0) Cr. 3. F. *Prereq: Graduate classification, admission to Higher Education Program*

An introduction to the field of student affairs practice with a consideration of student activities, counseling services, financial aid, admissions, student conduct, academic advising, and residential programs; includes community college programs.

HG ED 575. Organization and Administration of Student Affairs.(3-0) Cr. 3. S. *Prereq: Admission to Higher Education Program, HG ED 574*

Organization structures, role and function of student affairs staff; policies and decision-making for student affairs practice.

HG ED 576. Student Development in Higher Education.(3-0) Cr. 3. F. *Prereq: Admission to Higher Education Program*

Theories of student development and their applications in student affairs programs, services, and activities are reviewed. Emphasis is placed on psychosocial, cognitive developmental, and learning theories as well as newer integrative theories.

HG ED 577. Campus Environments and Cultures.

(3-0) Cr. 3. F. *Prereq: Admission to Higher Education Program*
Study of the impact of the college environment on students and use of environmental theory to create positive learning situations for students.

HG ED 578. Students in American Higher Education.

(3-0) Cr. 3. F. *Prereq: Admission to Higher Education Program*
The relationship between college students and characteristics from 1950 to the present. Traditional assumptions about the impact of higher education on students will be reviewed and challenged. Campus issues and concerns relative to commuters and residential life. Participants will analyze institutional responses to students through college missions, organizational development, structure, core curriculum and retention.

HG ED 579. Counseling and Group Dynamics in Post-secondary Settings.

(3-0) Cr. 3. F. *Prereq: HG ED 574, HG ED 576*
Development of effective, basic counseling skills. Understanding of group dynamics. Ability to work effectively in groups.

HG ED 580. Current Topics in Community Colleges.

(1-3) Cr. 1-3. *Prereq: Graduate classification*
Current issues and new directions in community college education. Topics developed to the specific needs of colleges. For off-campus.

HG ED 580A. Current Topics in Community Colleges: Student Needs.

(1-3) Cr. 1-3. *Prereq: Graduate classification*
Current issues and new directions in community college education. Topics developed to the specific needs of colleges. For off-campus.

HG ED 580B. Current Topics in Community Colleges: General and Liberal Education.

(1-3) Cr. 1-3. *Prereq: Graduate classification*
Current issues and new directions in community college education. Topics developed to the specific needs of colleges. For off-campus.

HG ED 580C. Current Topics in Community Colleges: Counseling and Advising.

(1-3) Cr. 1-3. *Prereq: Graduate classification*
Current issues and new directions in community college education. Topics developed to the specific needs of colleges. For off-campus.

HG ED 580D. Current Topics in Community Colleges: Adult and Continuing Education.

(1-3) Cr. 1-3. *Prereq: Graduate classification*
Current issues and new directions in community college education. Topics developed to the specific needs of colleges. For off-campus.

HG ED 580E. Current Topics in Community Colleges: Development and Remedial Education.

(1-3) Cr. 1-3. *Prereq: Graduate classification*
Current issues and new directions in community college education. Topics developed to the specific needs of colleges. For off-campus.

HG ED 580F. Current Topics in Community Colleges: Student Services.

(1-3) Cr. 1-3. *Prereq: Graduate classification*
Current issues and new directions in community college education. Topics developed to the specific needs of colleges. For off-campus.

HG ED 580G. Current Topics in Community Colleges: Faculty and Staff Evaluation.

(1-3) Cr. 1-3. *Prereq: Graduate classification*
Current issues and new directions in community college education. Topics developed to the specific needs of colleges. For off-campus.

HG ED 580H. Current Topics in Community Colleges: Organization and Administration.

(1-3) Cr. 1-3. *Prereq: Graduate classification*
Current issues and new directions in community college education. Topics developed to the specific needs of colleges. For off-campus.

HG ED 580I. Current Topics in Community Colleges: Learning and Teaching.

(1-3) Cr. 1-3. *Prereq: Graduate classification*
Current issues and new directions in community college education. Topics developed to the specific needs of colleges. For off-campus.

HG ED 580J. Current Topics in Community Colleges: Human Relations.

(1-3) Cr. 1-3. *Prereq: Graduate classification*
Current issues and new directions in community college education. Topics developed to the specific needs of colleges. For off-campus.

HG ED 582. The Comprehensive Community College.

(3-0) Cr. 3. *Prereq: Graduate classification*
The community college as a unique social and educational institution: its history, philosophy, functions, programs, faculty and student characteristics, organization and finance, trends, and issues. Reviews current research and exemplary community college practices internationally, nationally, and in Iowa.

HG ED 590. Special Topics.

Cr. 1-4. *Prereq: 9 credits in education*
Independent study on specific topics arranged with an instructor.

HG ED 590A. Special Topics: Student Services.

Cr. 1-4. *Prereq: 9 credits in education*
Independent study on specific topics arranged with an instructor.

HG ED 590B. Special Topics: Community Colleges.

Cr. 1-4. *Prereq: 9 credits in education*
Independent study on specific topics arranged with an instructor.

HG ED 590C. Special Topics: Current Issues.

Cr. 1-4. *Prereq: 9 credits in education*
Independent study on specific topics arranged with an instructor.

HG ED 590D. Special Topics: International Higher Education.

Cr. 1-4. *Prereq: 9 credits in education*
Independent study on specific topics arranged with an instructor.

HG ED 590E. Special Topics: Federal and State Affairs.

Cr. 1-4. *Prereq: 9 credits in education*
Independent study on specific topics arranged with an instructor.

HG ED 590F. Special Topics: Law in Higher Education.

Cr. 1-4. *Prereq: 9 credits in education*
Independent study on specific topics arranged with an instructor.

HG ED 590G. Special Topics: Institutional Research.

Cr. 1-4. *Prereq: 9 credits in education*
Independent study on specific topics arranged with an instructor.

HG ED 591. Supervised Field Experience.

Cr. 1-4. Repeatable. *Prereq: 9 credits graduate work*
Supervised on-the-job field experience.

HG ED 593. Workshops.

Cr. 1-5. Repeatable. *Prereq: 15 credits in education*

HG ED 598. Capstone Seminar.

(3-0) Cr. 3. S. *Prereq: Completion of 30 credits in EL PS*
This course is designed to integrate the learning experiences of students completing the Master's Degree Program in higher education. Such issues as ethics, continuing professional development, career planning and leadership will be explored.

HG ED 599. Creative Component.

Cr. arr. *Prereq: 9 credits in education*

Courses for graduate students:**HG ED 615. Seminars in Higher Education.**

Cr. 1-4.

HG ED 615A. Seminars in Higher Education: Student Services.

Cr. 1-4.

HG ED 615B. Seminars in Higher Education: Community Colleges.

Cr. 1-4.

HG ED 615C. Seminars in Higher Education: Current Issues.

Cr. 1-4.

HG ED 615D. Seminars in Higher Education: International Higher Education.

Cr. 1-4.

HG ED 615E. Seminars in Higher Education: Federal and State Affairs.

Cr. 1-4.

HG ED 615F. Seminars in Higher Education: Law in Higher Education.

Cr. 1-4.

HG ED 615G. Seminars in Higher Education: Institutional Research.

Cr. 1-4.

HG ED 615H. Seminars in Higher Education: Research Designs in Higher Education.

Cr. 1-4.

HG ED 664. College Organization and Administration.(3-0) Cr. 3. F. *Prereq: HG ED 504*

Administrative organization and behavior: communications, leadership, finance, strategic planning, and institutional governance.

HG ED 665. Financing Higher Education.(3-0) Cr. 3. S. *Prereq: HG ED 504*

Lectures, discussions, and individual investigation relating to financial administration in colleges and universities. Budgeting, auxiliary enterprises, administration of financial planning, fund raising, examination of theories on expenditures. Designed for persons aspiring to serve as college administrators.

HG ED 666. Academic Issues and Cultures.(3-0) Cr. 3. S. *Prereq: HG ED 504*

Examination of institutional culture and issues in higher education focusing on the roles and responsibilities of faculty and academic administrators.

HG ED 676. Student Development Theory II.(3-0) Cr. 3. S. *Prereq: HG ED 576*

An examination of social identity theories including those exploring race, ethnicity, gender, class, ability, sexuality, and spirituality. An exploration of how social identity is influenced by the dynamics of power and oppression in education and society and how to enhance the college experiences of students from diverse backgrounds.

HG ED 690. Advanced Special Topics.Cr. 1-4. Repeatable. *Prereq: 9 credits in education***HG ED 699. Research.**Cr. arr. Repeatable. *Prereq: 9 credits in education***Courses primarily for graduate students, open to qualified undergraduates:****H P C 504. Studies in the Foundations of Education in the United States.**(3-0) Cr. 3. SS. *Prereq: Admission to graduate licensure program in teacher education or permission of instructor*

Introduction to the historical and contemporary landscape of schooling in the United States. Emphasis is placed on topics and tensions in the relationship between school and society (e.g. equity of access to education and competing purposes of education) and the implications of these topics and tensions for teaching and learning in public schools. Designed for students in a graduate licensure program.

H P C 581. Philosophy of Education.(Dual-listed with H P C 481). (3-0) Cr. 3. SS. *Prereq: Graduate classification*

Introduction to Western philosophy of education. Emphasis is placed on enduring debates about the purpose(s) of education in a just society. Readings include classic and contemporary texts.

H P C 582. History of Education in the United States.(3-0) Cr. 3. *Prereq: Graduate classification*

Survey course in the history of education in the United States, from the colonial era to the present. Emphasis is placed on enduring debates about the purpose(s) of public schooling. Readings include primary and secondary materials.

H P C 588. History of Education in the United States.(3-0) Cr. 3. *Prereq: Graduate classification*

Survey course in the history of education in the United States, from the colonial era to the present. Emphasis is placed on enduring debates about the purpose(s) of public schooling. Readings include primary and secondary materials.

H P C 590. Special Topics.Cr. 1-5. F.S. *Prereq: 9 graduate credits in education***H P C 590A. Special Topics: History of Education.**Cr. 1-5. F.S. *Prereq: 9 graduate credits in education***H P C 590B. Special Topics: Philosophy of Education.**Cr. 1-5. F.S. *Prereq: 9 graduate credits in education***H P C 590C. Special Topics: Comparative Education.**Cr. 1-5. F.S. *Prereq: 9 graduate credits in education***H P C 599. Creative Component.**

Cr. 1-3. F.S.

Courses for graduate students:**H P C 615. Seminar.**

Cr. 1-3. Repeatable, maximum of 3 credits.

H P C 615A, Seminar in History of Education.

H P C 615A. Seminar: History of Education.

Cr. 1. Repeatable.

Seminar in History of Education.

H P C 615B. Seminar: Philosophy of Education.

(1-3) Cr. 1-3. Repeatable.

H P C 615C. Seminar: Comparative Education.

(1-3) Cr. 1-3. Repeatable.

H P C 690. Advanced Special Topics.

Cr. 1-3. Repeatable. F.S.

Advanced special topics.

H P C 699. Research.

Cr. arr. Repeatable.

Courses primarily for graduate students, open to qualified undergraduates:**OLHRD 541. Adult Learning.**

(3-0) Cr. 3.

Examines how adults acquire and use knowledge, skills, and attitudes within organizational settings; individual differences in learning as well as the principles and elements of the learning organization.

OLHRD 544. Performance Improvement and Change Through Learning Interventions.(3-0) Cr. 3. *Prereq: OLHRD 541, OLHRD 542*

Examines the characteristics and elements of the performance improvement and change process, with special attention to the roles and responsibilities of employees, managers, and organizations when improving individual and organizational learning.

OLHRD 545. Learning Acquisition, Transfer, and Evaluation.(3-0) Cr. 3. *Prereq: OLHRD 541, OLHRD 542, OLHRD 544*

Critical examination of learning acquisition, transfer, and evaluation barriers, partnerships, strategies, and activities; and the roles and responsibilities of human resource development professionals, managers, employees, and organizations in the application and evaluation of learning on the job.

Courses primarily for graduate students, open to qualified undergraduates:**RESEV 550. Introduction to Educational Research.**

(3-0) Cr. 3. F.S.SS.

Understanding the nature of quantitative and qualitative research; reviewing the literature; developing research problems and questions; research designs; data collection and analysis issues; evaluating research studies.

RESEV 552. Basic Educational Statistics.

(3-0) Cr. 3. F.

Statistical concepts and procedures for analyzing educational data; descriptive statistics, correlation, t tests, and chi square with computer applications.

RESEV 553. Intermediate Educational Statistics.(3-0) Cr. 3. *Prereq: RESEV 552 or STAT 401*

A continuation of statistical concepts and procedures for analyzing educational data, using multiple regression and logistic regression.

RESEV 554. Intermediate Research Methods.(3-0) Cr. 3. SS. *Prereq: RESEV 553 or STAT 404*

Intermediate quantitative research methodology in preparation for carrying out thesis and dissertation research, with an emphasis on the estimation of causal effects using observational data.

RESEV 570. Surveys in Educational Research.(3-0) Cr. 3. S. *Prereq: RESEV 552 or equivalent*

Examination of survey design and administration in educational research. Designing surveys; developing, evaluating, and asking survey questions; survey sampling; measuring survey reliability and validity; administering mail and web surveys; decreasing survey nonresponse; conducting post-collection survey data processing; conducting survey research with integrity.

RESEV 580. Introduction to Qualitative Research Methodology.

(3-0) Cr. 3.

Qualitative research in the human sciences, emphasizing education; principles of qualitative inquiry, including theoretical foundations, research design, and fieldwork.

RESEV 590. Special Topics.Cr. 1-3. Repeatable. F.S.SS. *Prereq: Graduate standing*

Guided reading and in research and evaluation study on special topic.

RESEV 591. Supervised Field Experience.

Cr. 2-4. Repeatable. *Prereq: RESEV 553 or RESEV 680*
Supervised on the job field experience.

RESEV 593. Workshop.

Cr. 1-3. Repeatable. F.S.SS. *Prereq: Graduate standing*
Intensive, concentrated exposure to a special educational research or evaluation problem.

RESEV 597. Program Assessment and Evaluation.

(3-0) Cr. 3. S. *Prereq: RESEV 550*
Evaluation models and professional standards. Techniques of evaluating educational programs. Emphasis on both theory and practical applications.

Courses for graduate students:**RESEV 615. Current Topics in Research and Evaluation.**

Cr. 1-3. Repeatable.

RESEV 620. College Access in Policy, Practice, and Research.

(4-0) Cr. 1-3. SS.
Exploration of the plurality of frameworks used to conceptualize college access as a social problem (for research, policy, and practice). Development of application of understandings of college access frameworks to policy, practice, and research.

RESEV 680. Critical Issues in Qualitative Inquiry.

(3-0) Cr. 3. S. *Prereq: RESEV 580*
An intensive reading and discussion course focusing on contemporary methodological theory for qualitative inquiry; examines epistemological, ontological, axiological and theoretical assumptions and their consequences for qualitative inquiry in the human sciences; interrogates core concepts of qualitative inquiry such as fieldwork, data, validity and representation.

RESEV 681. Analytical Approaches in Qualitative Inquiry.

(3-0) Cr. 3. F. *Prereq: RESEV 580 or equivalent*
Conceptions of data and analysis in qualitative methodologies; focus on applied topics in qualitative data analysis, such as narrative analysis, ethnographic analysis, life history analysis, postmodern analyses, discourse analysis, arts-based analytical strategies, constructing data; combination format of reading and discussion seminars and classroom workshops focusing on individual research projects (not for thesis or dissertation).

RESEV 690. Advanced Special Topics.

Cr. 1-3. Repeatable. *Prereq: Graduate standing*
Guided reading and/or study on special topics of an advanced nature.

RESEV 699. Research.

Cr. arr. Repeatable. F.S.SS.